

**REPORT
FROM THE
INSPECTORATE**

Accrington and Rossendale College

April 1997

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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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 19/97

ACCRINGTON AND ROSSENDALE COLLEGE

NORTH WEST REGION

Inspected May-November 1996

Summary

Accrington and Rossendale College offers an extensive range of general and vocational education in East Lancashire. It has strong links with schools, universities, employers and the local community. Effective managers have encouraged a strong team spirit among the well-qualified and experienced staff. Some teaching, particularly on vocational courses, is of high quality, and there are some notable achievements by students. Quality assurance procedures for courses are demanding; all teams in the college assess their own performance against clear standards. Some accommodation and equipment in the college is of high quality. To build on its strengths the college should: raise the standard of teaching and management in certain curriculum areas; develop additional strategies to improve some poor rates of retention and success among students; and improve some poor accommodation.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science and mathematics	2	Health and care, including hairdressing and beauty	2
Construction	1	Art and design	2
Engineering	2	English and foreign languages	2
Business	2	Other humanities, including social sciences	3
Hotel and catering, including leisure and tourism	1	Basic education	3

INTRODUCTION

1 The college was inspected between May and November 1996. Inspectors spent a total of 93 days in the college. They visited 239 classes, examined students' work, inspected enrolment and induction and held discussions with governors, managers, staff and students. Inspectors met representatives from business, industry, and the East Lancashire Training and Enterprise Council (TEC), staff from universities, head teachers and members of the local community who have a strong interest in the college.

THE COLLEGE AND ITS AIMS

2 Accrington and Rossendale College, formed in 1974 from a merger of two colleges, primarily serves three boroughs in East Lancashire. In Hyndburn, which includes the town of Accrington, the college has been the only provider of post-16 education since 1975; in Rossendale there is competition for students from an 11 to 18 comprehensive school and a grant maintained school with a large sixth form; and in the Ribble Valley the college provides adults with opportunities for education and training. The college also enrolls students from nearby towns, for example Blackburn, Burnley and Bury. There are three sites in Accrington, the main site at Sandy Lane, Eagle Street and the Globe; a site in Rawtenstall, six miles south-west of Accrington; a site at Lea Bank, two miles further west; and the centre for adult education in the Ribble Valley at Whalley. The competition for students throughout East Lancashire is strong: there are a number of large private training providers and four more colleges within 15 miles along the M65 corridor.

3 The college offers learning opportunities in all the programme areas of the Further Education Funding Council (FEFC). Studies can extend from entry and foundation levels to first degrees validated by the universities of Sheffield, Huddersfield and Liverpool John Moores. The college also provides non-examination courses for adults through a contract with Lancashire County Council. It operates its own managing agency for training young people and adults and also runs a significant programme of training for East Lancashire TEC.

4 The textile and engineering industries that once dominated the three boroughs have suffered a major decline. Falling employment in these industries, however, has partly been offset by growth in a service sector and in a number of small businesses. Minority ethnic groups form a small proportion of the population in each of the boroughs: 1 per cent in the Ribble Valley, 6 per cent in Hyndburn and 2.5 per cent in Rossendale.

5 In 1996, the proportion of 16 year olds who continued in full-time education was 57 per cent in Hyndburn, 62 per cent in Rossendale and 83 per cent in Ribble Valley. Across the three boroughs, 35 per cent of pupils of school-leaving age chose to continue their education through full-time attendance at the college and 13 per cent took up places on Xtend, which is the name for youth training in the locality. Achievements at 16 plus are below the national average.

6 The college enrolled 13,278 students in 1995-96, of whom 1,928 were on full-time courses. Student numbers by age, by level of study, and by mode of attendance and curriculum area are shown in figures 1, 2, and 3 respectively. The college employs the full-time equivalent of 272 staff of whom 121 are teachers on full-time or fractional full-time contracts. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4. Academic staff are grouped into four divisions, and the support staff into four directorates.

7 The mission of Accrington and Rossendale College is 'to provide quality education and training for the widest range of people'. Extracts from the full mission statement refer to: welcoming clients from all parts of the community, responding to their needs, providing value for public money, contributing to the economic and social well-being of the area, and providing a stimulating, pleasant and safe environment.

RESPONSIVENESS AND RANGE OF PROVISION

8 The college offers courses in all the vocational programme areas, giving students choices that extend from foundation to higher technician and supervisory and professional qualifications. Students wishing to enter the building trade or to take up work in health and care have a particularly wide range of options.

9 Those students who have low qualifications on entry are offered an impressive range of learning opportunities. At foundation level, there are courses leading to five general national vocational qualifications (GNVQs); nine national vocational qualifications (NVQs); and courses validated by the Open College of the North West in construction, art and design, and basic vocational skills. At intermediate level, there are courses leading to five GNVQs and 22 NVQs. At advanced level, the college is continuing to offer national diploma and certificate courses from the Business and Technology Education Council (BTEC) in programme areas where GNVQs are not available or where employers in the locality have requested that these programmes continue. At advanced level, there are six GNVQ, 12 BTEC national diploma and 13 NVQ courses. Students often add other courses to their NVQ or GNVQ programmes. Higher national certificate and diploma programmes are available in catering and hotel management, engineering, motor vehicle management, business studies, and leisure and tourism.

10 The college offers general education provision at all levels from basic numeracy and literacy courses to degree courses. There are 28 general certificate of education advanced level (GCE A level) subjects, nine GCE advanced supplementary (AS) subjects, and 18 subjects on the full-time general certificate of secondary education (GCSE) programme. An extensive and flexible programme leading to Open College qualifications is provided mainly for mature students. At the time of the inspection, there were over 1,000 enrolments. Younger students may follow sections of this

programme as part of the college's extension studies. The college provides higher education by working with the University of Sheffield and other universities in the north of England. There are degree programmes in six curriculum areas, including, unusually, brass band studies.

11 In line with its mission, the college also offers courses in 61 centres in the community. The provision includes home-based tuition and house-groups for students studying English for speakers of other languages (ESOL). The college commits itself to offer a service at times which suit clients. Most vocational courses are available on both a full-time and part-time basis during the day. Courses in construction, office technology, hairdressing and catering allow students to start or finish at different points throughout the year. Saturday classes are held on two of the college's sites. Eighteen subjects are offered and the provision includes vocational courses leading to national qualifications. There is also a small Sunday programme, which includes sewing for the Asian heritage community. An officer for open and distance learning has been appointed recently to increase the opportunities for students who wish to study but cannot attend classes on a regular basis.

12 The college has strong and varied community links which enable it to assess and respond to community needs. Its own committee of local representatives helps to plan and provide adult and community education. It has collaborated with the local authority. Together, they have made successful bids to the single regeneration budget. Through the co-operation of the Asian women's forum and local mosque committees the college has established formal links with the Asian heritage community. College enrolment data for 1995-96 indicate that 13 per cent of full-time and 9.5 per cent of part-time students identified themselves as being of Asian origin.

13 Links with schools are strong, extensive and highly valued by head teachers. The schools' liaison team, which maintains day-to-day contact with schools, has set up a popular programme of events that includes 'taster' courses for pupils in year 10 who may be considering applying for vocational programmes. Nine curriculum panels, comprised of representatives of local schools and colleges, have been established to plan common practice in the 14 to 19 curriculum. Although funding from the technical and vocational education initiative ended in 1995, a management group, comprising the college's deputy principal and local secondary school head teachers, continues to meet to share good practice.

