

**Report  
from the Inspectorate**

---

# **Sparsholt College, Hampshire**

**June 1997**

---

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

---

**THE FURTHER EDUCATION  
FUNDING COUNCIL**

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

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

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

---

# CONTENTS

|   | <b>Paragraph</b> |
|---|------------------|
| Summary                                     |                  |
| Introduction                                | 1                |
| The college and its aims                    | 2                |
| Responsiveness and range of provision       | 5                |
| Governance and management                   | 13               |
| Students' recruitment, guidance and support | 22               |
| Teaching and the promotion of learning      | 33               |
| Students' achievements                      | 41               |
| Quality assurance                           | 50               |
| Resources                                   | 58               |
| Conclusions and issues                      | 69               |
| Figures                                     |                  |

---

---

## **GRADE DESCRIPTORS**

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

*The descriptors for the grades are:*

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

*By June 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**

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

---

---

# FEFC INSPECTION REPORT 84/97

## SPARSHOLT COLLEGE, HAMPSHIRE SOUTH EAST REGION

Inspected September 1996-March 1997

### Summary

Sparsholt College, Hampshire near Winchester is the largest specialist agricultural college in the further education sector. It offers a wide range of courses which meets the needs of the land-based industries and it has developed several innovative programmes which have quickly gained a national reputation for their quality. The college has close links with local schools, the industry and the rural community. It has considerably increased its full-time student numbers over the last three years and has exceeded recruitment targets agreed with the FEFC. Teaching is generally of a high standard, particularly in its practical aspects. Most students successfully complete their studies and achieve good examination results. They usually obtain appropriate jobs. Senior managers and governors share a vision for the college which is ambitious but realistic. The college has developed its strategic planning and quality assurance procedures over many years and they are mature and effective. Staff are highly committed to their students and they take an active part in college activities beyond their contracted time. Students have ready access to learning support which helps them to succeed with their courses and subsequent careers. Tutorials are held regularly and they are carefully recorded to assist students to progress steadily. The extensive farms and estate are used to provide a realistic experience of work in the rural environment. There is a very wide range of specialist equipment and facilities. Residential and conference facilities are extensive and students in residence are well cared for. If it is to continue to improve, the college should: increase the rigour with which the academic board monitors students' achievements; ensure the integration of all aspects of the quality assurance process; ensure that all staff are aware of the range of services available from the learning support team; and upgrade its temporary classrooms.

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

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

| <b>Curriculum area</b>           | <b>Grade</b> | <b>Curriculum area</b>       | <b>Grade</b> |
|----------------------------------|--------------|------------------------------|--------------|
| Agriculture                      | 1            | Fishery studies              | 1            |
| Animal care and equine studies   | 2            | Game and wildlife management | 2            |
| Forestry and countryside studies | 1            | Horticulture                 | 2            |

---

---

## **INTRODUCTION**

1 Sparsholt College, Hampshire was inspected between September 1996 and March 1997. Eleven inspectors visited the college for a total of 52 days. The college's arrangements for enrolment and induction were inspected in September 1996. Curriculum areas were inspected in February 1997, when seven specialist inspectors observed 103 classes and examined students' practical and written work. Aspects of cross-college provision were inspected in March 1997, when meetings were held with governors, staff, past and present students, parents, employers, representatives of the local community, the Hampshire Training and Enterprise Council (TEC) and Vosper Thornycroft Southern Careers.

## **THE COLLEGE AND ITS AIMS**

2 Sparsholt College, in central Hampshire, is the largest agricultural college in the further education sector. It is located near the village of Sparsholt, four miles north-west of Winchester. The college's buildings are grouped together like a small village, and they include hostels for 320 students, a residential conference centre and staff houses. The college farms a total of 311 hectares on chalk downland. The college attracts nearly 60 per cent of its full-time students from Hampshire, 15 per cent from the adjoining counties, and the remainder from the rest of Britain and overseas. The extensive programme of part-time courses and short courses recruits mainly local students from Hampshire and the south of England, although some of the more specialist subjects attract students from further afield. At the end of the 1995-96 academic year, 3,345 students were enrolled at the college of whom 1,150 were full time and 55 per cent were over 25 years of age. The college has exceeded its target enrolment numbers in both of the last two years. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3.

3 The college's academic structure is based on four departments: agriculture management and animal studies; engineering, forestry and farm buildings; fish, game and wildlife management; and horticulture. There is a hotel services directorate which runs the hostels and the conference and catering facilities for students and other customers. Administrative services are provided under seven other directorates: finance; farms and estates; personnel; planning; marketing; curriculum and staff development; and central services. At the end of the 1995-96 academic year, there were 234 full-time equivalent staff, of whom 88 full-time equivalents were teachers. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

4 The college mission statement is 'to expand opportunities for access to quality education and training for the land-based industries, and to become our customers' first choice in all our activities'.

---

## **RESPONSIVENESS AND RANGE OF PROVISION**

5 The college offers a very broad range of courses in agriculture, horticulture, floristry, animal care, engineering, fisheries, forestry, arboriculture, countryside studies, game and wildlife management, horse management, leisure and tourism, and business and finance. Courses for full-time students extend from foundation level to first degrees. There are two introductory foundation courses, 10 Business and Technology Education Council (BTEC) first diplomas, two courses leading to the intermediate general national vocational qualification (GNVQ), two advanced GNVQs, 10 City and Guilds of London Institute (C&G) national certificates, five C&G advanced national certificates, nine BTEC national diplomas, six BTEC higher national diplomas and a degree validated by Portsmouth University. The portfolio of courses is carefully balanced to meet industrial needs. Employers are involved in curriculum development. Close links with local industry have ensured that many new courses which are costly to provide are developed first in conjunction with an appropriate business partner. For example, the college's equine studies programme evolved from a foundation course at a Royal Navy riding school near Portsmouth which ensured that a reputation for good training had already been established before facilities were built at Sparsholt for the higher level courses which are offered now. Courses with low enrolments are modified or withdrawn. For example, declining recruitment to full-time farm business management courses prompted development of a part-time certificate in management, which requires attendance for one day each week and tutorial contact through the Internet.

6 There are very good relationships with the Hampshire TEC. The college responds to new initiatives swiftly, and in a carefully considered and realistic way. The college has been successful in bids for TEC funds which have helped it to develop expertise in the accreditation of prior learning and to train assessors for national vocational qualifications (NVQs), particularly in green-keeping and floristry. The college belongs to the Hampshire Information Technology consortium, whose 20 member colleges obtained TEC funding for an Internet link. This facility is used by students for research. It has allowed students to contact employers abroad and arrange work experience in Poland and Spain. Competitiveness funding also helped to finance a multi-media resource centre which assists NVQ training at work. Multi-media computer workstations are currently on loan to a horticultural centre and a stud farm as part of this project.

7 Staff have contacts with many professional bodies. The forestry section has links with national and international bodies involved in forestry and arboricultural courses and qualifications. The college is represented on the education committees of the English Golf Union and the British International Golf and Greenkeepers Association. The college is approved by the Greenkeepers' Training Committee and the Floristry Council. Many societies, such as the British Veterinary Nurse Association, the Hampshire

---

Federation of Young Farmers' Clubs and the Hampshire Federation of Horticultural Societies use Sparsholt College, Hampshire for their meetings. The annual British trout farming conference attracts many distinguished speakers and delegates to the campus. Local farms, golf courses, florists, animal care businesses, fish farms, game and wildlife conservation areas provide work experience for both students and staff. Feedstuff and equipment manufacturers provide sponsorships. The college undertakes nutrition trials for companies in fisheries and aquatics. Survey work for the Environment Agency has resulted in a contract to rear crayfish to restock declining natural colonies. The college's active professional development training unit offers specially-designed courses for companies. There is an extensive programme of short courses which is linked to the main curriculum; it has included garden design, fish disease management, computing, use of the Internet, crop-spraying and lambing.

