Rotherham College of Arts and Technology

***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.

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GRADE DESCRIPTORS

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

The descriptors for the grades are:

- *grade 1 – provision which has many strengths and very few weaknesses*

- *grade 2 – provision in which the strengths clearly outweigh the weaknesses*

- *grade 3 – provision with a balance of strengths and weaknesses*

- *grade 4 – provision in which the weaknesses clearly outweigh the strengths*

- *grade 5 – provision which has many weaknesses and very few strengths.*

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

College grade profiles 1993-96

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

FEFC INSPECTION REPORT 112/97

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
YORKSHIRE AND HUMBERSIDE REGION
Inspected April 1996-May 1997

Summary

Rotherham College of Arts and Technology offers a broad range of vocational and general education courses. It is responsive to the needs of the local community, and includes provision for groups which have not usually entered further education. Its enterprise activities provide a resource for local business and industry. Governors, managers and staff remain strongly committed to the future development of the college, which has recently experienced a difficult period, involving substantial staff redundancies. Together, they have worked hard to maintain the quality of students' experience, to improve communications and to strengthen financial and strategic planning. Teachers are well qualified and committed to the success of their students. They give students effective pre-enrolment guidance, induction and individual support throughout their courses. In some vocational areas, pass rates for students who complete their courses are good. In general, however, students' achievements are variable. The college should: provide a more comprehensive range of reports to governors; continue to improve its management information systems; improve the co-ordination and clarity of some aspects of the management of the college; address inconsistencies in the provision of tutorial support; strengthen systems for the monitoring and follow-up of students' absences; increase retention rates; continue to develop and implement rigorous quality assurance procedures; improve students' access to information technology; and improve aspects of accommodation.

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

Aspects of cross-college provision	Grade
Responsiveness and range of provision	2
Governance and management	3
Students' recruitment, guidance and support	2
Quality assurance	4
Resources: staffing	2
equipment/learning resources	3
accommodation	3

Curriculum area	Grade	Curriculum area	Grade
Science, mathematics and computing	3	Health and social care	2
Construction	3	Art and design	2
Engineering	3	Humanities	3
Business	3	Basic education and provision for students with learning difficulties and/or disabilities	3
Hotel and catering	2		

INTRODUCTION

1   Rotherham College of Arts and Technology was inspected in four stages. The college's induction and enrolment procedures were inspected at the start of the autumn term 1996. Inspections of curriculum areas took place during April 1996 and March 1997, and were followed by an inspection of aspects of cross-college provision in May 1997. Altogether, 20 inspectors spent 92 days in the college. They observed 211 classes, inspected students' work and examined documentation relating to the college and its courses. They met students, teaching and support staff, college managers, governors, parents, head teachers, local employers, a representative from Rotherham Chamber of Commerce Training and Enterprise, and other members of the wider community.

THE COLLEGE AND ITS AIMS

2   Rotherham College of Arts and Technology was established in 1981 by the merger of the previous colleges of technology, arts and adult education. The technical education offered in the past reflected the needs of the steel and coal mining industries. It consisted of programmes to degree level, mainly in mechanical, production and electrical engineering. These programmes went into rapid decline with the closure of the coal mines and massive changes in steel production technology, and the college now offers a range of general further education provision. In November 1996, 6,328 students were enrolled at the college, of whom 1,635 were studying full time. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

3   Rotherham has approximately 250,000 inhabitants, of whom about 2.5 per cent are from minority ethnic backgrounds. Recovery from the recession in the local economy in the 1980s has been slow. Rotherham currently has an unemployment rate of 12.2 per cent compared with a regional rate of 7.2 per cent and a national rate of 6.5 per cent. In the central area of Rotherham there are eight schools for pupils aged 11 to 16, and in the outer area there are eight schools for pupils aged 11 to 18. The borough of Rotherham has two other general further education colleges and a sixth form college. There is also an agency maintained by the local education authority (LEA) which provides vocational training.

4   Since incorporation, the college has experienced financial difficulties. These led to a major management restructuring in 1995-96. The directorate comprises the principal, executive director, director of finance, director of operations and the college secretary. This senior team has multiple responsibilities of both a strategic and operational nature. At the time of the inspection, two faculties co-ordinated the work of nine schools: foundation and community education; humanities; science and education; health and social care; creative arts; catering and hospitality; business and languages; electrical and computing; and mechanical and

construction. The college's management committee comprises the directorate, the deans of faculty, and the heads of schools and service units.

5   The college's mission is to serve the educational, cultural, social and economic needs of the local community, and to provide further and higher educational opportunities for a national and international clientele. It is committed to working in partnership with other organisations, and to developing increased opportunities for all, at all levels of ability and aspiration.

RESPONSIVENESS AND RANGE OF PROVISION

6   The college offers a broad range of courses, which covers all vocational areas except agriculture and motor vehicle engineering. It has contributed significantly to the achievement of the national targets for education and training by developing general national vocational qualifications (GNVQs) in nine vocational areas and a growing range of national vocational qualifications (NVQs) at levels 1 to 4. There is a particularly wide range of provision in art and design and in health and community care. The college offers 20 subjects at general certificate of education advanced level (GCE A level) and 27 at general certificate of secondary education (GCSE) level. Students can combine the study of a GNVQ with a GCE A level subject, and 34 currently do so. Three hundred and fifty-seven students are enrolled on higher education courses. These include higher national certificates and diplomas, and the first years of degree courses validated by the Business and Technology Education Council (BTEC) or franchised from Sheffield Hallam University. These courses offer progression to higher education for local students who might otherwise not study at this level.

7   The college has successfully developed provision for groups which have not usually entered further education; for example, access courses, designed to help mature students to enter further and higher education and to attract adults who wish to return to study. Some imaginative schemes, including family literacy projects, are aimed at providing adults with basic skills. Provision is made for pupils who have been excluded from secondary schools and those referred by the probation service. Almost 300 students study English for speakers of other languages (ESOL). Last year, the college initiated a professional training scheme, designed to give work experience and employment skills to well-qualified unemployed adults from minority ethnic backgrounds. As a result, a high proportion gained employment at managerial level.

8   There is varied and flexible provision for students with learning difficulties and/or disabilities, including those with mental health, emotional or behavioural problems. A 'next steps' course provides progression to vocational courses across the college. The college has effective links with statutory and voluntary outside agencies and special

schools, which view the college as a valuable partner in meeting local needs. The courses include work placements and opportunities to work with others; for example, serving meals in the college training restaurant to groups of parents and community representatives.

9   The college has a strong commitment to the local community. It offers its provision in 32 local centres. In addition, it has a contract with the LEA to provide a programme of short courses taught in youth and community centres and schools. Some of the work in the community is franchised to voluntary agencies such as the Rotherham Community Volunteer Service. These initiatives provide educational opportunities for some of the most disadvantaged communities in the area. The Bridge Scheme is an imaginative example of off-site collaborative provision, providing training for voluntary workers in the community.

10   Facilities are being developed to enable students to study at times and places which suit their needs and circumstances. Currently 383 students are enrolled on courses which use distance learning materials, or take place in the college's resource centre which students can visit at times of their own choice. Some business and office technology courses are designed to allow students to enrol at various times throughout the year, and others have a timetable to suit the needs of parents with children at school. The college has an agreement with Oxford College of Further Education to develop distance learning materials. It is a partner in the Dearne Valley Higher Education Project, along with Sheffield University and Dearne Valley College. The project has £2 million funding from the Coalfields Strategic Project Fund to develop higher education courses in the Dearne Valley as a contribution to the regeneration of the area. It is developing the use of information technology networks to help scattered communities have access to learning. Eight college staff are taking a higher degree in telematics at Sheffield University in preparation for the courses which are due to begin in September 1997.