14 The college has extensive connections with commerce and industry and maintains an employer database, which has about 1,150 entries. Its product development centre provides a well-regarded design and prototype service to local inventors and companies. The centre brings income to the college and provides high level research opportunities to students. Successful projects have included the development of portable equipment for sheep shearing and the prototype of a radiator fin. In 1995-96, the college's information technology consultancy unit provided consultancy

and training to 80 clients, including the European Commission. Curriculum teams have built up their own contacts with employers which enable them to provide students with opportunities for work experience when placements are defined as an essential or desirable part of students' courses. The college intends to co-ordinate the organisation of work experience placements centrally in 1997-98. Advisory panels exist where employers prefer this means of consultation and employers on these panels help teachers to develop a curriculum that meets industry's needs. Sometimes the panels arrange interesting project work for students. For example, media students were engaged to make a video on food technology for distribution to schools nationally, and students of leisure and tourism set up and staffed the press office at the world canoe slalom championships in Nottingham in 1995.

15 Marketing services in the college are provided by a small unit which carries out market research and uses labour intelligence supplied by East Lancashire TEC. A house style has been established for promotional literature and information leaflets. However, staff occasionally fail to work to the standards which have been established. Information is rarely printed in minority ethnic languages. There is no central contact point in the college for employers, some of whom feel that the college does not market its services with sufficient vigour.

16 The college has a good working relationship with the East Lancashire TEC. Staff sit on a number of TEC committees. Contracts with the TEC and other managing agents amount to over £1 million and the college is an active partner in joint projects, including several that aim to develop higher level skills in employment. The service that the college provides for trainees with disabilities and for trainees from minority ethnic groups is particularly valued. To seek to ensure quality, the college imposes a limit on the number of courses delivered on employers' premises through collaborative arrangements.

17 Although not a stated strategic aim, the college has established extensive international links which benefit staff as well as students, and help to enrich the curriculum. Catering students work in French hotels; German students of painting and decorating come to work alongside English counterparts. Accreditation from other European countries is granted to motor vehicle studies and some other engineering courses which is designed to enhance the freedom of movement of students later in their working life. Students and staff have taken part in work with colleges in Siberia: students measured pollution levels in rivers and forests; staff carried out an institutional review which included the development of the curriculum for a number of Siberian colleges. A water-colourist from China is at present working with college art students to help them develop new techniques.

18 There is a comprehensive equal opportunities policy and code of conduct. These are printed in full in the staff handbook and discussed with new employees during induction. The director of student support

implements and monitors the policy; there are appropriate performance indicators and demanding targets. A group with representatives from inside and outside the college supports this work. Annual action plans which are produced by curriculum teams and based on the college's monitoring of equal opportunities have had an impact on the curriculum.

GOVERNANCE AND MANAGEMENT

19 The board of the corporation has an establishment of 18 members. Business members bring to the college an appropriate range of expertise from their professional, business and industrial backgrounds and the collective experience of the board reflects the interests of the local community. The corporation includes a representative from East Lancashire TEC, two members of the college staff, one student, and the principal. One member is experienced in working with people with special needs and another is from the local Asian community. Only two members were governors prior to incorporation. A search committee is working to fill a vacancy for an independent member. Members have adopted a code of ethics and procedures and register their interests annually. New members undertake an induction programme. The clerk to the governors is also the vice-principal of the college. The agendas, minutes and reports which are produced for the board are of high quality.

20 Members of the corporation have a clear understanding of their role, and the role of the college's managers. The principal, deputy principal and vice-principal, who form the 'principalship', have regular meetings with the chair of governors. The corporation has conducted the first formal review of its effectiveness and as a result has adopted a revised committee structure. Members have identified the need for more specific training, designed to further their understanding of curriculum issues and of issues related to funding, such as the retention and achievements of students. The corporation monitors the implementation of the strategic plan through regular review of the annual operating statements that are produced by divisions and directorates and will shortly commence a review of the mission statement as a basis for the next planning cycle. The corporation receives regular financial reports which include details of enrolments and target recruitment numbers. The college should continue to refine the presentation of its financial data in order to provide members of the board and senior managers with more help in making decisions. On the corporation's behalf, consultants have undertaken a review of the management structure and considered appropriate benchmarks for measuring the college's performance. The corporation has recently developed a set of indicators to monitor its own operation.

21 The current management structure was established in August 1995. The senior management team, which meets weekly, comprises the principalship together with four heads of division and four directors. Their roles and responsibilities are clearly understood by staff. Job descriptions are comprehensive and a code of ethics has been adopted. Senior managers work well together and provide good support for individual

members of staff, all of whom belong to at least one team within the divisions and directorates of the college. The structure enables direct contact to be maintained between the curriculum teams, who have responsibility for courses, and the 'functional' teams, who support them in this work. For example, curriculum team leaders consult with personnel staff when selecting part-time teachers. There is strong emphasis on a 'one-staff' culture and the advantages of teamworking. Staff speak positively of their relationships with management. This represents a considerable achievement in the light of some recent well-publicised industrial relations difficulties.

22 Strategic planning operates effectively within a timetable that allows for extensive consultation both inside and outside the college. The strategic plan is clear and concise, with objectives that are supported by detailed operating statements for all areas of the college. The statements in the plan identify broad targets and criteria to measure achievements. Teams use the statements to monitor their own progress. A summary of the strategic plan is circulated to all staff and major stakeholders. The college recognises that staff must become more involved in strategic planning than is the case at present. Planning relating to provision for students with learning difficulties and/or disabilities has been weak.

23 The principal manages the heads of division and this lends emphasis to the central importance of teaching and learning in the college. The deputy principal and vice-principal manage the directorates. There are comprehensive policies and procedures for a range of issues which includes health and safety, and personnel. However, there are no formal systems for the regular review of policies. The safety committee has recently been reconstituted. Training in the management and assessment of risk has been undertaken.

24 Good communications are given a high priority. Staff appreciate the 'open door' policy of their managers. They feel they are kept well informed and that they are free to make their views known. Teams are encouraged to meet weekly and there is a schedule of dates which facilitates this. Teams also meet regularly with the principalship and senior managers and staff attend open forum meetings at each site. Part-time staff are either under contract to attend meetings or encouraged to do so by payment of a fee. However, some still find it difficult to attend. Minutes of senior management team meetings are published in 'In touch', the weekly newsletter for all staff. Another college publication, 'Quality matters', is also distributed to all staff. The information technology network is increasingly used to improve communications between all sites. Student representatives are included on the board of the corporation, the academic board, the higher education board of study, and various advisory committees. The academic board meets at least once a term and plays an important part in the communication and consultation processes.

25 Teaching is generally well managed at all levels. Course leadership and administration are usually effective. However, arrangements for

students with learning difficulties and/or disabilities have lacked direction and are being reviewed. Each curriculum team has a tutor who is responsible for monitoring and recording the retention and success rates. In a recent innovation, which is not yet fully established, these tutors work as members of a cross-college group to share good practice.

26 Although it has not yet been able to finalise its figures, the college fell short of its target for funding units with the FEFC in the 1995-96 teaching year. The recovery plan approved by the board in February 1996 required an increase in the units generated, and included a programme of redundancies. The college is taking steps to improve its ability to anticipate and correct possible shortfalls in the future. The college's average level of funding for 1996-97 is £18.08 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 1996 are shown in figures 5 and 6.

27 The method used for allocating resources within the college is clear and well understood. Responsibilities for the management of finance are appropriately delegated. Budgets are allocated to curriculum and functional teams and expenditure is carefully monitored. The majority of team leaders have received appropriate training and understand the funding methodology of the FEFC. The senior management team, and the finance and general purposes committee of the corporation, receive monthly management accounts. The college recognises that a more precise costing method is needed for each of its activities. Some curriculum teams are taking part in a pilot scheme of delegation through 'case loading'. In this scheme, the teams receive a budget in proportion to the total funding units generated by the courses they deliver. They are then able to vire between staffing and other expenditure as they wish. It is too early in the pilot to measure its effectiveness fully.