8 The college's principal has received an award sponsored by an international accountancy and management consultancy firm for his contribution to promoting Hampshire overseas. This award acknowledges the college's successful overseas development programme which contributes to the improvement of agricultural education in central America, south and west Africa, eastern Europe and the Middle East. The college is a member of a consortium of 12 European colleges which organises exchange visits. However, few students participate and courses generally lack any European context which might encourage them to do so.

9 The college's marketing strategy is guided by market research and continuous review of student enrolments. A review of the geographical distribution of enquiries from potential students led to a course leading to the Royal Horticultural Society's general certificate being offered at Staunton Country Park near Portsmouth. Promotional material is well presented and distributed widely. Every secondary school and sixth form college in the country is sent a prospectus. The prospectus is available on the Internet and students can enquire about courses by using the college's site on the World Wide Web. In conjunction with Hampshire County Council, Hampshire TEC, the National Farmers Union and other leading rural organisations, the college has taken part in a survey of all farming businesses throughout the county. The results are being analysed to identify training needs.

10 The college has close connections with primary and secondary schools. A schools environmental education centre, sponsored by the local education authority (LEA), is located on the college campus. School teachers use the college's resources to help them to teach elements of the national curriculum at every level and in a range of subjects. The college's service to schools is highly regarded and over 3,500 pupils visited the college last year. An intermediate GNVQ in land and environment has been developed jointly with a nearby tertiary college to provide another progression route to land-based studies. The needs of students with



---

moderate learning difficulties are met by two foundation level courses that include aspects of horticulture, agriculture and animal care.

11 Sparsholt College, Hampshire is in a rural area and it helps its students to travel to college by providing subsidised fares in co-operation with a local bus company. Childcare facilities are available in a nursery which has space for 15 children between six months and five years old. Employers believe that the college's ability to attract mature students contributes to the high levels of student achievement and motivation which are evident.

12 The college has tried to address the lack of representation among minority ethnic groups in the student body, by advertising in the Asian and Afro-Caribbean press. It has recognised the barrier which an earlier lack of success in formal education places in the way of many students, by providing good learning support services. The implementation of the college's equal opportunity policy is the responsibility of a senior manager, and an equal opportunity group comprising two directors, a teacher, a member of the support staff and a student meets termly. The college collects information methodically on the ethnic background and gender of its students.

#### **GOVERNANCE AND MANAGEMENT**

13 At the time of the inspection, there were 16 members of the corporation board: nine business members, a member nominated by the local TEC, two co-opted members including the vice-principal, two staff members, the chair of the student association and the principal. Members have a broad range of expertise in the land-based industries and in personnel management, law, education, finance and estates management. Two board members are women. The average attendance at board and committee meetings since incorporation has been excellent at over 90 per cent. Governors approve a specification of the qualifications needed to fill vacancies on the board, which are publicly advertised. A president and two vice-presidents take an active interest in the college's work and perform ceremonial duties at events such as the annual presentation day which is held in Winchester Cathedral.

14 There is an appropriate range of corporation committees including finance and general purposes, governance, remuneration and audit. Each committee has clear terms of reference. The governance committee, which was formed in 1996, advises the board on matters which affect the efficiency of its work, including the code of conduct for governors, training, and the selection of new members. There is a well-planned calendar of committee meetings arranged to lead up to meetings of the board. Governors manage their work efficiently. They receive good briefing papers from the clerk to the board, who is the college secretary. Minutes of meetings and essential papers are circulated in good time. Chairmanship of meetings is good, and sufficient time is allowed for issues to be debated thoroughly. Care is taken to ensure that discussion in committees is not duplicated at meetings of the full board.

---

15 Each departmental director liaises with an individual business member of the corporation for a period of one year. This arrangement assists governors to gain an insight into the day-to-day work of the college. Governors attend two training seminars each year. These well-attended events have dealt with issues such as the nature of the corporation, the responsibilities of governors, measuring governors' effectiveness, strategic planning, curriculum issues and the funding methodology. Outside speakers contribute to governors' seminars when required.

16 The college has prepared formal strategic plans for more than 20 years. The plan is produced after consultation with staff. There is a clear procedure for its development which guides contributors' thinking without restraining them from making innovative suggestions. The strategic plan is based on departmental plans which reflect the college's targets. The implementation of departmental plans is monitored by the director of planning and information.

17 The college is well managed. The management structure is clear and is understood by all members of staff. The college executive comprises the principal, the vice-principal and the college secretary. The latter two are responsible for managing academic and support area directors, respectively. The four academic departments are well organised and managed; clear lines of responsibility are laid down. Course teams meet at regular intervals and their minutes are generally good. The comprehensive course planning files show strong links between the curriculum and the strategic planning process. Communication in the college is effective. In addition to formal channels of communication, the principal is available to discuss issues with staff informally as they arise. Communication with students is also good. Students are represented on most committees and they are carefully briefed about agenda items by a senior manager before each meeting. The principal holds monthly lunch-time 'surgeries' at which students can raise any issue. He advises students in writing of the outcome of any investigation into the concerns they have expressed.

18 The academic board is chaired by the principal and has 17 members. Six of them are elected: four teachers, a member of the support staff and a student. The board has clear terms of reference. The college secretary is clerk to the academic board. The board meets four times a year, including a meeting at the end of the academic year to ratify examination results. The board reviews students' achievements subsequently, but its analysis is insufficiently detailed to allow members to identify reasons for poor performance. The quality assurance committee meets termly to deal with policy and the implementation and outcomes of the quality assurance process.

19 The process for delegating budgets is clear. The budget is determined after cost-centre managers have planned their income and expenditure for the coming year. Budgets, which include the cost of staff salaries, are delegated to managers who have discretion to use money for different

---

purposes. The college knows the cost of each course and the cost of each course unit for which it receives income from the Further Education Funding Council (FEFC). The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The college's average level of funding for 1996-97 is £23.16 per unit. The median for agricultural colleges for 1996-97 is £22.86 and for all further education sector colleges is £18.66 per unit. The college has exceeded its growth targets in each of the last two years.

20 The college management information system provides timely, reliable and accurate information. The college takes pride in providing information to the FEFC and other agencies on time. Directors receive monthly reports on matters relating to their areas of responsibility.

21 The college is strongly aware of the need for good health and safety practice in its areas of work. The health and safety committee is chaired by the principal. It has the same status as the academic board and the quality assurance committee, and it reports directly to the corporation board. An academic director is responsible for co-ordinating health and safety practices throughout the college. The college has established good relations with the Health and Safety Executive, and a recent visit by the executive's inspectors confirmed that there were no serious concerns that required written confirmation or enforcement by them.

#### **STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

22 The college's organisation of students' recruitment, guidance and support has four strands. Students' recruitment and careers are managed by the director of marketing. Learning support is managed by the director of curriculum and staff development. Personal support and counselling are managed by the senior warden. Tutorial provision and academic support are the responsibility of academic departments. Pastoral care as a whole is monitored by the students' recruitment, guidance and support group which meets termly. This structure works well.