11   There are significant gaps in the range of courses currently offered. The only foundation level GNVQ course is in health and social care. Some NVQ programmes and some GCE A level and GCSE subjects have very small numbers of students. Some courses have failed to attract sufficient numbers to form viable teaching groups, and the college did not meet its overall recruitment targets last year. There are curriculum enhancement activities in some of the college's schools; for example, business students can take part in the young enterprise scheme, and art and design students take part in fashion shows and public performances. However, the college does not have an organised enrichment programme which is open to all students. There is no Saturday or weekend provision. Despite the reference to international activity in the college's mission, overseas links are limited. The number of student visits abroad is small and the curriculum does not have a European or international dimension. In order to address these deficiencies the college has now established procedures for a systematic review of its provision. It plans to improve the

co-ordination of GCE A level and GCSE courses by opening a sixth form centre, and the timetable is being reorganised so that Wednesdays can be used for cross-college enrichment activities.

12   There are good relationships with local schools and liaison is well developed. A programme of link activities is organised jointly by teaching staff and a central co-ordinator. For example, last year 358 pupils from nine schools worked alongside college students on catering courses. The college has contributed substantially to the development of the national network of construction curriculum centres set up by the Construction Industry Training Board and aimed at fostering school links. College staff have written many of the teaching materials used by the centres. Last year 79 school pupils attended the college's centre for one day a week to take foundation NVQ and GNVQ units. Many others were involved in projects to enhance their schools by building gardens, pools and other features.

13   The college has undertaken a number of enterprise activities, the most successful of which is the Rotherham Engineering and Computing Technology centre. The centre is managed and staffed by the college, and provides a major high-technology resource for business in the Yorkshire and Humberside region. It was established in partnership with the Department for Trade and Industry, the LEA and Rotherham Chamber of Commerce Training and Enterprise. It attracts grants of some £2.5 million a year, but has still to meet its target of earning substantial income for the college. Courses shaped to employers' requirements generate significant income for the college, and the turnover so far this year amounts to £124,000. One example of such a course is a training project for supervisory managers in a Sheffield steel company. The college has a good working relationship with Rotherham Chamber of Commerce Training and Enterprise and plays a full part in the Rotherham Economic Partnership, which is a major initiative aimed at regenerating the local economy.

14   Some curriculum areas, for example engineering and art and design, have created good links with employers. In other areas, links are not well developed. Many employers express satisfaction with the college as an education and training provider. However, some have expressed dissatisfaction with the provision of information, with complaints procedures and with feedback from the college on employees' attendance and progress. There are no formal mechanisms for employers to advise on curriculum issues. About 400 students a year take part in work experience placements. Some schools are much more active than others in setting these up. There is no co-ordination of activities within the college to spread good practice or to ensure that contacts with employers are fully utilised. The college has recently established an industrial liaison group to strengthen collaboration between the college and local employers.

15   The college's publicity materials are of a high standard and there is an appropriate range of promotional literature. Market research is at an early stage of development. Some schools, such as catering, are much more active than others in marketing their provision. A cross-college committee has recently been established to create a co-ordinated approach to marketing and to draw up a college marketing strategy.

16   The college effectively promotes equality of opportunity. Its equal opportunities policy receives appropriate mention in college literature, and a cross-college committee has been established to monitor its implementation and increase the awareness of staff. The committee is currently reviewing the policy, which is insufficiently explicit in certain aspects. College figures indicate that 6 per cent of students are from minority ethnic backgrounds, a figure similar to that for the city centre population and higher than that for the borough as a whole. The college has good relationships with the Rotherham Race Equality Council which is consulted on equal opportunities issues. Last year, the college was the winner of the Rotherham Equal Opportunities Partnership award.

GOVERNANCE AND MANAGEMENT

17   During 1994-95, it became apparent that the college was in serious financial difficulty. In that year, its expenditure exceeded its income by £3 million. In January 1996, the corporation passed a vote of no confidence in the principal, which resulted in his resignation, followed shortly afterwards by the resignation of the chair of the corporation. A major cause of the deficit was the college's overexpenditure on its pay budget, which was close to 100 per cent of its income. As part of its recovery plan, the college undertook a major restructuring exercise and reduced the budget for staff to 64 per cent of the overall budget. Seventy staff left the college between March and May 1996, including all but one of the senior management team. The six assistant principals and 19 programme area leaders were replaced by two heads of faculty and nine heads of schools. An audit of the curriculum identified the number of teachers required, and redundancies were effected according to criteria agreed by the corporation. Some staff left voluntarily; others were made redundant. A new principal joined the college on 1 August 1996, and three other members of the directorate, all new to the college, were appointed between October and December 1996. The financial crisis caused major discontinuity and uncertainty. Many of the college's systems and procedures lapsed during the spring and summer of 1996 as a result of staff changes and the lack of senior managers. Nevertheless, the commitment shown by staff ensured that the quality of the students' experience did not suffer unduly during this difficult period. The new management team is making significant changes in the way the college is managed. In some cases, it is too early to assess the effectiveness of these changes.

18   The governing body has 15 members, comprising eight business members, two staff members, one student, two co-opted members, a

representative of Rotherham Chamber of Commerce Training and Enterprise and the principal. Eight of the governors have been appointed since January 1996. Three are women and one is from a minority ethnic background. Collectively, governors have a wide range of expertise which is appropriate to the college's needs. Their backgrounds include industry, personnel, education, accountancy and audit. The clerk to the governors is a member of the college's directorate and is also the college secretary. The clerk's role is clearly defined. Six committees support the work of the governing board: finance and general purposes; audit; remuneration; personnel policy; strategic planning; and a special disciplinary committee. Attendance at board meetings is good. Governors have adopted a code of practice and established a register of interests. The register covers financial interests only, but it does not include staff members who have significant financial responsibilities. The board does not publish details of how to obtain access to the register.

19   Governors have shown considerable commitment in supporting college management through the recent turbulent period. They have, sensibly, given priority to the monitoring of the college's financial affairs. They have appointed a financial director, and the finance and general purposes committee receives detailed monthly financial reports. Financial performance indicators are discussed regularly at full board meetings. The focus on the college's finances has necessarily diverted governors' attention from some of their other duties. Arrangements for reporting to the corporation on areas other than finance are weak. Governors do not monitor the implementation of significant policies such as those relating to health and safety, equal opportunities and quality assurance. They have recently evaluated their own performance by means of a detailed questionnaire which identified areas for training and further development. As a result, they have taken a number of measures to increase their understanding of the college and their responsibilities for it. A programme of training events, started in January 1997 has covered a range of topics, including finance and strategic planning. College staff brief governors before corporation meetings on aspects of the curriculum. In order to increase the amount of contact between governors and staff, each governor has been linked to a curriculum area. Some governors have visited schools and observed course team meetings. A governors liaison committee, comprising the chair, staff governors and union representatives, meets regularly to ensure that governors keep abreast of the views and concerns of college staff.

20   Communications within the college have improved significantly during the current academic year. Nine cross-college committees have been established to advise the directorate and to review policies on matters such as industrial liaison, information technology, learning technology, marketing, equal opportunities and health and safety. The rules of membership encourage the participation of staff at all levels; about a third of the teaching and non-teaching staff take part. There are regular,

scheduled meetings at all levels of college management. Heads of schools meet weekly, as a group, with the two faculty directors and the director of operations. The college management committee meets fortnightly. The whole staff meets at least once a term. The staff newsletter, 'The Mouser', which appears approximately once every two weeks, is the main means of written communication between management and staff. A copy is sent individually to each member of staff. Staff comment on the open management style and the improvement in the channels of communication and consultation, which have had a positive effect on staff morale.