28 The college's computer system generally provides accurate information on applications, enrolments, destinations, finance and personnel administration. However, the system is only able to give limited help to curriculum team leaders. For example, it is not yet fully able to monitor the attendance, retention, progress and examination results of students, nor to produce their reports. The college continues to invest in computer equipment to provide managers and team leaders with on-line access to management information. Data provided from the central system to the inspection team were not always accurate.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

29 The college is strongly committed to the provision of high-quality support and guidance to students. Clear policies and procedures help students to make progress through various stages of their development: while they are considering entering the college; during the actual period of entry and induction; and while they are studying on courses. Staff and

students are assisted by good and detailed documentation. Tutorial support, however, was uneven in quality.

30 Potential students are well informed about the college and its courses as a result of the good links that exist between the college and a number of local schools, and the range of pre-entry activities, which the college runs. Enrolment procedures are well planned and good use is made of students' records of achievement. Students can enrol throughout the year. A system for tracking potential students from the point at which they make enquiries to enrolment has not yet been fully developed.

31 Induction programmes are well documented. Students value these programmes and the written material that is issued. Towards the end of the induction period students receive a second interview at which they confirm their choice of course or, where necessary, transfer to other courses. Although staff receive careful training on induction, some are more imaginative and more effective than others in implementing the guidelines. All level 1 and 2 students are screened to determine their levels of literacy and numeracy. If they are found to have particular difficulties, additional support is available in appropriately resourced workshops. The college estimates that arrangements will be made for about 150 students to receive additional learning support during the current year. However, learning support arrangements are not yet fully co-ordinated.

32 All full-time courses include tutorials. A calendar for the year outlines the tutorial framework and contains suggestions for appropriate activities for each month. Tutors receive training to help them keep up to date with new initiatives. All teachers are helped in their tutorial work by good documentation. Students receive a tutorial handbook which has been well designed and which they put to good use. A designated member of staff in each of the curriculum teams is responsible for liaison between student support services and the tutors in the team. The tutorial programme includes both individual and group work. Students develop individual action plans which are reviewed and updated during regular discussions with their tutors. The college strongly encourages students to develop their records of achievement. It estimates that more than three-quarters of the full-time students do so. Tutors keep detailed records of their students. Relationships between tutors and their students are positive, and liaison between subject specialist staff and tutors is effective. Part-time students benefit from some aspects of the tutorial system. The college has recognised that procedures for maintaining attendance at tutorial sessions require some improvement and is developing a computer-based system for registering attendance.

33 Students received valuable support in the majority of tutorials observed during the inspection. A minority of students find that the process of action planning and review involves the completion of too many forms. Attendance was poor at some group tutorials and several of the students

present required additional support and guidance to enable them to complete their individual plans.

34 Recent initiatives have further strengthened work on key skills. Three staff are given time to help curriculum teams to integrate key skills with other aspects of their courses, and three more staff work full time with students in each of the key skills workshops at the Sandy Lane site. Learning resources staff at the Lea Bank, Rawtenstall and Eagle Street sites, have recently received staff development to improve the quality of the support they can give to students in developing key skills.

35 Careers education and guidance for students is well managed by the college's specialist staff. The college has a formal service level agreement and effective links with the East Lancashire Careers Service. Careers advisers from the service are attached to each of the main college sites and work with tutorial groups to supplement the careers guidance work provided by the college. They are also present at enrolment and college open days. All full-time students are entitled to an individual careers interview with a specialist adviser. Students interviewed during the inspection showed a thorough knowledge of possible routes to employment.

36 A qualified, full-time counsellor has recently been appointed and works with students on all the main sites. Youth and community workers are in contact with students and arrange specific events such as drugs awareness days. Several community liaison staff support and work with students of Asian heritage, their families and communities. Students with young children can make use of high-quality nurseries at Sandy Lane, Rawtenstall and Lea Bank. Requests for places normally exceed the number available. There have been a number of recent initiatives aimed at developing a more active students' union.

TEACHING AND THE PROMOTION OF LEARNING

37 Inspectors observed 239 learning sessions, including 16 tutorials. In 66 per cent of the sessions, strengths outweighed weaknesses. Weaknesses outweighed strengths in 7 per cent of sessions. The average level of attendance during the inspection was 86 per cent. Most students arrived punctually in class. They were enthusiastic about their learning and achieved good standards of work. The college's many adult students were particularly well motivated. The following table gives the grades awarded to the sessions that were inspected.

Teaching sessions: inspection grades by programmes of study

Programmes	Grade 1	2	3	4	5	Totals
GCE AS/A level	11	18	9	1	0	39
GCSE	0	6	11	0	0	17
GNVQ	7	12	9	2	0	30
NVQ	23	11	7	0	0	41
Other vocational	15	20	9	5	0	49
Basic education	3	9	11	7	0	30
Other*	5	17	10	1	0	33
Total	64	93	66	16	0	239

**other includes access to higher education.*

38 Teachers of science, mathematics and computing had written clear and comprehensive course documents. These included outline schemes of work for the year, lesson plans, guides for students, and assessment schedules. Lessons were generally well structured. The most effective engaged students in a variety of activities that encouraged them to work hard and make good progress. In a few classes, students spent longer than was needed in working on a single task and tended to lose interest. In some of the large classes, students did not always receive the individual attention they needed. Teachers made good use of teaching and learning aids. For example, students taking a module of the GCE A level mathematics course used graphical calculators to solve simultaneous equations. The teacher's demonstration of the calculator was supported by an overhead projector attachment which allowed the calculator's output to be displayed to the whole class. Science students were able to explain the underlying theory in their practical work and achieved high standards. They received good support both from their teachers and from a technician. Assessment was thorough and regular. Assignments linked theory and practice effectively, and sometimes students' assignment work benefited from the teacher's industrial experience.

39 Teachers of construction subjects had planned their courses well and had excellent relationships with their classes. In a few instances, classroom teaching lacked imagination and there was limited use of teaching aids. A students' handbook for each of the different construction crafts contained detailed information on the course. The handbooks clearly identified health and safety issues. Schemes of work were designed to develop students' competence, including their understanding of the theory underlying practice. Project work was interesting, informative and helpful to learning. Teachers had carefully broken down the content of each NVQ assessment scheme into topics, which were cross-referenced to NVQ units. This greatly improved students' understanding. Assessment criteria were detailed. Students assessed their own progress before being formally

assessed by their teacher. They received clear and regular information on their progress and were helped to set targets for future achievement. In addition their progress was displayed on wall charts in the workshops.

40 In general, engineering students were well taught; 80 per cent of the classes observed had strengths which clearly outweighed weaknesses. Schemes of work, linked to lesson plans, were thorough. In classroom sessions, the variety of activity and the effective use of visual aids helped to keep students well motivated. Teachers of fabrication and welding, and of motor vehicle studies, had developed workbooks of high quality which enabled their students to gain confidence while studying on their own. In a few classes, students worked with poorer teaching materials, spent too much time copying out work, or were based in overcrowded accommodation. In the franchised provision, students benefited from stimulating sessions taught by knowledgeable tutors using good resources. Engineering staff, who run courses on the main college site and on company sites through franchising agreements, need to find more opportunities to share and compare their experience.