23 The college uses a wide range of activities to inform potential students about its courses and about careers in land-based industries. The extensive programme of events for schools includes a residential three-day 'taster' course at the college. Staff attend many school careers events and there are three careers evenings and a careers day for mature applicants every year which are held at the college. The college's open day has developed from one that was primarily for the general public, to a forum for recruitment and the provision of careers and course advice.

24 The college holds 20 interview days every year, and applicants are invited to attend on a date which is never more than three weeks after they have applied. During the morning of each interview day, students are given a general introductory talk about the college, its facilities and other factors that they may need to consider such as travel, living away from home and finance. They are told what to expect in the interview, which takes place in the afternoon. The day includes a tour of the college estate. Applicants are assigned to an interviewer who is knowledgeable

---

about the programme of study they wish to take. Students who are unsure what they want to do are interviewed by a member of the careers team. Interviews are held singly and applicants are informed of the result within two weeks. Special arrangements are made for those who are unable to attend interview days. The interview process is thorough and students and their parents speak well of its impartiality and of the care that is taken to ensure that applicants are placed on the most appropriate course.

25 Arrangements for enrolment on part-time programmes are effective. Students may have their prior learning accredited and the college takes steps to encourage this option. There are appropriate arrangements for students who wish to change courses. The reasons which prompt students to leave are investigated carefully, and where necessary careers advice is given. Transfers are carefully recorded and must be approved by a senior member of staff.

26 There is a comprehensive induction programme for all students which is designed centrally. Students receive information about the services and the organisation of the college, as well as about their courses. They receive a copy of the college charter and students' handbook. Tutors are responsible for ensuring that students complete the induction programme, and they have some flexibility in deciding how this should be achieved so that it meets students' needs. The programme is effective and while most students are pleased with it, some are concerned by its partial repetition at the start of their second year. Students know about the college charter and are clear that the learning agreement is an important part of their relationship with the college.

27 The college takes good care of the needs of residential students. Twenty-eight per cent of full-time students live in hostel accommodation and a further 12 per cent live with local families. Each hostel has a warden who lives nearby. Hostels for the older students are self-governing, but where residents are under 18 there is a senior resident, an older student whose task is to ensure reasonable behaviour and to help those who are new to living away from home. All students in residence are registered with the college doctor who holds a surgery at the college twice a week in term time. The wardens and senior residents are co-ordinated by the senior warden. Wardens take great care to ensure that students are happy and they provide invaluable support to the academic staff.

28 The senior warden manages a range of personal support services which includes the work of the students' liaison assistant, the college counsellor and the college nurse. The students' liaison assistant receives notification about the needs of students who have been in local authority care, and offers a confidential guidance service to them which covers money management, and personal and job advice. Students who need more specialised counselling are referred to the college counsellor or to an external agency. The college nurse provides additional counselling and guidance in matters of health. Students speak favourably of the nurse's advice on healthy lifestyles.

---

29 Responsibility for providing tutorials lies with academic departments. Students are placed with personal tutors who also teach them. There is a timetabled tutorial period which may be used for group activities or individual discussions. Every student has at least one formal review with their tutor each term. The outcomes of these reviews are written down in students' tutorial records and the better examples include clear action planning. Each review record is simple to complete and refers to the previous entry. Students' attendance is rigorously monitored by tutors and by the central registry. Tutors report directly to parents of students who are under 18 years old about their progress and attendance, but not all parents are aware that the college's policy is to cease direct contact with them after their children reach 18.

30 Throughout their time at Sparsholt, students receive careers advice from their teachers and their tutors. The quality of advice is good and former students say that it has helped them. Careers guidance and support are also provided by Vosper Thorneycroft Southern Careers and a college co-ordinator who provides additional advice. There is a carefully-planned programme of activities and tutorial sessions that takes students through the transition from their current studies to preparation for the next phase of their careers. There is a good careers library which is conveniently located next to the careers office in the main library. There is a job-finding service and vacancies are advertised throughout the year.

31 The learning support service has developed rapidly during the past two years. At registration all students complete a self-diagnosis form to indicate whether they have needs which have already been recognised elsewhere. During induction, all intermediate level students are screened for literacy and numeracy using the Basic Skills Agency (BSA) tests. The college holds the BSA kitemark for the quality of its work in this area. The results of the tests are made known to tutors within three days. Students who need help are asked to attend an initial interview where a learning agreement is drawn up. Attendance at learning support sessions is mandatory for most students who are identified as being in need of them. Students also refer themselves for help or attend as a result of a tutorial review. The service provided for students who are dyslexic is particularly good and it has helped some whose problems remained undetected throughout their school-days. There is an information technology workshop to help students who are unfamiliar with the use of information technology. Some teachers are unaware of the full range of help which is available from the learning support team.

32 The students' association is well organised and it takes an active part in college life. It organises meetings for course representatives and works effectively with the wardens and other staff with responsibilities in student welfare. The association is self-financing. It provides a range of social events such as the May Ball, discotheques and sporting events. The association committee is represented on all important college bodies including the corporation board. The chair of the association meets the

---

principal and other senior staff regularly. Association student officers are conscious of providing a service to others in a way that not only reflects well on them but also upon the ethos of the college. Students have access to a wide range of voluntary activities provided by staff and by the students' association which include the diving club, photography, woodworking and the multi-gym.

### **TEACHING AND THE PROMOTION OF LEARNING**

33 Inspectors observed a balance of practical and theoretical teaching sessions across the whole college curriculum. Seventy-three per cent of the 103 lessons inspected had strengths which outweighed the weaknesses. This compares well with a national average of 63 per cent for colleges inspected during 1995-96, according to figures published in the *Chief Inspector's Annual Report 1995-96*. Only 5 per cent of the lessons inspected had weaknesses which clearly outweighed the strengths compared with a national average of 8 per cent, according to the same report. The teaching was particularly good in higher education lessons. Students' attendance in the lessons inspected was good at 87 per cent. The average class size was 11.5. The following table summarises the grades given to the sessions inspected.

#### **Teaching sessions: inspection grades by programme of study**

| <b>Programmes</b> | <b>Grade 1</b> | <b>2</b>  | <b>3</b>  | <b>4</b> | <b>5</b> | <b>Totals</b> |
|-------------------|----------------|-----------|-----------|----------|----------|---------------|
| NVQ               | 1              | 2         | 2         | 0        | 0        | 5             |
| Other vocational  | 23             | 35        | 21        | 5        | 0        | 84            |
| Higher education  | 14             | 0         | 0         | 0        | 0        | 14            |
| <b>Total</b>      | <b>38</b>      | <b>37</b> | <b>23</b> | <b>5</b> | <b>0</b> | <b>103</b>    |

34 Agricultural students benefit from effective curriculum organisation and capable teaching. The professional experience and technical knowledge of teaching staff are reflected in the high quality of courses. A lesson on silage making was delivered imaginatively; samples were given to students who had to identify and comment upon them. Teaching and learning are supported ably by farm staff and technicians. Most classroom sessions are enhanced by the use of data from the college farms. Practical sessions are vocationally relevant and they are conducted with due regard to health and safety and, where appropriate, animal welfare. Students are issued with the college's farm livestock handbook which contains codes of good practice and which requires that students carry out a number of exercises such as listing the indicators of health in calves. All students carry out farm and lambing duties, which are well organised and closely supervised. First-year students on the national diploma in agriculture complete a series of analyses of animal feedstuffs using guidance from a well-written booklet produced in the college. Experiments are conducted in a well-equipped laboratory. Key skills such as numeracy are carefully integrated with the rest of the syllabus.