21   New procedures for strategic planning, established in the autumn term 1996, involve governors, managers and staff. A strategic plan for the period 1996-99 was written by the acting principal and the newly-appointed deans of faculty in the summer of 1996. In October 1996, the corporation approved a new statement of the college's mission, aims and values, accompanied by 12 strategic objectives. In December 1996, heads of schools and units were required to write operational plans for their areas for 1996-97 and a strategic plan for the period 1997-2000. The operational plans were based on reviews of the previous year's performance and linked to the college's strategic objectives. The reviews, however, were largely descriptive and the resulting operational plans specified few measurable targets. Each course was given targets for enrolments and funding units through a rigorous process which involved the heads of schools, but no other performance measures, such as students' retention rates and achievements, have been set. The college is committed to ensuring that plans will become more rigorous as new managers become used to strategic planning processes and college information becomes more reliable. At present, the management information available to heads of schools does not help them to set realistic targets and to monitor the progress made towards meeting them. The college failed to meet its funding unit target in 1995-96 but anticipates meeting it for 1996-97.

22   The college's average level of funding for 1996-97 is £16.87 per unit. The median for general further education and tertiary colleges is £17.97 per unit. The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. The college is forecasting an operating surplus for the 12 months to July 1997 of £135,000. It is reviewing the results of the process by which its enrolments were converted into units of activity for funding purposes for the year 1993-94. Any alteration to the total of funded units for that year may help the college's cash-flow position and reduce its cumulative deficit. The college is at an early stage in its plans to devolve budgets to schools. Budget allocations to heads of schools for supplies and services are based on historical funding and discussions with individual managers. Heads of schools receive statements of their spending compared with their budgets. These statements do not include money which has been committed but not spent. In some cases, however, they include items of expenditure which heads of schools had not expected.

The college has not yet established a methodology to calculate the unit costs of courses. New computer software will help it to do so next year.

23   The college's management information system is being improved in order to provide a better service to managers. Until this year, the system provided little support for strategic planning and college management. The system was difficult to interrogate and sometimes provided misleading information. As a result, many staff maintained their own records, duplicating college systems. A new manager was appointed this year and the staffing of the college information unit strengthened. Several improvements have resulted. For example, a network has been established to link school offices and staff rooms to the central computer. Managers can now consult the system easily and the range of available reports is increasing rapidly. Managers speak well of the improvements and the support they are receiving from the information services team. However, there is still much to do. Software has recently been purchased which will widen the range of reports relating to finance, retention and attendance. The management information system was unable to identify a major discrepancy in student numbers in one programme area during the academic year 1996-97. It was revealed during an audit of provision conducted by the new management.

24   The college has a range of policies which cover, for example, health and safety, equal opportunities, student support, quality assurance, marketing, and staff appraisal and development. In many cases, however, these policies have not been regularly updated, and senior managers have not received reports on their implementation. In some cases, the implementation of policy has lapsed. For example, procedures guiding new course developments have not operated for some months, and the health and safety committee was reformed recently after a lapse of over 12 months. The college is now making health and safety arrangements a priority for action.

25   The new school structures have given clear responsibilities to heads of schools and provide a strong sense of identity to staff within the schools. There are regular whole-school meetings which reinforce this sense of identity. Some schools have established clear roles and responsibilities for matters such as staff development and schools links. In some schools, however, there is confusion about the roles of course leader, course co-ordinator and personal tutor. The absence of job descriptions for these roles makes for inconsistent practice. The co-ordination of some aspects of activity across the college is weak. For example there is poor co-ordination of the college's learning centres, and of the teaching of information technology across the curriculum, resulting in duplication and inefficiency. There are some undue variations in practice, for example in the teaching hours allocated to full-time courses and in teachers' workloads. A curriculum audit is being conducted which has already highlighted areas of inconsistency. Working parties have been set up to address some of these issues. The management structure is still in a state

of development; for September 1997 the college plans to remove the faculty structure introduced a year ago and to reduce the number of schools.

26   Students' attendance and retention rates are monitored effectively at course level, but there are no reports to school managers and senior management which would enable them to monitor attendance and retention on a regular basis and investigate the reasons why students leave courses early. Course leaders collect information relating to the intended destinations of students and this is presented, along with students' achievement data, in a booklet produced annually. In some areas of work, course information is compared with performance nationally.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

27   The student services unit has responsibilities for admissions, initial guidance, schools liaison, counselling, careers guidance, childcare and additional support for students with learning difficulties and/or disabilities. Support for basic literacy and numeracy is managed by the school of foundation and community education. Tutorial support is managed within each of the schools.

28   Students commented that the information and guidance they received before enrolment had given them a clear picture of the college and had helped them in their choices. The college holds monthly open events throughout the year which attract an average attendance of between 40 and 70 prospective students and their parents. Students of performing arts and media have made a promotional video about the college which is widely available. All applicants for full-time courses have an opportunity to sample programmes before they make up their minds about whether to enrol at the college and, if so, on which programmes. All full-time students have both an initial impartial guidance interview with a member of the student services team and a focused selection interview in their chosen curriculum area. These are arranged through the central admissions service based in the student services unit. The process is effectively organised and administered, follows clearly-defined service standards, and is regularly evaluated against these standards. Information and advice on the accreditation of students' prior learning is part of the initial guidance procedures though not all students were aware of it. The number of students taking advantage of the accreditation of prior learning has decreased significantly from an average of 60 students a year to 30 last year.

29   The college's enrolment and induction process is well organised and supported by appropriate documentation. An induction programme for all full-time students includes a discussion of their learner record and the use of comprehensive induction booklets. Students are clearly advised of their rights and responsibilities. In many curriculum areas, induction includes imaginative team-building exercises, such as those included in the two-day residential courses for catering and business students.

All full-time students are screened and assessed to identify their need for support in literacy and numeracy. The screening can be undertaken at any point in the year, and is available at four levels to suit students' programmes. Where the screening and assessment identify the need for additional learning support, an appropriate programme of study is agreed with the student. In most cases, this is provided by staff within the curriculum area, though some support is provided on an individual basis in the learning centre. Bilingual support is also available.

30   The additional support for students with learning difficulties and/or disabilities is comprehensive, and is sensitively provided. As well as those students on programmes specifically designed for students with learning difficulties and/or disabilities, there are 46 students following a wide range of other courses who receive appropriate support from a team of trained tutors. In some cases, the support tutors have close links with the vocational area in which the student is studying, and have analysed the teaching methods and materials used in order to make the support as helpful as possible. A team of volunteers, most of them fellow students, provides extra support. In some cases, the deployment of the various supporters within class is not fully effective. The college has plans to improve the training and accreditation of staff working in this area. The support team has recognised the need to be more closely involved in the design of teaching methods and materials used on students' vocational programmes.

31   All full-time students have a personal tutor, and the level of support for individual students is generally high. Forty-six tutors hold RSA Examinations Board (RSA) counselling qualifications. Many courses have tutorial time built into their programmes. However, the time allocation, content and definition of tutorial activities vary widely across the college. There is no overall co-ordination of personal and tutorial support, nor any monitoring of its quality. Co-ordination was previously the responsibility of a senior tutor, but this post no longer exists and the reporting channels are currently unclear to tutors. There is no recognisable pastoral programme. Personal and social development are explored as and when need arises. For example, members of the student services team are invited to address groups on subjects such as drugs awareness.

32   The reviewing of students' progress and the recording of their achievements are strong features of the tutorial process. Most full-time students undertake three reviews a year with their personal tutor and useful supporting documentation helps students to plan their work and record their progress. Students have the opportunity to update their records of achievement throughout their time in college and many use the computerised software provided by the college to do this. Tutors on some courses arrange parents evenings to keep parents informed about their children's progress. Though schools have developed their own systems for the monitoring and follow-up of absence, there is no college-wide procedure and no use of computerised systems to help tutors.