41 Teachers of business subjects kept comprehensive and well-organised course files. Schemes of work and lesson plans gave a clear indication of objectives and activities. Most teaching was purposeful and delivered at a pace which sustained students' interest. In some sessions, methods of working lacked variety and students were bored, unwilling to ask questions or to join in activities. Teachers helped students to identify their individual timetables, taking advantage of the flexibility of modular programmes. In one NVQ administration session, students undertook practical tasks within the college which matched the levels of achievement which they had reached: some worked in the college's student services unit and mathematics workshop on administrative duties; others worked in the training office on duties that involved reception, wordprocessing, photocopying and filing. On occasions, teachers showed considerable skill in bringing together students on different courses. For example, students preparing for NVQ level 3 supervised the training of level 1 students and thus practised their organisational and supervisory skills. Students' NVQ portfolios were of a good standard. In most cases, teachers set and marked work on a regular basis, made constructive comments and kept detailed records of students' progress and achievement.

42 In catering and leisure and tourism, staff worked well in teams. They enjoyed excellent relationships with their students and clearly valued their opinions and previous experience. Teachers also used their own considerable industrial knowledge to enliven classes and promote work of an appropriate standard. They planned their lessons thoroughly and delivered them with enthusiasm and imagination. In catering, the activities in the kitchens and restaurants simulated work in a realistic commercial operation and were carefully related to students' action plans. Teachers did not intervene more than was needed, but took every opportunity to

demonstrate good working practices. They had organised their students' work through a system of job cards and were able to ensure that appropriate operating standards were reached as the students undertook and completed their tasks. In one particularly successful session in leisure and tourism, students took part in a well-constructed simulation of a local authority planning meeting. The task was suited to their maturity, experience and communication skills. Their research had been thorough and they played their various roles with conviction. GNVQ assessment briefs were clearly written and met the standards of the examining and validating bodies. Care was taken to spread the assessment load over the year. Teachers returned corrected work promptly, and made generally helpful comments. Efforts are being made to encourage staff to be more consistent in correcting the spelling and grammatical errors in students' written work.

43 Teaching in health and care was generally of a good standard. The most successful sessions had been planned thoroughly; objectives were made clear to students and achieved within appropriate timescales; learning activities were varied; and frequent checks were made to ensure that students understood their work. In most classes, teachers paid attention to relevant industrial practices, made good use of students' work placement experiences, and were skilful in relating theory to practical examples. Students organised and presented their assignments well. In a minority of teaching sessions, teachers' inattention to detail reflected a lack of planning, accommodation was poor, and sometimes opportunities were missed to make appropriate use of learning aids or information technology.

44 In hairdressing and beauty, there were systematic schemes of work and lessons were thoroughly planned. Teachers used a wide variety of teaching methods, well-designed workbooks and appropriate teaching aids. They succeeded in maintaining students' interest. Though teachers had good industrial knowledge, they did not always promote professional standards amongst students. For example, in some beauty sessions, students were allowed to wear inappropriate clothing and they were not asked to remove their watches and jewellery before giving massage.

45 In art and design, performing arts, media and music courses, the curriculum was well managed and members of curriculum teams supported each other effectively. They set students work that was appropriately challenging and efficiently organised. The different elements of the courses were successfully integrated. Lessons were well structured and formed part of a logical scheme. Staff used a variety of teaching methods, and encouraged students to develop their analytical and problem-solving skills. Students were able to respond thoughtfully and effectively both as individuals and in groups. The majority of them were developing sound practical and technical competencies from their studies. Teachers of media classes paid good attention to the development of key skills.

46 Most lessons in English were well planned and offered students a range of suitably challenging tasks. Nonetheless, a noticeable minority of students remained silent, unable or unwilling to participate in activities. Teachers of part-time classes structured their schemes of work and lessons to make the best possible use of the limited time that they were able to spend with students. Teachers prepared handouts of good quality and used a wide range of learning materials and teaching aids, and included video recordings to reinforce the main points of lessons. On one occasion, an artist's impression on film of different landscapes provided a visual background to a poem, which helped students to deepen their understanding of the poem.

47 Modern languages students communicated well and developed good listening skills in the language being studied. In a lesson for adult beginners, which was only the second session of the course, students acquired a knowledge of numbers by listening to a report of rugby match scores. They then developed this knowledge working in pairs, playing a game that involved numbered squares and buried treasure. They were communicating confidently and effectively even at this early stage in their course. Schemes of work and lesson plans were not consistently used as working documents and a few teaching sessions lacked focus and direction.

48 In other humanities subjects, the relationships between staff and students and between students themselves were excellent. Some teachers encouraged their students to hold monthly meetings as a way of influencing the delivery of their courses. In a few sessions, lesson plans were poor or non-existent, teachers employed too narrow a range of teaching methods, or failed to make effective use of learning aids.

49 The quality of the teaching in basic education varied. Individual teaching in adult basic education and work in groups with students studying ESOL were generally effective. Workshops were well established and well organised. At the start of courses, teachers assessed the needs of each student and planned individual programmes of work for them. They marked and assessed students' work carefully and there was a sound system for internal verification. In some sessions, effective teaching was made more difficult by the wide range of students' ability. Learning materials and teaching styles were sometimes unimaginative. Students had little opportunity to achieve accreditation at more than one level of competence. Language support was not sufficiently integrated with training in relevant vocational skills. Little use was made of information technology in the teaching of either adult basic education or ESOL.

50 Provision for students with learning difficulties and/or disabilities was supported by the well-prepared course documentation issued to all teachers. Students who needed particular help with their learning were identified on entry to the college and their tutors informed of their needs. On mainstream courses, they received sensitive and effective support. However, on those courses specifically dedicated to students with learning difficulties, little attention was paid to individual learning needs either in

the planning of sessions or in matching assessment criteria to the course and to work in class. The work was often shaped too closely by the demands of the accreditation process. Evaluative comments which might have encouraged students to gain the confidence to work on their own, were rare. In most sessions, the students had little idea of the purpose of the activities they were pursuing and no appreciation of the skills that they were trying to develop. In too many instances teachers provided the answers or undertook the work themselves. Competencies were attributed to students without acknowledgement of the excessive help provided by teachers.

STUDENTS' ACHIEVEMENTS

51 The 1996 performance tables published by the Department for Education and Employment (DfEE) record that 74 per cent of the college's 261 students, aged 16 to 18, in their final year of study on courses leading to advanced vocational qualifications were successful. They also show that 67 per cent of the college's 150 students in their final year of study on courses leading to intermediate vocational qualifications succeeded. Both these figures place the college in the middle third of all colleges in the further education sector on each performance measure.

52 The achievements of full-time students on vocational courses varied widely between courses. According to data supplied by the college, students on national diploma courses in electronics, beauty therapy, nursery nursing, performing arts and in the certificate of child education achieved excellent success rates of between 86 per cent and 100 per cent. Students on similar media studies and health studies courses achieved pass rates of only 55 per cent and 38 per cent respectively, although not all results were available at the time of inspection. Pass rates for students who complete their programmes of study were above national averages for the advanced GNVQs in health and social care, science, art and design, catering and business studies. On these courses, pass rates ranged from 73 per cent to 100 per cent. However, non-completion rates on some of these courses were high: when the success of all students who originally enrolled is calculated, the pass rates are substantially lower, ranging from 33 per cent to 75 per cent. Most of the examination results in construction were above the national average. About half the students registered for the NVQ in administration received the full award within the standard timescale. Achievements in RSA Examinations Board (RSA) single subjects for office technology and information technology have been above national pass rates over the last two years. Students who completed their intermediate level GNVQ in leisure and tourism and the first diploma in performing arts did better than the national average, while those studying on the intermediate GNVQ in business studies obtained poor results. Groups of students on some of the franchised engineering NVQ provision achieved 100 per cent retention and success rates.