---

35 Animal care and equine studies courses are well planned and carefully documented. Topics are developed logically, following a scheme of work. In most lessons, teachers use visual aids and well-produced worksheets and handouts. In a lesson on the principles of animal husbandry, the teacher brought a live owl into the class to illustrate the links between nutritional requirements and welfare. In a veterinary nursing lesson, students worked well in small groups carrying out a planned series of activities and answering questions from handouts. Written briefs for assignments are clear; the intended outcomes and the criteria for judging success are clearly identified. There are productive relationships between staff and students. Students respect the technical expertise of their teachers. In some lessons, teachers do not make clear enough links between theory and practice; students are not asked questions to ensure that they are learning what is intended; lessons are not brought to a satisfactory conclusion. Equine studies courses are practical in emphasis. Every student has four or five hours each week riding under instruction. In one class the teacher gave a clear demonstration of fitting a double-bridle, and students worked in pairs to select and fit one on a horse. Each student used a checklist to assess their partner's work. The naval riding centre at Portsmouth is used for some practical instruction and for examining students for British Horse Society awards. Few assignments require students to use the animal unit or stable records.

36 Fishery studies courses are well organised. The schemes of work and the detailed schedules of assignments are given to students and discussed with them. Staff have high expectations of their students. Topics are developed logically using a variety of teaching techniques that stimulate and maintain students' interest. Effective use is made of a range of models, artifacts, slides, photographs and videos. A lesson on fisheries management began with slides and a handout to help students to revise coarse fish identification. Key points arising from population case studies were recorded on an overhead projection transparency. This formed the basis for structured students' notes on the consequences of various management options for different fisheries. Throughout the session, constant use was made of real examples and questions were put to students that drew out their own experience of angling.

37 Game and wildlife management programmes are well planned and have clear aims and objectives. Audio-visual aids, informative handouts and technical data are used effectively in most sessions. A well-planned session dealt comprehensively with trespass in the countryside. The students considered the appropriate legal issues and approaches to dealing with the public. Development of personal skills, communication, numeracy and information technology are integrated with the programmes. A few sessions are not adapted well to meet the learning needs of all students. Occasionally, a class involves too much note taking and insufficient dialogue between the teacher and the students. Assignments in ecology and habitat management are well planned, have

---

clear criteria for assessment, and include appropriate references to key skills.

38 The mixed abilities of forestry and countryside studies students are taken into account in the level and pace of lessons. Lesson plans are well structured and they help teachers to manage their time well. First diploma students in a woodwork lesson ranged in age from 18 to over 50. Some of the group had previous experience, others none at all, but they all worked productively. Detailed handouts were used to guide students while they made a bird nesting box. The more able and faster workers were given more to do to extend their skills. Precise explanations are given and complicated topics built up gradually, working from simple concepts and the students' own experience. Questions are dealt with sympathetically although, on occasions, the keener students are allowed to answer every question. Assessment criteria are clear. Students' work is usually returned promptly and teachers provide constructive written criticism. Visiting speakers come to the college regularly to address the third-year national diploma group on specialist aspects of the industry.

39 Engineering topics are taught effectively by staff who have extensive knowledge of their subject. In a module on pesticide application, students were asked test questions to check how much they knew. They replied confidently and asked questions in return based on their own experience. Practical work is usually organised efficiently and students work diligently after being given a clear demonstration by the teacher. Most assignments are described in well-designed briefs that include assessment criteria. Students receive informative feedback on a standard form.

40 Lesson plans and schemes of work in horticulture show a structured approach to teaching. Assignment briefs are detailed and they provide guidance to students on the objectives they are to achieve and the marking scheme which is to be applied. Written comments on work are detailed and they assist students to make progress. Role-playing is used to simulate dealing with customers. In an NVQ level 2 floristry lesson, students acted as customers or florists taking an order over the telephone. The conversations were recorded and the whole class discussed ways in which the 'florist' could have made clearer requests for information and made the customer feel more valued. In some lessons, teachers need to do more to ensure that topics are understood and that students' attention is maintained. The teaching of costing in floristry is weak and needs to be improved if it is to meet commercial requirements. There are good contacts with industry in greenkeeping and landscape design. Most garden design staff undertake commercial work which enhances their professional credibility. Work placements are well managed.

### **STUDENTS' ACHIEVEMENTS**

41 Students' achievements in most examinations are better than the average figures published in the FEFC's Curriculum Area Survey Report, *Agriculture*. Students are enthusiastic about their studies and most



organise their time well. The majority of students arrive at classes in good time and ready to start. Their files are well organised, their notes are well written, and their assignments are handed in on time. The quality of their practical work is good. Students carry out their work on the farm competently and with due regard for health and safety and animal welfare.

42 The standards achieved by most students in the agriculture section are high in practical work, classroom sessions and farm duties. High success and retention rates have been maintained among the growing numbers of students who have learning difficulties, with the help of improvements in learning support. As the following table shows, success rates on national certificate, and first and national diploma courses have generally been improved or maintained at a high level over the last three years.

**Success rates\* on agriculture courses 1994-96 (per cent)**

| <b>Programme</b>                    | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|-------------------------------------|-------------|-------------|-------------|
| First diploma in agriculture        | 68          | 66          | 84          |
| National certificate in agriculture | 78          | 90          | 88          |
| National diploma in agriculture     | 92          | 72          | 88          |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

43 Students' retention is high on animal care and equine studies courses. Eighty-two per cent of entrants completed their courses over the last two years. Equine studies students ride well and most are successful in the British Horse Society examinations which are taken in addition to their main awards. In animal care courses, there is appropriate emphasis during lessons on practical skills. However, because of the large number of students on these courses, some students are only able to spend one day three or four times a year on routine duties in the animal units. The following table shows that, with the exception of the national certificate in horse management where results are outstandingly good, there has been a slight decline in overall success rates on courses in this curriculum area over the last three years.

**Success rates\* on animal care and equine studies courses 1994-96 (per cent)**

| <b>Programme</b>                         | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|--|-------------|-------------|-------------|
| First diploma in animal care             | 87          | 79          | 70          |
| First diploma in horse management        | 86          | 69          | 75          |
| National diploma in animal care          | 62          | 87          | 57          |
| National certificate in animal care      | 84          | 84          | 79          |
| National certificate in horse management | 81          | 94          | 92          |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

44 Retention rates on courses in engineering mechanisation are well above the average for general engineering courses in the further education sector. Whilst enrolments on these courses have decreased by 25 per cent, success rates have risen over the last three years, as shown in the following table, and are now very good.

**Success rates\* on engineering courses 1994-96 (per cent)**

| <b>Programme</b>   | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|--|-------------|-------------|-------------|
| First diploma in agriculture (machinery operation and care)  | 62          | 83          | 100         |
| Advanced national certificate in agriculture (mechanisation) | 81          | 67          | 85          |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

45 Retention rates on all fishery courses have been high over the past three years, even though student numbers on the first diploma in fishery studies have more than doubled. The advanced national certificate in aquaculture did not recruit successfully and has been discontinued. The following table shows that success rates on the national diplomas have declined over the last three years from their very high level in 1994, and that recent success rates on the national certificate in aquatics and ornamental fish management have been excellent.