33 The college provides a suitable level of careers advice and guidance. It has a full-time careers officer and a service level agreement with the local careers service, Lifetime Careers Limited. Staff from the careers service work closely with tutors; they also provide a 'drop-in' job club, though take-up of this is low. Higher education references are co-ordinated and checked by members of the student services team. The level of the personal counselling which is offered is inadequate. The service is provided by a single counsellor, and it is not well used by students; only 28 have used the service in the last 10 months. The service is not well publicised and the counselling room is inappropriately located. The college currently makes use of the services of an educational psychologist who is contracted to work two sessions a week within the college.

34 A well-equipped and well-managed daycare centre provides care for babies and toddlers from six months to two years of age. The college also uses community-based creches. Over 100 students currently benefit from this free or subsidised support. However, the daycare centre is not meeting demand. There is a waiting list of over 100 children. The college provides financial guidance to students, effectively administers its access fund and has an additional hardship fund which provides small loans to students in need.

TEACHING AND THE PROMOTION OF LEARNING

35 Of the 211 sessions inspected, 55 per cent had strengths which outweighed the weaknesses. This is below the national figure of 63 per cent for all lessons observed during 1995-96, according to figures published in the *Chief Inspector's Annual Report 1995-96*. Weaknesses outweighed the strengths in 8 per cent of sessions. The following table summarises the grades given to the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade 1	2	3	4	5	Totals
GCE AS/A level	5	7	5	1	0	18
GCSE	1	2	8	1	0	12
GNVQ	4	8	13	2	0	27
NVQ	5	13	7	1	0	26
Basic education	2	7	6	3	1	19
Higher education	2	3	9	0	0	14
Other vocational	11	23	16	5	1	56
Other	4	19	15	1	0	39
Total	**34**	**82**	**79**	**14**	**2**	**211**

36   During the inspection, the number of students attending classes as a percentage of those on the register varied from 84 per cent in engineering and in provision for students with learning difficulties and/or disabilities to 50 per cent in science. The overall attendance in the classes observed was 73 per cent, the same as the average figure for attendance in general further education colleges inspected during 1995-96, as recorded in the *Chief Inspector's Annual Report 1995-96*. On average, there were nine students in each of the classes inspected.

37   Science teachers used questions skilfully to check students' understanding. However, some did not give students enough opportunities to contribute their own ideas or failed to use visual aids when their use would have been beneficial. Mathematics teachers gave students good support as they were working through examples in class. Much of the work was supported by good-quality learning materials, including computer software. Teachers adopted a systematic approach to homework and progress reviews. The best sessions involved students in debate about mathematics. In some classes, the teaching contained insufficient interest and variety. Teachers of computing and information technology used handouts and workbooks which took account of the needs of students of different abilities. By requiring students to study the handouts before the session, teachers were able to devote theory sessions to questioning and discussion. However, the sessions when students were expected to use these materials to work on their own were sometimes inadequately planned.

38   In construction, assignment briefs were generally clear and included detailed marking schemes so that students could understand exactly what was required of them. Teachers of craft courses provided students with learning materials of good quality which were designed to enable them to work on their own in a dedicated resource area. They kept careful and detailed records of students' work and progress. Some of the records maintained by individual teachers were exemplary. However, teachers did not always check students' understanding sufficiently. In some of the weaker sessions, students copied down material without understanding the topic, the objectives of the lesson were not explained, or teachers failed to take account of the different levels of students' ability. In one advanced GNVQ lesson in which the class consisted of both first and second-year students, all had to do the same work, and no account was taken of the first-year students' lack of understanding of some technical aspects. Students were not encouraged to use information technology, other than for the production of drawings.

39   In engineering, teaching was generally effective. Classes were small enough to enable teachers to give students a high level of individual support. In the better lessons, skilful questioning by the teacher enabled students to deepen their understanding of the topic and the pace of work took account of the different abilities of students. Some teaching was enhanced by the high-quality equipment available; for example, in the

Rotherham Engineering and Computing Technology centre and in the computer-aided electronics centre. Arrangements for marking students' work and recording their progress were effective. In some sessions, learning was hindered by students' poor access to some equipment and the lack of extended practical work. In some classes, undue time was spent on routine work which could have been done out of class, such as drawing graphs and reading through pre-printed notes. In other lessons, there was too much dictation and teachers failed to provide opportunities for students to ask questions or discuss the work.

40   In business subjects, the best sessions included some effective group presentations. In one secretarial lesson for example, students in groups considered the different facets of conference organisation and presented a number of practical ideas, in some cases drawing on the knowledge they had gained during work experience. Teachers of business subjects had developed good working relationships with students, which took account of the age and maturity of individuals in the different groups. In some sessions, however, the tasks which teachers set were not sufficiently challenging for the most able, and poor timing of lesson activities sometimes resulted in insufficient consolidation of learning.

41   Standards of teaching and learning in food service were particularly high. Students benefited from the strong emphasis on teamwork, the thorough and imaginative teaching and the well-designed support materials. Students with moderate learning difficulties were well integrated with their fellow students, and through teachers' encouragement they were able to serve customers in the restaurant with confidence. All GNVQ students of hospitality and catering take part in a well-developed programme of work experience, and follow NVQ programmes to increase their practical skills in food service and preparation. Teaching standards in food production lessons were variable. For example, students' culinary skills were insufficiently extended and developed. Some lessons lacked detailed planning, and some teachers failed to take sufficient account of students' different abilities. The written feedback on some students' work was too cursory to help them to decide how to set about improving their work. In the programme area as a whole, the application of information technology in a vocational context was underdeveloped.

42   Teachers of health and social care made good use of students' experience in work placements to devise classroom activities which illustrated the relationship between theory and current working practices. Higher national certificate students were asked to bring in job descriptions from their place of work in order to analyse the skills required for care workers. Students of childcare, who worked for two hours a week in a local primary school, devised fun activities to encourage the pupils to read. Teachers made good use of videos and well-designed handouts. In a particularly effective session, students conducted interviews which were

videotaped for future discussion. In some sessions, the planning was sketchy, the work was insufficiently challenging and teachers made no attempt to summarise what had been learned at the end of the lesson. On occasions, teachers failed to correct mistakes in their students' written work.

43   Lessons in the creative and performing arts contained an appropriate mix of formal teaching, practical activities, group and individual work. In most cases, longer sessions were well planned so that students had time to prepare for the activity, reflect on what had been achieved, and plan for the next session. Teachers devised stimulating activities and allowed individual students considerable scope for creativity within appropriate guidelines. Students of differing abilities and skills were taught in the same group and were able to learn from each other. In a woodcarving group, for example, some were carving a series of staircase panels while others were carving small animals; the teacher highlighted the skills and techniques of the more advanced students to raise the aspirations of the others. Some group work was less successful because a number of the students were not given any attention by the teacher. The learning materials produced by teachers were of a high standard.

44   The teaching of humanities, including English, teacher education and modern foreign languages, was generally well organised. Teachers related well to their students. Some imaginative approaches were used to add interest and enjoyment to the work. For example, history teachers used illustrations effectively to help students recall information. In an Italian class for adult beginners, the students acted out in front of the class, with humour and energy, the roles of shop assistant and customer. English students' discussion of a poem was enhanced by an ethical debate about abortion. However, in many of the lessons, particularly on GCE A level courses, the range of teaching methods used was too narrow. Students had too little opportunity to manage their own learning through group work, presentations and individual research. Teachers relied heavily on handouts.

45   Adult basic education teachers worked effectively with individual students, explaining the task clearly, discussing the difficulties and providing immediate verbal feedback. In the better lessons, they used students' interests to provide motivation and to develop students' skills. Accreditation was available for all courses. However, the work was too often governed by the demands of accreditation rather than the learning needs of the students. Teachers failed to vary the methods they used, did not make the work sufficiently challenging or provided too little opportunity for students to learn effectively on their own. The comments on students' written work were inadequate.