53 Results obtained on part-time vocational courses also varied. Students who completed BTEC national certificate courses in caring services and mechanical and production engineering obtained good success rates. On the large leisure and tourism course run specifically for apprentice footballers, a quarter of students did not gain accreditation at the end of their course but all were still working towards their qualification. Only 38 per cent of BTEC national certificate business students were successful. Results at BTEC higher national certificate level were modest. For example, there was a pass rate of 62 per cent in business. The general success rate of students' higher national certificate courses in mechanical and production engineering was good at 89 per cent. Results for Institute of Supervisory Management courses were also good. Outcomes for accounting technician courses were above the national average at NVQ level 2, in line with the national average at level 4 and below at level 3. Students on part-time courses in construction achieve results above the national average.

54 In 1995-96, students aged 16 to 18 taking GCE AS/A level examinations scored an average of 3.9 points per entry (where grade A=10 points, E=2) according to the 1996 tables published by the DfEE. This places the college in the middle third of colleges in the further education sector on this performance measure. Two-year GCE A level programmes provided 316 entries in 28 subjects. The average pass rate was 76 per cent in 1996. This is above the national average of 71 per cent for students in general further education and tertiary colleges. Features of the GCE A level results in 1996 included:

- 100 per cent pass rates were achieved in English language, media studies and Urdu
- biology and computing pass rates exceeded the national averages
- pass rates exceeded 80 per cent in 11 of the 28 subjects offered
- subjects with pass rates below 60 per cent included psychology, economics, business studies and geography
- pass rates in all humanities subjects, with the exception of history and sociology, were below the national average for the subject.

55 Of 653 entries for 14 subjects at GCSE in 1996, 41.5 per cent achieved grade C or above. Over 80 per cent of candidates were students aged 16 to 18. The comparable national average for students in this age range studying in general further education or tertiary colleges is 48 per cent. Only 6 per cent of the 35 students enrolled for four or more GCSE subjects in 1995-96, achieved four passes at grade C or above. A further 17 per cent achieved three passes. Features of the GCSE results in 1996 included:

- in mathematics, 36 per cent of the 185 entries achieved grade C or above, which is 10 per cent better than the national average for students studying in general further education or tertiary colleges

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- in English language, 49 per cent of the 197 entries achieved grade C or above, which is also better than the national average for students studying in general further education or tertiary colleges
 - a good result was achieved in Urdu, 10 out of 11 students gaining grade C or above
 - there were poor results in accounting, geography, history and psychology.

56 Adult students obtained good results on Open College courses in humanities and on vocational modern language courses. Success rates in the adult community education programmes at all levels in the college are often high. The complete achievement of target qualifications in basic skills is low at 23 per cent. Fifty-two per cent of the ESOL students who studied at the college, but only 36 per cent of those who were community-based students, were successful.

57 Retention rates were mainly good. The average across the college for 1995-96 was 86 per cent, an increase of 3 per cent on the previous year. Ninety-one per cent of students on one-year vocational courses completed their programmes. Retention on two-year vocational programmes was more variable, with a significant proportion of students leaving some courses at the end of the first year. Half of such courses had retention rates of more than 75 per cent. Eight of the 20 two-year, full-time vocational programmes lost more than 40 per cent of the students who were initially enrolled by the end of their course. Examples of poor retention were found in BTEC national diplomas in media studies, performing arts and catering. The retention rates on GCE A level courses were good. The few exceptions included communication studies, English language and English literature.

58 The college collects information on the destinations of its full-time students. Data were available for 70 per cent of the 1,166 students who left the college in 1995. Successful completion of some two-year vocational programmes provided students with a good chance of entering higher education. For example, all members of the small group who completed the GNVQ advanced science course and 75 per cent of those from the GNVQ advanced art and design programme went onto higher education. Over 60 per cent of students following the BTEC national diploma courses in health studies, business studies and electronics progressed to higher education, and a further 25 per cent from these courses entered employment related to their studies. Most students from hairdressing and beauty therapy gained employment. Progression and destination information for adult basic education students and for those studying ESOL is incomplete.

QUALITY ASSURANCE

59 The college places a strong emphasis on assuring the quality of its provision and services. Commitments on quality assurance are made in

the mission statement, responsibilities for quality assurance are written into the job descriptions of all staff, and considerable resources are devoted to the various quality assurance procedures. A quality policy statement provides clear direction for the work of the college's quality manager. He leads a quality committee with a membership that is representative of both teaching and support functions, and of different levels of management. Staff work in a culture which emphasises continuous improvement and most have a high awareness of the importance of quality assurance. The college's quality assurance system satisfies the requirements of Sheffield, Huddersfield and Liverpool John Moores universities, and of East Lancashire TEC. The college gained the Investor in People award in April 1996. Its training services unit is accredited to International Standards Organisation (ISO) 9002.

60 The college's current quality assurance system for courses has steadily evolved from a review and evaluation system which began in 1989. The current system which emphasises the importance of thorough self-assessment supported by appropriate evidence has driven forward improvement in many aspects of the college's operations. Course teams, at two of their meetings during the year, are required to examine and grade for quality 47 aspects of their work including teaching and assessment. They also have to supply evidence to support the grades, and to follow up their findings with action plans. At the end of the course review, enrolments, retention rates and success rates are expected to be compared both year-on-year and with national averages. Some teams review and assess themselves more thoroughly than others. Self-assessment was supplemented in 1995-96 by the introduction of lesson observation conducted by managers. Critiques of lessons have been thorough and led to action plans. The observations have so far covered 25 per cent of the teaching staff which is in accordance with targets.

61 An extensive audit procedure has been instituted to improve the consistency and rigour with which the curriculum team conducts their self-assessments. It was the introduction of audit which identified some limitations in the previous quality assurance system and led to the current, more stringent, model. Audits are undertaken by a lead audit officer and a team of 20 staff drawn from curriculum and functional teams across the college. Firm evidence is required to support the team's judgements of performance over each of the self-assessment issues. It is conducted in a helpful and thorough manner. Each audit involves two meetings between audit and curriculum team members, interviews with students and examination of documentation. By September 1996, one quarter of the college's provision had been audited, and all curriculum areas had been involved. The findings have led to some rapid improvements. One curriculum area, involving students with learning difficulties and/or disabilities, has yet to demonstrate improvements in relation to issues raised by audit, and this area was later judged weak by inspectors.

In other areas, notably in construction, inspectors confirmed the improvements achieved following an earlier audit.

62 Students' views are gathered centrally through a series of questionnaires. Responses are analysed, and the analysis together with any actions proposed as a consequence, are displayed publicly. The outcomes of questionnaires are discussed, and often acted upon, at college and team level as part of the self-assessment and review process. Recent modifications are designed to ensure that all course teams receive the specific responses from their student group. Many curriculum and functional teams use additional questionnaires to give more detailed information relating to courses or services. The views of employers on the college as a whole are determined by a survey conducted by the marketing team, but their views on specific elements of provision are not gathered systematically. There is no methodical procedure for obtaining the opinions of parents. The college's 'Getting it right' scheme for handling comments and complaints is well publicised. All comments or complaints are analysed and subsequent actions are notified to those who made the complaint.