**Success rates\* on fishery studies courses 1994-96 (per cent)**

| <b>Programme</b>  | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|---|-------------|-------------|-------------|
| First diploma in fishery studies                                | 82          | 84          | 75          |
| National diploma in fish farming and fishery management         | 94          | 68          | 60          |
| National diploma in aquatics and ornamental fish management     | 86          | 77          | 67          |
| National certificate in aquatics and ornamental fish management | 70          | 100         | 100         |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

46 Students' achievements are good on most forestry and countryside courses. The average retention rate of 91 per cent is high. Over half the students gained relevant employment after leaving and 37 per cent continued in further or higher education. Four students have had their prior learning accredited. The following table illustrates the generally good success rates on all courses in this curriculum area apart from the national diploma in forestry and woodland management.

---

**Success rates\* on forestry and countryside courses 1994-96 (per cent)**

| <b>Programme</b>                                     | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|--|-------------|-------------|-------------|
| First diploma in forestry and woodland management    | 63          | 92          | 87          |
| First diploma in countryside skills                  | -           | 81          | 89          |
| National diploma in forestry and woodland management | 64          | 73          | 57          |
| National certificate in forestry                     | 88          | 78          | 84          |
| National certificate in arboriculture                | 78          | 86          | 79          |
| National certificate in countryside related studies  | -           | -           | 64          |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

47 Students in game and wildlife management are generally well motivated and most progress to a satisfactory standard of theoretical understanding and practical competence. Students are supportive of one another when working in difficult practical situations. Retention rates are generally high, but examination pass rates are variable, as shown in the following table. Success rates on the national certificate in gamekeeping and waterkeeping are good, and in the national diploma in game and wildlife management there has been a steady improvement to the present high level. The large first diploma in game and wildlife management is achieving less well than the better courses in the area.

**Success rates\* on game and wildlife management courses 1994-96 (per cent)**

| <b>Programme</b>                                 | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|--|-------------|-------------|-------------|
| First diploma in game and wildlife management    | 69          | 67          | 64          |
| Advanced national certificate in deer management | 92          | 64          | 57          |
| National certificate in gamekeeping/waterkeeping | 100         | 63          | 94          |
| National diploma in game and wildlife management | 57          | 84          | 96          |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

48 With the exception of some students on lower level courses, horticulture students show real enthusiasm for the subject. National diploma assignments and higher national certificate work are generally of a high standard. Retention has not been very good on some part-time

courses; an issue which is being addressed by the college. Few students complete their NVQ portfolios during the two-year courses. The following table shows that success rates in this curriculum area are generally satisfactory, although there have been some poor results on the C&G level 1 course in horticulture, and the NVQ level 2 in amenity horticulture.

**Success rates\* on horticulture courses 1994-96 (per cent)**

| <b>Programme</b>   | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|--|-------------|-------------|-------------|
| First diploma in forestry                                | 100         | 89          | 100         |
| First diploma in horticulture                            | 67          | 65          | 86          |
| National certificate in garden landscape                 | 74          | 90          | 70          |
| National certificate in greenkeeping                     | 82          | 86          | 77          |
| National certificate in professional floristry           | 67          | -           | 100         |
| National diploma in horticulture                         | 82          | 84          | 88          |
| C&G horticulture level 1                                 | 47          | 74          | 57          |
| National Proficiency Test Council foundation certificate | 100         | 94          | 93          |
| NVQ level 2 in amenity horticulture                      | -           | 48          | 52          |
| NVQ level 2 in floristry                                 | -           | 55          | 67          |
| NVQ level 2 in greenkeeping                              | -           | 63          | 74          |

*\* success rate is the percentage of those students enrolled on 1 November in year one of the course who achieved the qualification.*

49 Students are encouraged to define their career objectives and to set themselves progression targets. Course tutors carry out a survey of students' destinations in each autumn term and an analysis of the results is presented to governors. The college has a good record on progression into relevant employment. A growing number of students take additional further education courses or move on to higher education. The following table shows the destinations of full-time course leavers over the last three years. During this period the number of such leavers has increased from 582 to 666.

**Destinations of full-time course leavers 1994-96 (per cent)**

| <b>Destination</b>                       | <b>1994</b> | <b>1995</b> | <b>1996</b> |
|--|-------------|-------------|-------------|
| Employment related to the industry       | 51          | 48          | 48          |
| Employment outside the industry          | 11          | 10          | 8           |
| Further full-time education              | 31          | 35          | 36          |
| Travelling abroad                        | 1           | 1           | 1           |
| Not in full-time employment or education | 6           | 6           | 7           |

---

## **QUALITY ASSURANCE**

50 The importance of quality and its assurance has been accepted throughout the college for many years. It is emphasised in the wording of the mission statement and quality assurance is linked to the strategic planning process. A quality assurance committee oversees all the relevant procedures and reports directly to the corporation board, so that governors are kept fully aware of the college's performance. The college achieved the Investor in People award in 1995. A further interim report has been received which indicates that the relevant standards have been maintained. The college conducts thorough reviews of its services which lead to clear action plans.

51 Quality assurance is the responsibility of the director of curriculum and staff development. The recent appointment of a quality manager is enabling the college to bring formal quality assurance to additional areas of its work. A revised quality assurance framework has been produced recently. This document is based on 11 activities which the college sees as critical to its success, such as 'attracting potential clients' and 'providing guidance for students'. Each activity has quality criteria associated with it. The framework gives a clear picture of what the college wishes to achieve.

52 There is a comprehensive system of course reviews at the heart of the college's academic quality assurance procedure. A new course quality manual draws together all existing processes and information in a single document. Staff team meetings for all full-time courses follow a standard agenda to review students' performance, using information from examiners and statistical data. The majority of course teams are very thorough. Not all teams for part-time courses use the procedure and some do not hold review meetings. Annual course reports are scrutinised by senior staff. Most reports give a clear picture of performance and include information on students' retention, examination achievements and progression. Few comparisons are made with performance in previous years or with national data where they exist. Service areas do not use annual reviews to monitor their standards. A small project for 10 students, run in collaboration with the Catherston Equestrian Centre, is carefully monitored.

53 Employers, past students and current students are each given ways to contribute to course reviews. Changes they have proposed, such as an increase in the animal care practical facilities and the shortening of second-year students' induction, have been carried out. Student surveys are conducted three times a year and the results are used to inform course management. The decision to build a new student hostel was partly based on the results of a survey in 1995.

54 Introduction of an internal verification policy in 1995-96 brought together many earlier practices. It was prompted by the introduction of NVQs and GNVQs in land-based subjects and it is being extended to all

---

courses. Its underlying philosophy is to emphasise quality at the course planning stage and it is having a beneficial impact on the courses.

55 Lesson observations are carried out in all departments. Very detailed comments on their performance are given to teachers. In some instances, the outcomes of lesson observations contribute to staff appraisal. The college has undertaken teaching staff appraisals annually for many years. Over a five-year period there is evidence to show that the objectives agreed one year were monitored and largely met the next. The appraisal scheme is effective and it is appreciated by staff at all levels. The principal is appraised by the chairman and one other member of the corporation board. For the past two years, support staff have also been appraised using a system which is separate from that used by academic staff.