46   Teachers of students with learning difficulties and/or disabilities showed particular skill in individual tutorials, setting clear and measurable targets for students to achieve. Students benefited from the opportunities to learn vocational skills by mixing with students in vocational areas.

Programmes had clearly-identified aims which were shared and understood by the students. In lessons, teachers showed a sound understanding of students' needs.

STUDENTS' ACHIEVEMENTS

47   Students' key skills of numeracy, communication and information technology were well developed on some courses, such as health and social care, hotel and catering, and the advanced GNVQ construction course. On other courses, progress in developing skills was inadequate. Some engineering students possessed a low level of mathematical skill, which affected the standards of their work. In construction, some technician and craft students made little use of information technology, and mathematics students made insufficient use of relevant software. Information technology featured little in the work of humanities students.

48   Students' written coursework was often of a high standard. Science students presented their work legibly and neatly, and achieved a high level of drawing and graphical skills. On the higher national certificate course in engineering, students' work was well presented, much of it enhanced by the use of information technology. Good standards of written work were also achieved by students in hotel and catering, and health and social care. Students' portfolios in business studies showed considerable evidence of primary research. In the advanced GNVQ in engineering, however, students allowed the requirements of assessment to distort their writing and adversely affect the communication and presentation of information.

49   Most students carried out practical work competently and safely, often working productively in groups and pairs. The practical work of students in art and design was particularly impressive. They achieved high standards in fashion, textiles, ceramics, life and observation drawing. Hotel and catering students worked particularly well in teams to prepare and serve food; they supported one another without prompting from the teacher. Food service students displayed technical and social skills of a high order. Students from the school of catering and hospitality have been winners in the national catering business game for the last two years. Students of computing and information technology achieved high standards in their group presentations. Performing arts students also reached high standards in some of their practical work, particularly when working in pairs to devise ways of portraying emotion through movement. In science subjects, a significant number of students frequently displayed poor manipulative skills in simple practical experiments. Construction students did not always pay sufficient attention to the planning of their practical tasks before undertaking them.

50   Many students enter the college having achieved poor GCSE results at school. In 1996, for example, only 36.2 per cent of year 11 pupils in the borough's schools achieved five or more GCSEs at grade C or above,

according to the tables published by the Department for Education and Employment (DfEE). This compares with the national average of 44.5 per cent. Of the college's 154 students aged 16 to 18 on their final year of advanced vocational courses in 1996, 74 per cent achieved the qualification; of the 112 enrolled on intermediate courses, 60 per cent achieved the qualification, according to data published by the DfEE. This places the college among the middle third of general further education colleges, at both advanced and intermediate level, on these performance measures. The results represent a decline since 1994, when 83 per cent of students on vocational courses gained the qualification.

51   The 67 students aged 16 to 19 who were entered for GCE AS/A level examinations in 1996 scored, on average, 2.4 points per subject entry (where grade A=10 points, E=2) according to the DfEE tables. This is very similar to the figure of 2.3 points per entry which the college achieved in 1994 and 1995, and places the college among the bottom third of colleges in the further education sector on this performance measure. The majority of students at the college are, however, aged over 19 and so do not feature in these tables.

52   Pass rates for those completing GNVQ advanced courses were above the national average in construction, business, leisure and tourism, and art and design. They were slightly below the national average in science and in health and social care. On other advanced vocational courses, students achieved particularly high pass rates in NVQ level 3 carpentry and joinery, the BTEC national certificate programmes in engineering, the BTEC national diplomas in computing and hospitality and catering, and the BTEC post-A level foundation course in art and design. Students taking the part-time higher national certificate in caring services achieved a 92 per cent pass rate. Courses where results were weaker included the BTEC higher national certificate in electrical and electronic engineering and the NVQ level 3 course in childcare.

53   At intermediate level, students' GNVQ achievements in 1996 were above the national average in engineering, health and social care, hospitality and catering, and science. They were below the national average in art and design and business. In other intermediate level programmes, high levels of success were achieved by adults studying single subjects in business administration, such as book-keeping and wordprocessing. In both 1995 and 1996, all students completing the NVQ level 2 food preparation course gained the qualification. Areas with low pass rates at intermediate level in 1996 included information technology, construction and engineering. The results on the only GNVQ foundation level course offered by the college in 1996, in health and social care, were particularly good: 90 per cent of those completing the course, and 64 per cent of those originally enrolled, gained the full award, figures which were significantly above the national average.

54   GCE A level subjects in which students gained results above the national average for students in general further education colleges in 1996 include Urdu, Italian and English language. In most other areas, results were below the national averages. Areas of weakness included business studies, accounts, mathematics, and most science and humanities subjects. Mature students taking GCSE subjects performed at around the national average for students in general further education colleges in 1996. The results in mathematics were above the national average.

55   Students with learning difficulties and/or disabilities achieved well, particularly in oral communication. They developed their personal and social skills through activities such as visits to the local community and residential experience. They displayed increasing confidence in practical activities and discussions. Those with significant difficulties achieved a level of independence commensurate with their ability. Destination data show that most students progress to further courses, work placement or employment. On basic education courses, however, less than one-third of students achieve their primary learning goals. Some have attended the same course for several years; some are progressing too slowly to higher level courses.

56   Retention rates are poor on many courses. Of the students who enrolled on two-year GNVQ advanced programmes in 1994, less than 60 per cent completed the course on all programmes except construction, which had a completion rate of 67 per cent. On the one-year GNVQ intermediate courses, the completion rate varied from 61 per cent in hotel and catering to 83 per cent in business. Retention rates are generally low on two-year GCE A level courses. Retention rates are high on some courses in health and social care, such as childcare, counselling skills and care practice, and on the access to higher education course in humanities.

57   The college measures students' destinations and publishes them by level of course. The table below shows the destinations of students as a percentage of those who completed their courses in 1996.

Destinations of students as a percentage of those completing courses in 1996

Level	Higher education (%)	Further education (%)	Employment (%)	Other (%)	Unknown (%)
Foundation	0	65	9	11	15
Intermediate	0	35	39	7	19
Advanced	66	5	10	7	12

QUALITY ASSURANCE

58   During the 12 months before inspection, the cuts in staffing, the many changes in roles and responsibilities and the reorganisation of the college's

structure resulted in a loss of continuity in many of the college's arrangements for quality assurance and staff development. At the time of the inspection, many of the elements of quality assurance were in the process of being re-established and revised, and were too recent to have had a significant impact on the quality of provision.

59   The academic board was reconstituted in January 1997 as the main quality assurance group for the college. Its two key working groups are the curriculum quality group, which will oversee quality assurance for curriculum areas, and the service standards group, which is designed to cover the college's service units. Both groups draw widely from across the college for their membership. The academic board and its committees have yet to become effective in their oversight of quality assurance; the service standards committee has met twice and the curriculum quality group has yet to meet. The college is accredited to International Standards Organisation (ISO) 9002 quality standards. The quality system is based on a manual which was acknowledged by college managers to be too complicated to meet users' needs effectively. In a recent major revision, the procedures have been streamlined and a more compact manual produced. Over the last year, there has been a lack of rigour in following many of the procedures, and many of the revised procedures have yet to be implemented. For example, course team manuals are not always maintained to an appropriate standard and there are variations in the conduct of course meetings: in some cases, outcomes were not clearly established, recorded or monitored. The college is carrying out an audit of procedures, involving staff throughout the organisation.