63 A number of other systems inform the quality assurance process. On the GCE A level programme, a comparison is made of the actual achievements of students with predictions based on GCSE grades. Changes made as a result of this exercise have led to overall improvements in performance. Value-added information is used in the tutorial system when discussing progress with individual students. New courses are validated through a subcommittee of the academic board; documentation is thorough and the process is rigorous. As a consequence of findings arising from the quality assurance process, the college has recently overhauled its internal verification procedures. The developing process is well structured, although documentation is sometimes too course specific.

64 To assist in the assessment of their performance, all functional teams in the college have developed service standards. Across the teams there is some inconsistency in the way these standards are expressed; the best encourage continuous improvement. The student services team displays its standards openly. Teams have assessed their performance under the standards they have set for themselves, produced action plans and brought about improvements. There is no overarching quality manual that describes these quality assurance procedures for support staff. The key skills support team has measured the quality of the teaching of key skills across the curriculum, using an audit approach. Demonstrable improvements have occurred in most curriculum areas over a short period. The technician team has set up an audit structure to assess compliance with procedures. The college-wide quality audit process is being extended to cover some of the functional teams in 1996-97.

65 The results from the various self-assessment processes that are used by teaching and functional teams are aggregated at various levels in the college and culminate in an overall college self-assessment. The first of

these was produced in September 1996 and used as the assessment report that is required by the inspection process. The report is clear and detailed. The judgements are generally similar to and sometimes more critical than those that have emerged from the inspection. Due weight is given to consideration of teaching, learning and students' achievements. Perceived strengths are cross-referenced to evidence. Specific actions are planned in areas where the college recognises a need for improvement.

66 The commitment to quality is echoed in the college charter. Copies of the charter, which is produced in English, Urdu and Bengali, are issued to all students at enrolment and the charter forms one of the focal points for discussion during the induction period. The charter contains a number of explicit commitments to standards of service; for example, it includes the equal opportunities policy and explains the college's complaints procedures. The most recent revision of the charter involved contributions from schools, employers, parents, and the corporation. Students showed a relatively high awareness of the existence and implications of the charter. Commitments within the charter which relate to administrative procedures are included in the service standards of the appropriate functional teams. Teaching teams do not routinely assess their effectiveness against the commitments to standards relating to teaching and learning in the charter.

67 Arrangements for staff development are well organised. There are clear links between staff development, strategic planning and the operational statements of teams. A range of activities includes:

- management training for the college's middle managers
- extensive preparation for training and development lead body awards
- upgrading of qualifications, for both teaching and support staff
- short secondments
- specific support for teachers working on higher education provision in the college
- training in basic information technology for all categories of staff.

On staff development, the individual needs for most staff have been established through review questionnaires, and the results aggregated to inform planning in divisions and directorates. The system has worked well in most areas but the quality audit exposed some weaknesses and corrective action has been taken. Staff appraisal is to provide information on individual needs in future, and records which are at present held by senior managers will be held centrally.

68 An appraisal scheme, which applies to staff on full-time and fractional contracts, has been in operation since December 1995 for academic staff, and since 1996 for staff in functional teams. Designed around a two-year cycle and with a review after one year, the scheme is firmly aimed at meeting the development needs of individual members of staff. It includes

the evaluation of an agreed task and most teachers have chosen to have lessons observed. However, the principal has been appraised as chair of both the academic board and the senior management team by the chair of the corporation. The impact of appraisal could not be evaluated because only a minority of academic staff had been appraised. Both appraisers and appraisees received thorough training. Staff are positive about the scheme, including the training. Part-time staff are invited to undertake appraisal, but few have taken up the offer to date.

RESOURCES

Staffing

69 There are appropriate policies and procedures relating to personnel management. Staff are encouraged to be flexible; their skills have been registered on an electronic database. All but one of the academic staff is on a new contract of employment. A third party provider lists available part-time teaching staff, who are subsequently selected and approved by the college.

70 Both full-time and part-time teaching staff possess the qualifications and experience required for this work. Teachers of vocational subjects have appropriate commercial or industrial experience. Of the full-time teaching staff, 69 per cent are qualified to first degree level and 13 per cent have higher degrees. A high proportion, 90 per cent, have recognised teaching qualifications. Of the part-time staff, 57 per cent are qualified to first degree level and 74 per cent have recognised teaching qualifications. Good progress has been made in the members of staff gaining awards as assessors and verifiers. Currently, 52 teachers have awards which permit them to act as internal assessors, and 26 have internal verifier awards. Two are qualified to accredit students' prior learning. Seventy-five per cent of the teaching staff already have, or are working towards, internal assessor awards. A minority of staff lacks the information technology skills which are necessary for teaching or administration. The college places a high priority on staff development for all staff who need training in basic information technology.

71 Staff in the functional teams are also well qualified for their area of employment: 21 per cent have first degrees, 7 per cent have higher degrees and 16 per cent have recognised teaching qualifications. The overall level of technical support is adequate. The support is co-ordinated and managed centrally. Technicians can be slow to respond in the information technology areas used by students with learning difficulties and/or disabilities and by music students. Performing arts technicians are sometimes overstretched.

Equipment/learning resources

72 The provision of specialist equipment to support teaching and learning is generally good, sometimes outstanding, for the majority of

programme areas. A register which records all assets is used to determine future capital expenditure needs. Eagle Street possesses a full range of good-quality equipment to support vocational courses in construction and motor vehicle studies. At Sandy Lane, laboratories are equipped to a high standard in the science and technology centre and in the training office. The Globe site provides a modern and realistic working environment for students of catering and hotel management; the kitchens, brasserie, hotel and restaurant are fitted out with equipment to industrial specifications. Rawtenstall provides good equipment for music, theatre and media studies, and the recording facility offers students practical experience of professional equipment.

73 There is a learning resource centre on four of the main college sites; each incorporates a library, and facilities for computer and multi-media learning. The libraries have a total of 30,500 books and there are subscriptions to 250 publications. All learning materials can be moved between sites. The bookstock is adequate and up to date in most curriculum areas. Some deficiencies were noted in English and drama, and hairdressing and beauty. Some 800 videotapes and 22 compact disk read-only memory (CD-ROM) database titles are available. The 162 study seats in libraries and the 72 places in the key skills workshops are insufficient to meet students' needs.

74 Computing facilities for students are sufficient and up to date; there is access to appropriate software. Of the 438 computers available for the use of students, 355 are networked and incorporate access to the Internet. Students with learning difficulties and/or disabilities, and students at community centres sometimes have to use information technology hardware and software which is out of date.

75 The majority of classrooms are equipped with basic teaching aids such as whiteboards, overhead projectors and screens. Some rooms, particularly at the Rawtenstall site, need blinds to be fitted.

Accommodation

76 The college is making good progress with the priorities for accommodation that have been identified in its strategic plan. Recently there has been considerable refurbishment.

77 Sandy Lane is the college's principal site; the main building was constructed in the 1950s and there were later extensions. The science and technology building was opened in September 1993. It offers purpose-built accommodation of high standard for staff and students. There is also a well-planned mathematics workshop on this site. Eagle Street was constructed as a government skills centre which opened in 1981. The college has taken a lease on this building which now forms an excellent base for vocational work. The Globe centre is an important addition to the college's resources. Part of this former mill, which was recently converted, is leased by the college and provides accommodation of high quality for

the training courses that are run in the restaurant, brasserie and hotel. The Lea Bank site comprises a former private house with stables and extensive grounds. Buildings on the site have recently been redecorated and, although situated in a somewhat isolated position, offer a good learning environment for students. Parts of the Rawtenstall site, and in particular one of the public areas, remain drab but the media facilities and music suite have recently been refurbished to a high standard. There is sufficient parking for cars on all college sites except Rawtenstall.