56 There is a clear policy for the professional development of all staff which meets both college and individual needs. This year £72,500 has been allocated for staff development, representing 1.5 per cent of staffing expenditure. New teaching and support staff receive thorough induction and the support of a mentor. An annual staff-development plan is built up principally from the outcomes of appraisal, and it includes an analysis of individual development needs to pick out any patterns that may appear across the college. The programme also incorporates the college's requirements and it is finally approved by the executive. Almost all requests from staff are met, including some for personal development.

57 Self-assessment reports were produced in March and December 1996. Both were based on the seven section headings of Council Circular 93/28, *Assessing Achievement*. The general picture which is conveyed by these reports is accurate, but they do not give a clear enough indication of strengths and weaknesses. Action points are often in the form of general recommendations which are not related closely enough to performance indicators to enable success to be clearly discerned. The college charter is descriptive, and does not make commitments that are clear and readily measurable. There is evidence that most commitments are honoured, although some written work is handed back to students late. The charter is being reviewed, and a summarised version which was produced this year gives a clearer view of the college's intentions.

## **RESOURCES**

### **Staffing**

58 At the time of the inspection the college employed 82 full-time academic staff, of whom 14 per cent were women. There are 78 part-time teaching staff who make up just under nine full-time equivalents. There are some 25 full-time equivalent learning support staff including 13 instructors, and about 76 full-time equivalent technical and support staff who are responsible for central administration, the farms, horticulture, the college premises and estates. The college has its own catering, housekeeping and cleaning services which employ a total of

---

81 staff in the hotel services department. More than half the academic staff have taught at the college for over 11 years, but only 10 per cent are over 50 years old. Sixty per cent of full-time teachers hold higher national diplomas and first degrees and a similar proportion have a teaching qualification. The college encourages staff to enhance their qualifications. Most staff have achieved the awards of the training and development lead body to assess GNVQ and NVQ programmes and 22 per cent of them are accredited as internal verifiers. There is only one internal verifier in some curriculum areas. Eight staff are qualified to accredit prior learning. First aid certificates are held by 57 academic staff and 12 support staff.

59 Staff enjoy working at the college and are committed to its success. They work in well co-ordinated teams. They are informed of developments through a staff newsletter which is published fortnightly during term time. A qualified personnel manager is supported by a team of three staff who undertake recruitment with integrity and operate the college payroll. There are comprehensive personnel policies which are regularly reviewed. All staff have job descriptions and staffing details are kept up to date. There is a six-month probationary period for all new appointments which includes a review after three months. The induction programme applies to those employed on a long-term temporary basis, as well as to full-time appointees. A concise staff handbook is distributed to all staff and those who require additional information can get it readily from the appropriate manager. The introduction of an annual bonus scheme which promotes regular attendance among hotel services staff has reduced absenteeism.

60 All teaching staff have relevant and recent industrial experience which is updated regularly through secondment and consultancy at home and abroad. As part of a Hampshire TEC project, one engineering teacher spent a week working with a local agricultural engineering company which included site visits, an update on workshop practice and developing contacts for future secondments. Another member of staff went to the conference of the International Society of Arborists in Ohio and made useful contacts for the college with members from Belgium, Denmark and Finland. Most fishery staff are active as consultants in their field. They are members of professional bodies and often contribute to conferences or write papers and articles for publication. The expertise of agricultural staff is maintained through their work on the college farms and estate and through their many activities with agricultural interest groups.

### **Equipment/learning resources**

61 The range of plant and equipment is extensive and of a standard currently used in industry. It is well maintained. The college has a fleet of 32 tractors, three fork-lift trucks and a variety of general cultivation equipment for teaching purposes. Some machinery which is used seasonally, such as combine harvesters, is borrowed from local farmers and dealers. In return, students often repair and service these machines as part of the winter overhaul. The college has 17 minibuses which enable

---

students to make educational visits. The college's livestock include 130 Friesian cows, 110 large white sows, 150 crossbred ewes and herds of Red and Sika deer. The game unit produces 1,500 pheasants and 1,300 partridges annually. Many species of cold and warm water fish are bred in specialist facilities. Students in animal care and equine studies have access to suitable animals. All animals are well kept. There is good tack and stable equipment for equine studies. Students' use of plant, stock and equipment is recorded carefully by the technicians.

62 Items of equipment worth more than £1,000 are recorded in the college's asset register. Each department has its own replacement policy; for example, the information technology department uses a three-year cycle, whilst the minibus fleet is renewed every seven years and the tractors and engineering plant every 10 years. The stock of small tools is monitored so that more can be bought as soon as the minimum number needed for teaching is approached. There is sufficient protective clothing so that students do not have to provide their own. Safety management is excellent, including a disaster plan which identifies the risks to important college facilities and sets out procedures for both avoidance and recovery.

63 The library is well managed. There is close liaison between library staff and teachers in most departments so that learning resources keep in step with the changing curriculum. The librarian is professionally qualified and is a member of the academic board. The library subscribes to 260 periodicals and it has 520 video tapes and 20,000 books including a small fiction section. Over 80 per cent of the books are less than 15 years old and 25 per cent are less than five years old. Since incorporation, the budget for the library has increased by 50 per cent to £35,000 a year. A computer-based library management system was introduced in September 1996 to give students easier access to the catalogue. There are six networked computers in the library which have compact disk read-only memory (CD-ROM) databases. There are 120 study places.

64 The college computer network incorporates 109 modern machines, most of which are in the computer rooms. In addition, some older computers are available to students for wordprocessing. Although the ratio of full-time equivalent students to computers, at about 14:1, is modest in comparison to many colleges in the further education sector, students have access to the machines for 84 hours each week, including weekends, and most needs are being met. Eighteen computers are connected to the Internet and the college has its own World Wide Web site. Teachers receive assistance in producing teaching materials, and secretarial help is available in each department. Staff workrooms are equipped with computers, scanners which can enter printed material into a computer database and reprographic equipment.

65 The learning support centre is well equipped and it provides a welcoming environment to students. It comprises three main areas: an area providing access to computer resources; a teaching room with



---

displays of a range of learning materials; and tutorial rooms for individual or small-group teaching. Its 16 computers have special software for individual training in work which is done elsewhere in the college.

### **Accommodation**

66 The college has an estate of 311 hectares, set in rolling chalk downland close to the City of Winchester. It is a most attractive environment in which to study. The college has over 150 buildings, which vary greatly in quality and age. Much of the teaching accommodation is in 26 temporary buildings, some of which have reached the end of their useful lives. The college plans to replace its temporary buildings with a new classroom block, but this is taking longer than was intended. Classrooms all have overhead projectors and screens and most have whiteboards. Laboratories are very well equipped and teaching departments have appropriate visual aids. The teaching rooms are tidy, and there are good wall displays in those which are base rooms for courses.

67 The specialist teaching accommodation is in good condition and is appropriate to the college's courses. There is a large lecture theatre, a hall, computer rooms and laboratories in a building at the heart of the campus. The Westley farm buildings have been converted to provide classrooms and office spaces. Farmcraft practical classes are taught in a woodwork shop, chainsaw workshops and a hard landscape practice area. The library is housed in an attractive new building which has adequate space for books and other learning materials. The two farms provide extensive opportunities for realistic study. The information room which is used to provide students with current data from the farm records is well kept. The equine unit has two stable blocks and an outdoor arena. The animal management unit has a new, purpose-built centre which provides excellent facilities for small animals. The modern milking parlour includes an observation gallery for students. The forestry timber yard allows students to gain experience of converting timber into products such as fence posts and rails. The horticulture department has a nine-hole golf course on which students practise their greenkeeping skills, as well as a modern 1,600 square metre glasshouse. The college has a specialist aquatic centre with dedicated laboratories, indoor fish breeding facilities and a salmon hatchery.