60   Annual course reviews are an established part of the college's quality assurance process. They follow a well-designed framework which includes a checklist designed to ensure that key issues are covered. The checklist is particularly comprehensive for community education provision. The quality of the reviews varies considerably. Some are thorough and lead to specific action plans. Some are less effective: points for action are not always clear, and it is difficult to determine if action has been taken. Some reviews do not include the most up-to-date information on students' achievements. The reviews are not always routinely monitored by the head of school nor is there evidence of feedback from other managers. Action plans at school level, resulting from the course reviews, were produced for the first time just before the inspections of curriculum areas. Again, they are of variable quality. Heads of schools are not required to produce overview reports of the quality of the provision in their schools and there is no annual college report based on the findings of the quality assurance process.

61   The use of performance indicators is underdeveloped. There is little analysis to measure the value added to students' achievements by comparing their performance at the end of their courses with predicted performance based on their qualifications at entry. There is

no cross-college framework for establishing performance indicators in key areas such as students' retention rates and achievements. Few school action plans for 1996-97 contain quantifiable targets. During the inspections of curriculum areas, course teams were often unaware of the data presented to inspectors relating to retention rates and students' achievements. The college has not measured aspects of its performance against other colleges in the sector.

62 Throughout the recent changes, the service units of the college and their arrangements for quality have remained largely intact. Each service unit has targets based on the college's strategic objectives and the operating objectives of the unit. Each is producing a user charter and standards containing detailed methods of measurement. Some standards, such as those for student services, have been in existence since 1995. For example, response times for arranging interviews and responding to enquiries are well documented. In other areas, such as finance, the use of standards is underdeveloped.

63 External verifier reports in most programme areas are positive. The director of operations monitors the reports and raises issues with course teams individually. New procedures have recently been developed for the approval of new courses, though these have yet to be implemented.

64 The college issues questionnaires to students at the start and end of their courses. However, only 57 per cent of students responded to the autumn 1996 questionnaires. The findings of college questionnaires are not broken down to course level and are therefore of limited value to school managers. Schools, consequently, issue their own questionnaires, and students consider the number of these excessive. Students do not always receive detailed feedback on the findings of questionnaires. The quality system requires student representation at both course and school team meetings. Where they do attend, students speak positively of their involvement. However, not all programme areas currently have representatives. Many course reviews contain little reference to students' views. A questionnaire was issued to employers in autumn 1996 to obtain their views on the quality of provision. However, the response was low, and the findings were not published until March 1997. The findings were of limited use as they were not disaggregated to school level and managers of units and schools were not required to respond formally to issues raised by the questionnaires. Course teams make little use of national data on students' achievements or information from national surveys. For example, staff were unaware of national surveys published by the Further Education Funding Council (FEFC).

65 As a result of the college's restructuring process, staff appraisal procedures have not been implemented since 1995. Instead, managers hold individual reviews with teachers to identify their needs for staff development. There are no reviews for non-teaching staff. The existing staff-appraisal system relates only to full-time teaching staff. The college

intends to reintroduce appraisal in September 1997 and to extend it to include support staff. The college hopes to gain the Investor in People award by summer 1998.

66   In 1995-96, the amount of staff development was limited in many areas. This year, however, a significant number of staff have attended staff-development activities provided internally and externally. There has recently been a particular focus on the achievement of training and development assessor awards. Current staff-development activities show a clear commitment to improving the quality of teaching and learning and of support for students. The staff-development budget is partially devolved to the schools. Procedures for monitoring and evaluating staff development have yet to be fully implemented. There is a staff-induction process and a mentoring scheme. However, these apply only to staff new to the college. Staff who move to a different role within the college do not always receive a formal induction into that role.

67   There are clear guidelines for the quality control of the college's off-site collaborative provision. Staff pay regular visits to centres, observe lessons and hold discussions with staff and students. They use a comprehensive checklist. The college's quality assurance procedures have resulted in the rejection of one training provider. The monitoring of the guided learning hours provided to students, however, is not sufficiently systematic to ensure that students receive their full entitlement of training, assessment and support.

68   The student charter, though unattractively presented, is clear and concise. It contains few measurable commitments to service standards, however. A separate, more user-friendly, Guide to Students' Charter is issued to all students when they enrol. The college charter is available on audio-tape, and translations of the national *Charter for Further Education* are available in Bengali, Cantonese and Urdu. During induction, the content and implications of the charter are explained to all students, including those on franchised courses. However, students' awareness of the charter and their appreciation of its importance varies. There is no reference to the charter after induction. There are no formal arrangements for updating the charter nor for monitoring and reviewing charter commitments. Students consider that the college listens carefully to any complaints and responds wherever possible. Although there is a procedure for the handling of complaints, there is no ongoing analysis of the nature of these.

69   Each of the college's curriculum and functional areas produced a self-assessment report for the inspection. The reports followed a similar format to the headings of Council Circular 93/28, *Assessing Achievement*, and highlighted strengths and weaknesses. They were produced especially for the inspection and did not form part of the college's quality assurance cycle. In many areas, the reports were frank and contained thorough evaluation of the provision. In a few cases, aspects were graded. However,

the self-assessment reports did not always fully reflect the findings of inspectors. The judgements on the quality of teaching did not correspond to those of the inspectorate.

RESOURCES

Staffing

70   Staff are highly committed to their students and the college. Most teachers are suitably qualified and experienced for the courses they teach. Most hold a teaching qualification. Seventy-five per cent of full-time teachers have a degree or a higher national diploma. Teachers on vocational programmes have appropriate qualifications. Forty-nine per cent of the teachers have training and development lead body assessor qualifications. In some areas, staff have good industrial and commercial experience. In a few instances, particularly in catering, science and computing, the industrial experience of some staff is more limited.

71   Teaching and learning are well supported by technician staff. Levels of technical support in construction, catering and engineering are good. In information technology, however, the level of technical support is insufficient. The college recognises this deficiency and has recently established a technical support service unit.

72   The college has a range of effective policies and procedures relating to personnel. Staffing and employment-related policies are being updated, and the staff handbook is being revised. A skills audit of academic and support staff has recently been undertaken. The college recognises the need to develop a more systematic approach to the analysis of staff profiles and the deployment of all staff. Not all staff have current job descriptions.

Equipment/learning resources

73   General equipment and learning resources are adequate. They are suitable for most areas of the college's work. Classrooms are well equipped. Most have whiteboards and overhead projectors. Specialist equipment is generally sufficient to support courses, and in a number of areas it is good. Resources are up to industrial standards, in catering, construction and engineering. Equipment in science and business is dated.

74   The overall quality of information technology equipment is sufficient for the work undertaken by students. Capital expenditure on computers and software amounted to £100,000 in 1997 and has been used to update and increase the number of computers for use by students. The ratio of full-time equivalent students to computers is 8:1. There are excellent computer-aided design facilities and computer-controlled engineering machines based at the Rotherham Engineering and Computing Technology centre, one mile from the college: these are primarily used for industrial updating. Additionally, portable computers have been purchased to support courses in the community. Despite the amount of equipment available, students' access to information technology equipment is severely

restricted by the limited availability of staff to supervise them. There is very little 'drop-in' provision.

75   In addition to the college's main library and its resource centre, a number of curriculum areas have their own resource centres. Examples of these include health and social care, construction and business studies. There are also separate workshops for basic skills and business skills. The resource centres have a wide range of study materials and sufficient books to cover most of the college's curriculum. The library itself is dull and drab. Although it provides access to the Internet, it has only three computers. It does not have sufficient books or equipment to meet the needs of the college's students. Some books are out of date. Links between the librarian and the curriculum areas are evolving but are currently underdeveloped. Access to the library and the various resource centres is limited.