78 The college has improved access for people with restricted mobility; at present 86 per cent of the college's floor area is accessible to wheelchair users. Road signs to the college and signposts, which are of a corporate design, within each of the campuses are located appropriately. There is good use of wall displays, and exhibitions of students' work are encouraged. Overall, there is efficient use of classroom and specialist accommodation but a few classrooms are too small for the classes using them. The learning resource centres provide good learning environments. Most classrooms are clean and tidy with good or at least adequate furnishing. Some teaching rooms are drab. Litter in classrooms and corridors is a problem at the Sandy Lane site. Toilet facilities are sometimes unsatisfactory. There are student common rooms on most sites; at Sandy Lane one common room has restricted opening times. The accommodation used by courses for students with learning difficulties and/or disabilities is not always suitable or appropriately located. Maintenance of building and grounds is generally satisfactory.

CONCLUSIONS AND ISSUES

79 The college is making considerable progress in meeting its mission. Its strengths include:

- the range of courses which provides opportunities for learning from foundation to degree level
- the strong links with schools, universities, commerce, industry and the local community
- the wide range of expertise and experience brought to the college by members of the corporation
- the emphasis on team working and a one-staff culture
- the clear policies and procedures for guidance and support which students receive both before they join, on joining and while they are at the college
- the development of individual action plans by full-time students
- the high proportion of students that maintains records of achievement
- the high quality of the teaching, particularly on vocational programmes

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- some notable levels of achievement by students
 - a culture of self-assessment and continuous improvement across the college
 - quality assurance procedures for courses, which are supported by rigorous audit and lesson observation
 - well-qualified staff who demonstrate enthusiasm and support for their college
 - equipment which, in some areas, matches good industrial standards
 - some good accommodation.

80 If it is to continue to progress in achieving its aims the college should:

- ensure that all managers and their teams work effectively
- further improve the ability to anticipate and correct possible shortfalls in funding
- review and improve the management arrangements for learning support
- improve the tutorial skills of some of the staff
- improve the standard of teaching in a minority of curriculum teams
- further develop strategies to deal with some poor rates of retention and success
- continue to improve the quality of accommodation and equipment, in particular for some students at the Rawtenstall site.

FIGURES

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- 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 (1996-97)

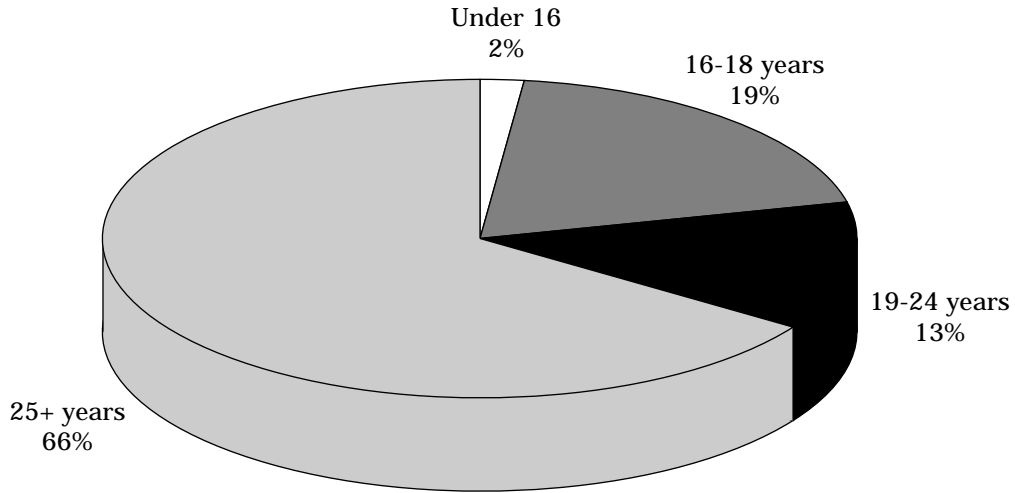
 - 5 Income (for 12 months to July 1996)

 - 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

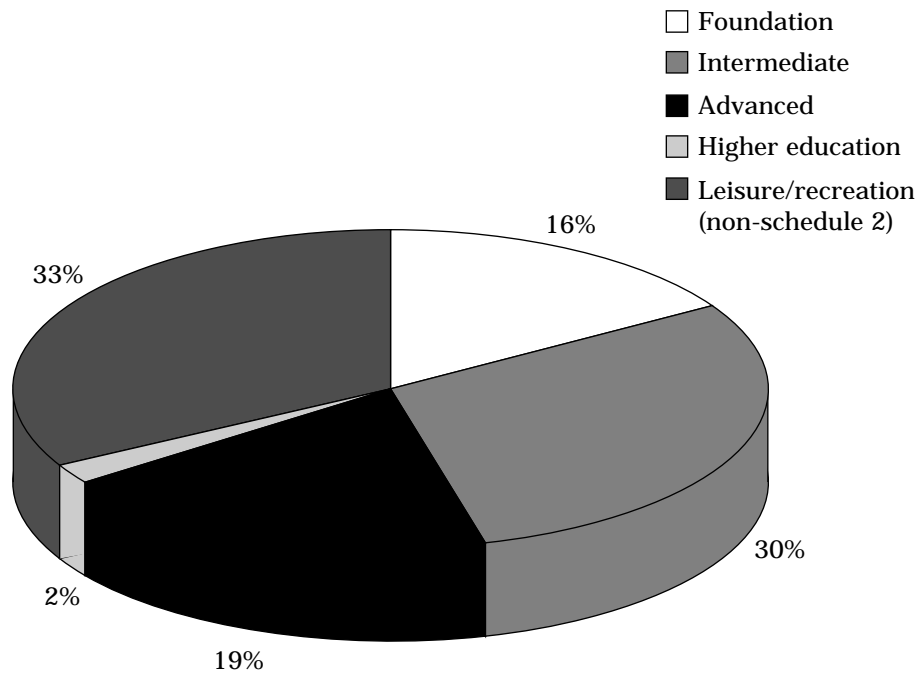
Accrington and Rossendale College: percentage student numbers by age (as at July 1996)



Student numbers: 13,278

Figure 2

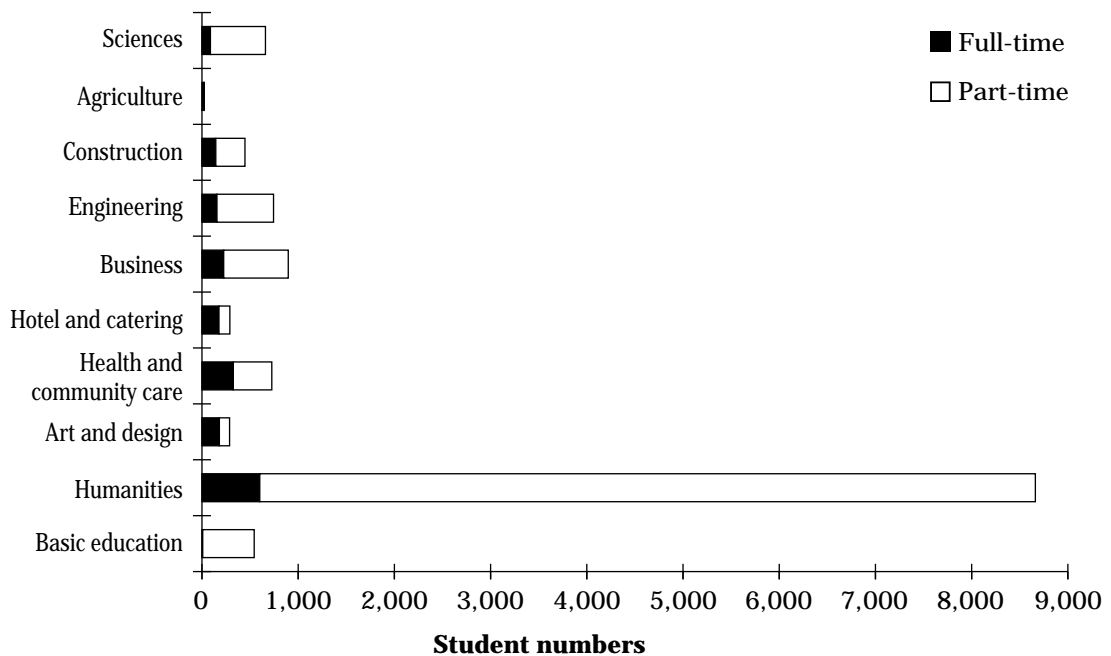
Accrington and Rossendale College: percentage student numbers by level of study (as at July 1996)