68 There are hostels for 320 students at the college. These hostels are well maintained by the housekeepers and wardens. Students have access to a wide range of amenities including sports fields, tennis courts, squash courts, a multigym and circuit training. There are extensive restaurant and bar facilities and a well-stocked shop on the campus. The college management centre offers good facilities for conferences, including accommodation for 30 delegates or for other visitors to the college. Maintenance is good and it is carefully managed. The director of central services leads a weekly meeting of the site liaison group which ensures

---

that operational problems are dealt with promptly. Systems for monitoring the utilisation of facilities and equipment are still developing. As student numbers have increased the area of accommodation for each full-time equivalent student has fallen from 12.3 to 10.3 square metres. This space remains adequate.

### **CONCLUSIONS AND ISSUES**

69 The particular strengths of the college are as follows:

- a wide range of courses
- extensive contacts with industry, schools and the local community
- buoyant student recruitment
- experienced and active governors
- strong and open management
- a coherent strategic planning process
- dedication among staff to their students' needs
- the wide range of student services including excellent learning support, particularly for those with dyslexia
- extensive consultation with students
- good teaching
- good retention and achievement rates
- a well-established and effective quality assurance system
- a long-established staff appraisal scheme which includes the observation of teaching
- an extensive range of equipment and facilities to support the courses.

70 If the college is to improve further the quality of its provision it should:

- increase the rigour with which the academic board monitors students' achievements
- ensure the integration of all aspects of the quality assurance process
- ensure that all teachers are aware of the range of services available from the learning support team
- replace the temporary classrooms.

---

## FIGURES

- 
- 1 Percentage student numbers by age (as at July 1996)

---

  - 2 Percentage student numbers by level of study (as at July 1996)

---

  - 3 Student numbers by mode of attendance and curriculum area (as at July 1996)

---

  - 4 Staff profile – staff expressed as full-time equivalents (as at July 1996)

---

  - 5 Income (for 12 months to July 1996)

---

  - 6 Expenditure (for 12 months to July 1996)

---

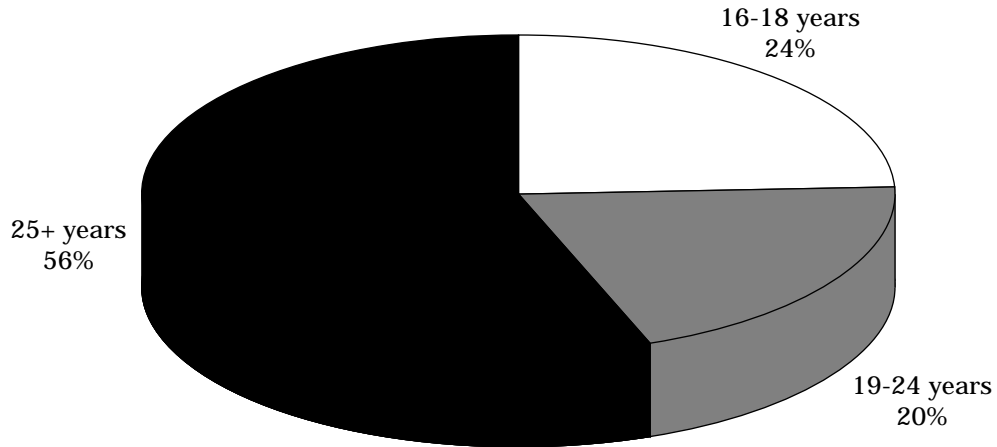
**Note:** the information contained in the figures was provided by the college to the inspection team.

---

---

**Figure 1**

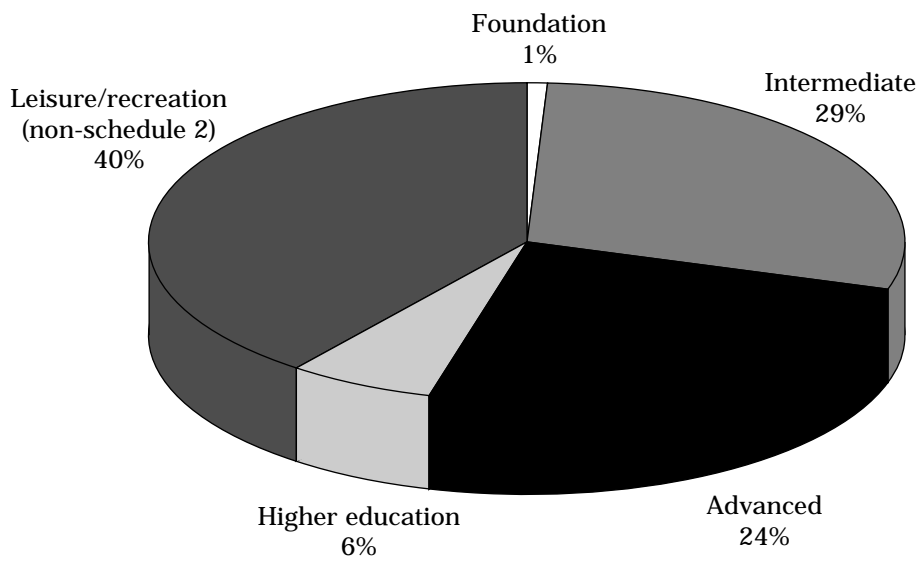
**Sparsholt College, Hampshire: percentage student numbers by age (as at July 1996)**