Accommodation

76   The college's main sites are the Clifton, Howard and Eastwood buildings. They are located near the town centre, close to the main bus and railway stations. There is an accommodation strategy and a planned maintenance programme. With some exceptions, teaching accommodation is appropriate for the college's curriculum, and in some areas it is of a high standard. Most classrooms are well decorated, clean, and tidy and some are carpeted. The business studies accommodation was refurbished two years ago. The specialist accommodation for computing and construction is of good quality. Catering accommodation matches current commercial standards. The training restaurant has a separate attractive, public entrance, and is of a very high standard. A number of rooms and workshops, however, are not well suited for the purpose for which they are used; for example, those in health and social care, welding and plumbing.

77   On all sites, social and communal areas for staff and students are poor. Directional signs, both inside and outside the buildings, are inadequate. Parts of the main sites, for example the college's entrances, are unattractive. Wheelchair users' access to most college facilities remains limited, despite the adaptation of some buildings and the provision of toilets for people with disabilities. The accommodation for student services is poorly located.

CONCLUSIONS AND ISSUES

78   The college's main strengths are:

• its responsiveness to the local community, including its provision for groups which have not usually entered further education

• enterprise activities which provide a resource for local business and industry

- the strong commitment of governors, managers and staff, sustained throughout a difficult period

- the improved communications within the college

- the increased attention to financial and strategic planning

- effective pre-enrolment guidance, induction and individual support for students

- well-qualified teachers who are committed to the success and well-being of their students

- good provision in health and social care, hospitality and catering, and art and design.

79   In order to improve its provision the college should:

- ensure that a more comprehensive range of reports is available to governors

- continue to improve its management information systems

- improve the co-ordination and clarity of some aspects of college management

- address inconsistencies in the provision of tutorial support

- strengthen systems for the monitoring and follow-up of students' absences

- increase retention rates

- continue to develop and implement rigorous quality assurance procedures

- improve students' access to information technology

- improve some aspects of accommodation.

FIGURES

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

Figure 1

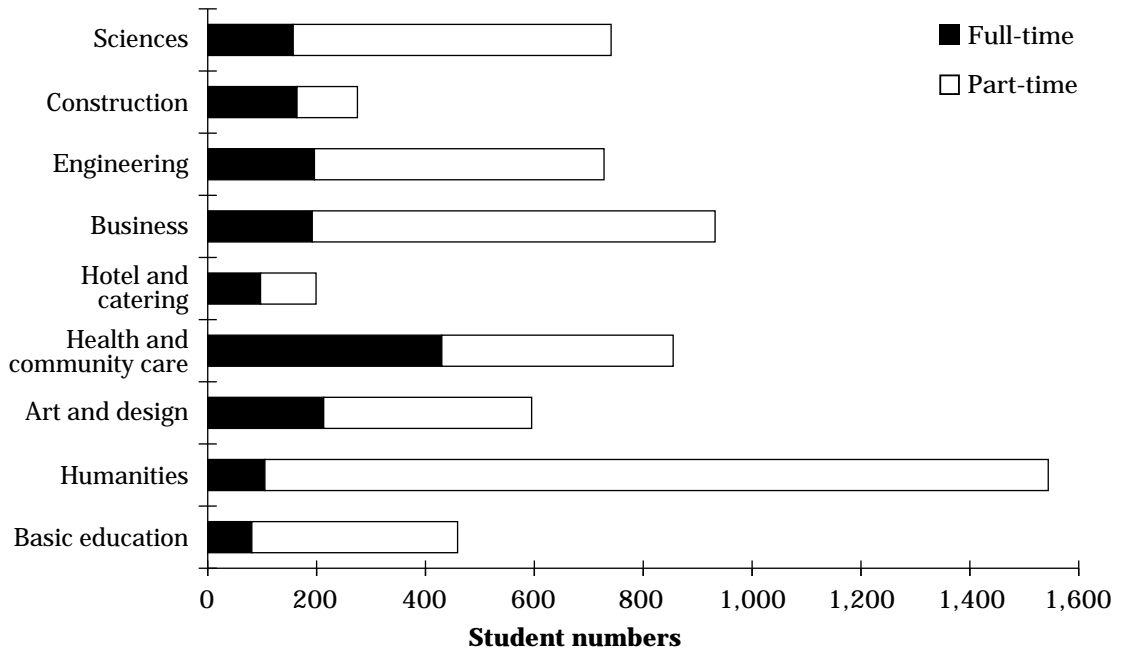**Rotherham College of Arts and Technology: percentage student numbers by age (as at November 1996)**

Legend:
- ☐ Under 16
- ▨ 16-18 years
- ■ 19-24 years
- ☐ 25+ years

3%
16%
20%
61%
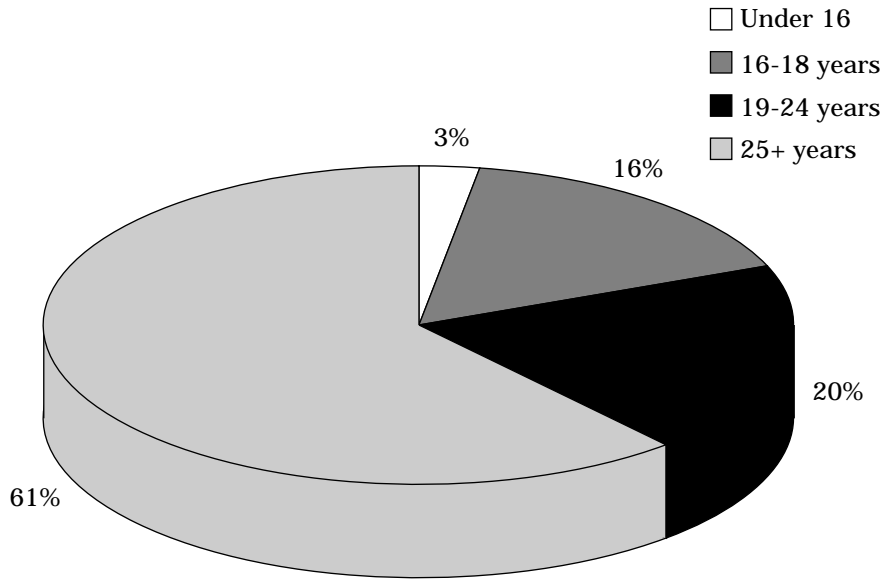
Student numbers: 6,328

Figure 2

Rotherham College of Arts and Technology: percentage student numbers by level of study (as at November 1996)

Legend:
- ☐ Foundation
- ▨ Intermediate
- ■ Advanced
- ☐ Higher education
- ▨ Leisure/recreation (non-schedule 2)

10%
8%
33%
26%
23%
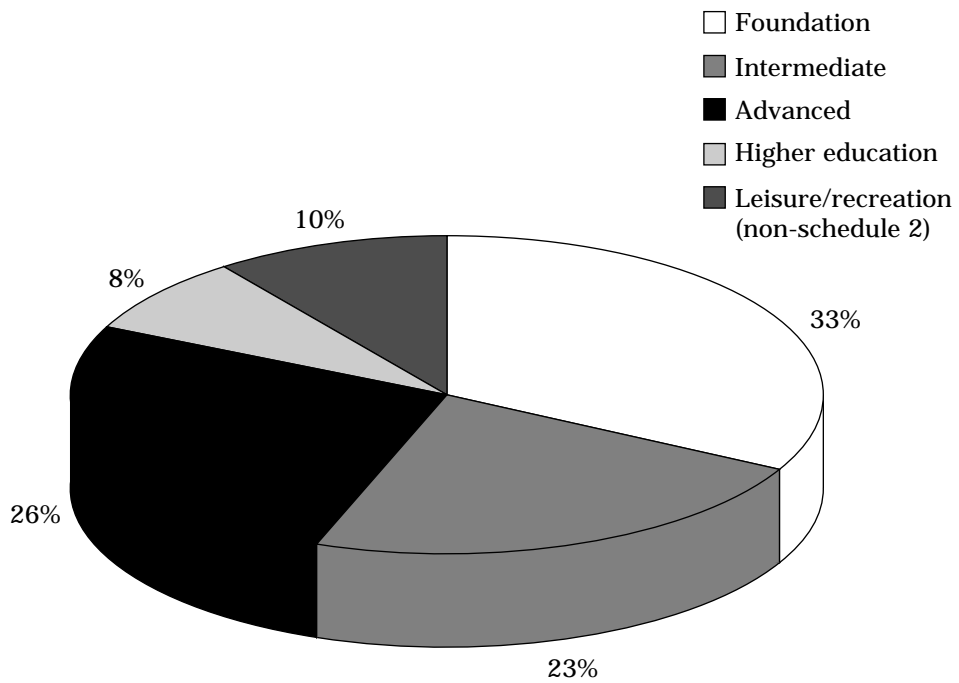
Student numbers: 6,328