Student numbers: 13,278

Figure 3

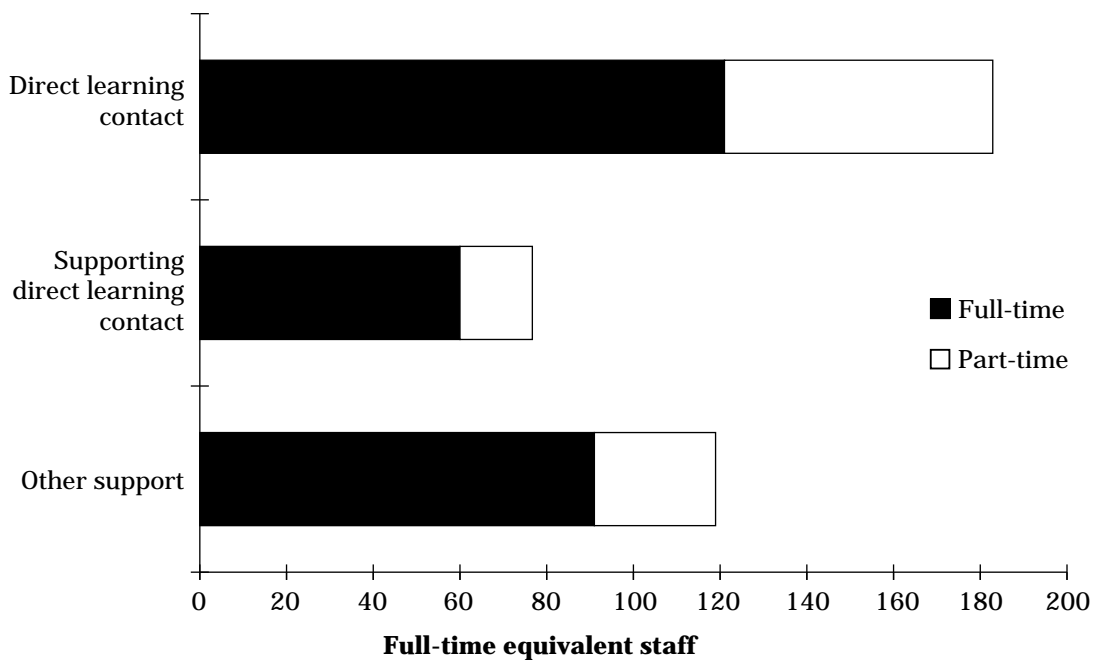
Accrington and Rossendale College: student numbers by mode of attendance and curriculum area (as at July 1996)



Student numbers: 13,278

Figure 4

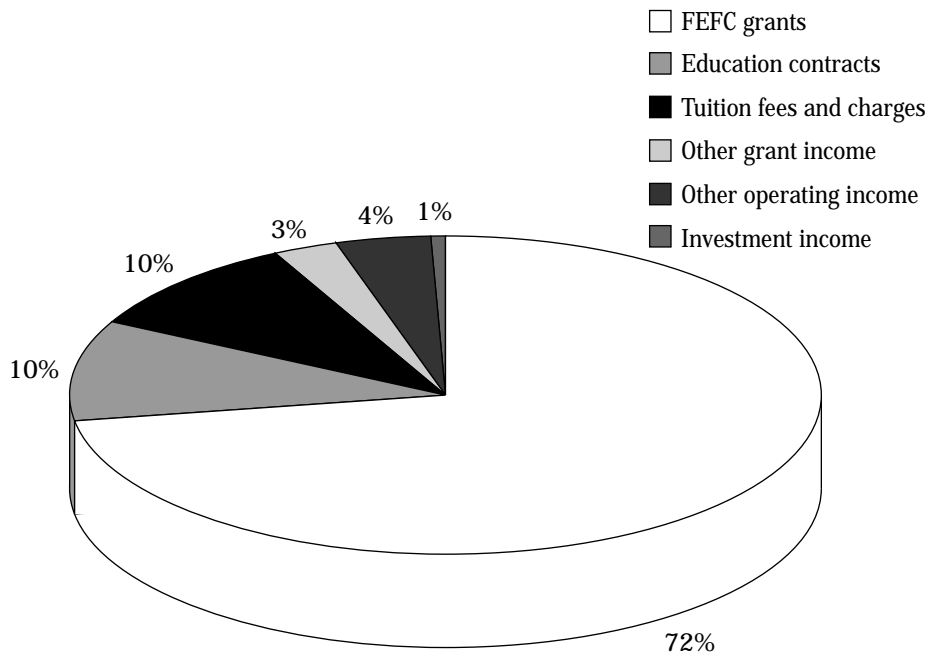
Accrington and Rossendale College: staff profile – staff expressed as full-time equivalents (1996-97)



Full-time equivalent staff: 379

Figure 5

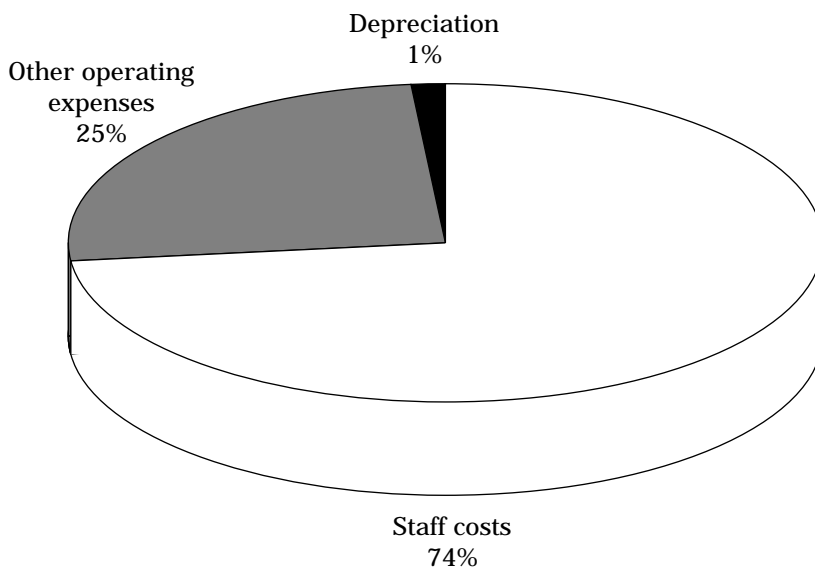
Accrington and Rossendale College: income (for 12 months to July 1996)



Income: £11,471,000

Figure 6

Accrington and Rossendale College: expenditure (for 12 months to July 1996)



Expenditure: £11,909,000

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