Student numbers: 3,345

**Figure 2**

**Sparsholt College, Hampshire: percentage student numbers by level of study (as at July 1996)**

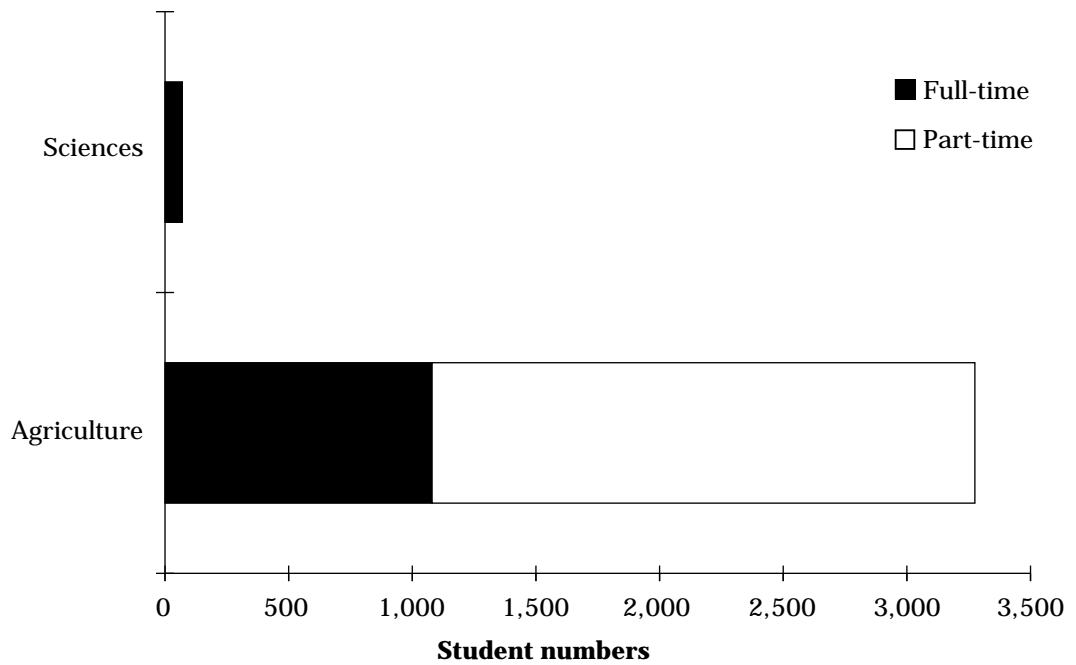


Student numbers: 3,345

---

**Figure 3**

**Sparsholt College, Hampshire: student numbers by mode of attendance and curriculum area (as at July 1996)**

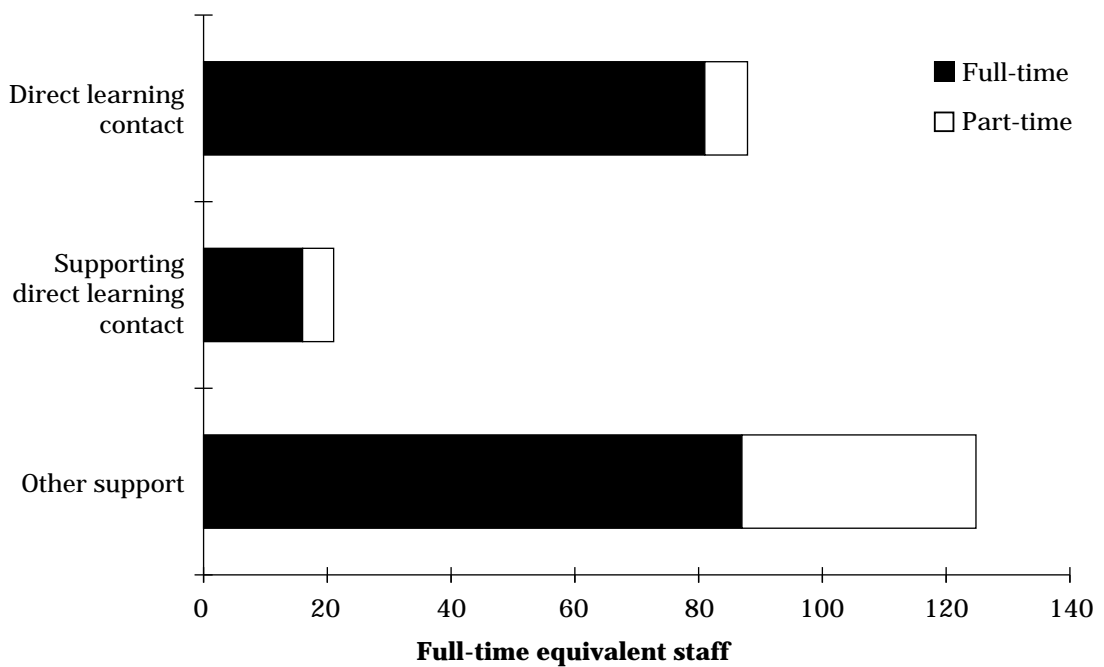


Student numbers: 3,345

---

**Figure 4**

**Sparsholt College, Hampshire: staff profile – staff expressed as full-time equivalents (as at July 1996)**

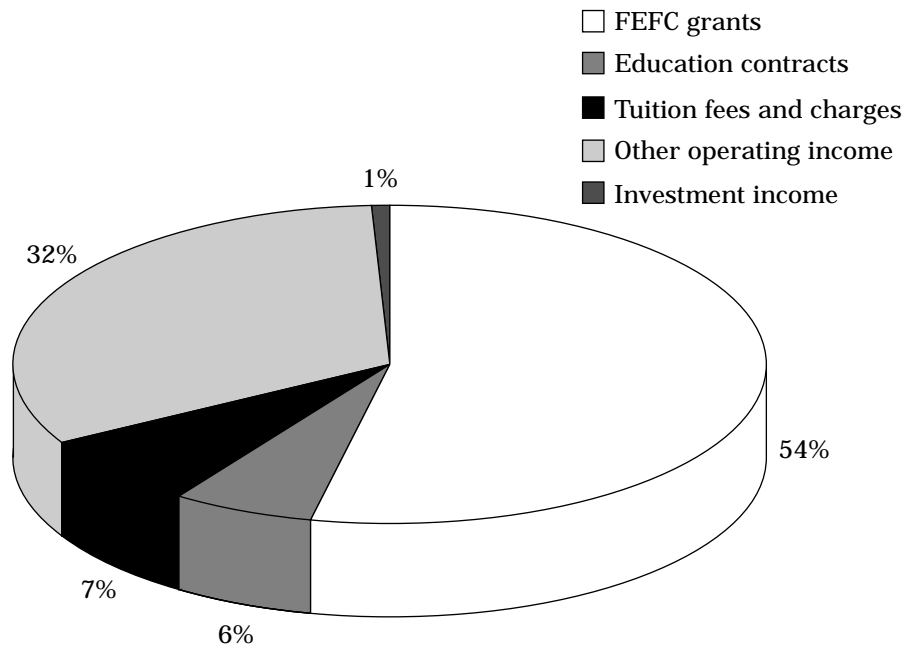


Full-time equivalent staff: 234

---

**Figure 5**

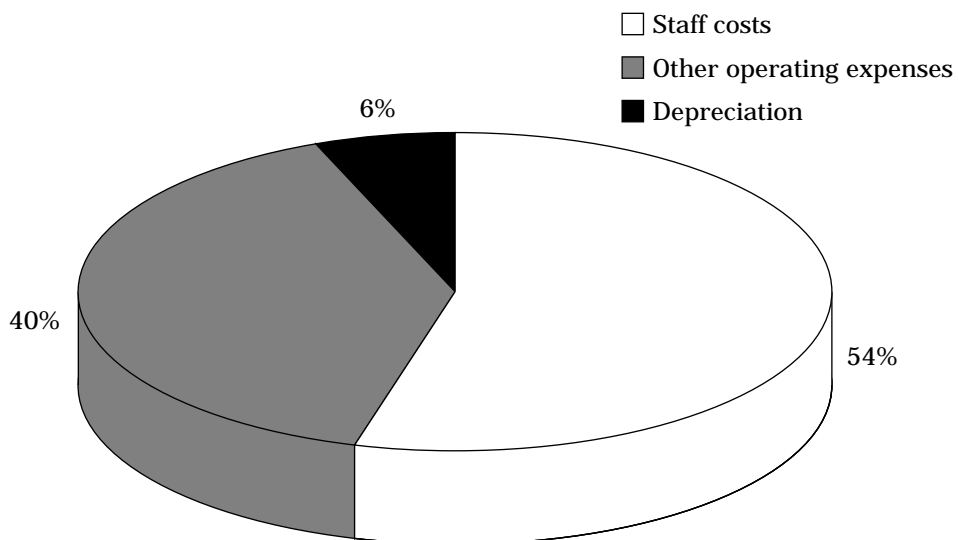
**Sparsholt College, Hampshire: income (for 12 months to July 1996)**



Income: £8,723,000

**Figure 6**

**Sparsholt College, Hampshire: expenditure (for 12 months to July 1996)**



Expenditure: £9,093,000

Published by the  
Further Education Funding Council  
June 1997