Figure 3

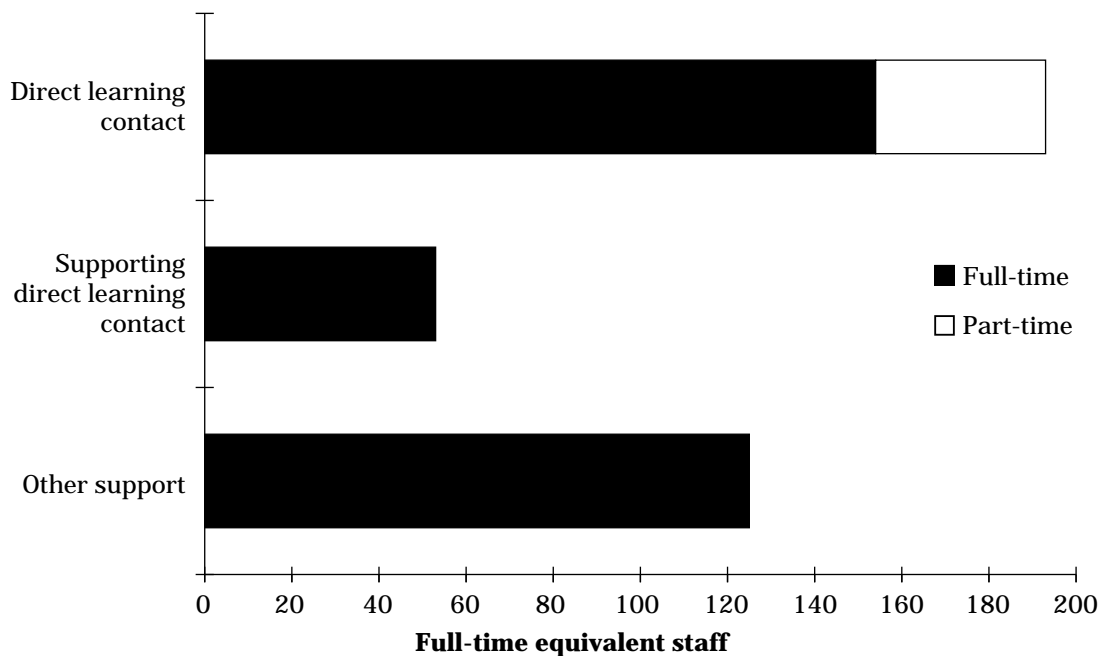**Rotherham College of Arts and Technology: student numbers by mode of attendance and curriculum area (as at November 1996)**

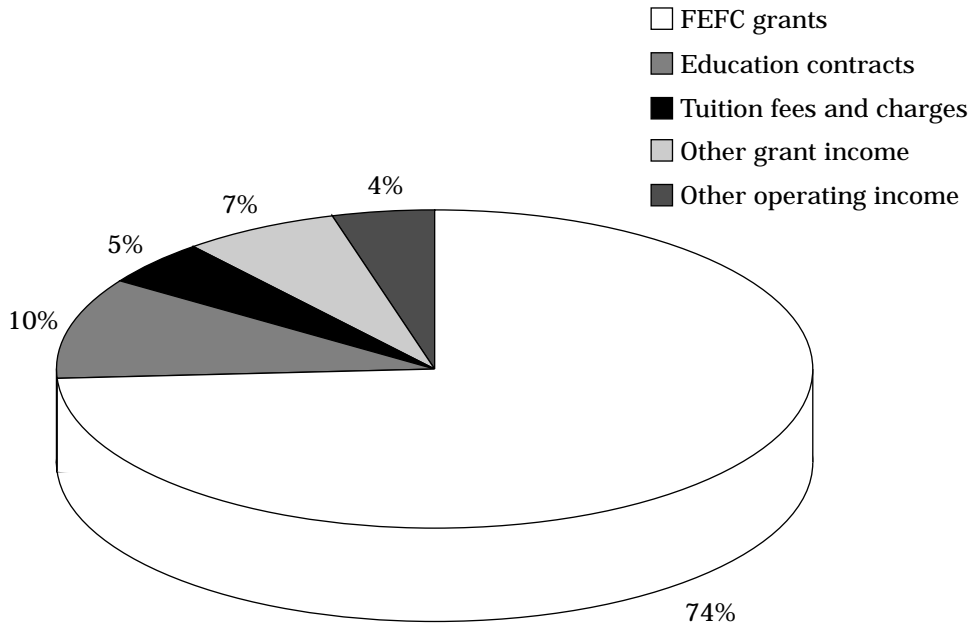

Student numbers: 6,328

Figure 4

Rotherham College of Arts and Technology: staff profile – staff expressed as full-time equivalents (as at May 1997)
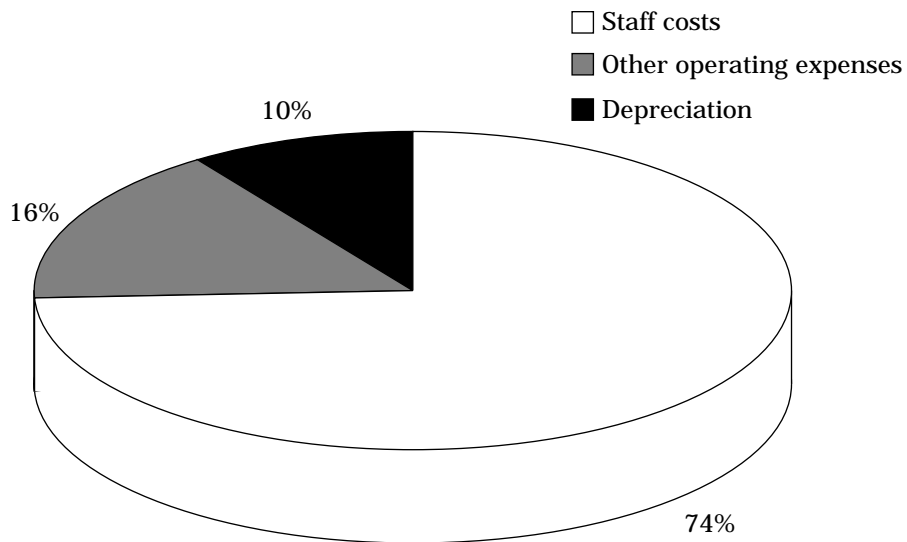

Full-time equivalent staff: 371

Figure 5

Rotherham College of Arts and Technology: income (for 12 months to July 1995)

- ☐ FEFC grants
- ◻ Education contracts
- ■ Tuition fees and charges
- ◻ Other grant income
- ◼ Other operating income

4%

7%

5%

10%

74%

Income: £10,091,000

Figure 6

Rotherham College of Arts and Technology: expenditure (for 12 months to July 1995)

- ☐ Staff costs
- ◻ Other operating expenses
- ■ Depreciation

10%

16%

74%

Expenditure: £13,384,000