

**REPORT
FROM THE
INSPECTORATE**

Salford College

June 1996

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

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

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

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GRADE DESCRIPTORS

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

The descriptors for the grades are:

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

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

College grade profiles 1993-95

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

FEFC INSPECTION REPORT 66/96

SALFORD COLLEGE

NORTH WEST REGION

Inspected December 1994-February 1996

Summary

Salford College is wholeheartedly committed and responsive to the needs of its local community. It offers a wide range of courses at venues across the city. Its staff are well qualified and much of the teaching is effective. It gives high priority to identifying and supporting students with weaknesses in literacy and numeracy. Students benefit from an effective tutorial system and a range of counselling and guidance services. Strategic planning is well developed, and governors and staff share a common understanding of the college's purpose and a sense of corporate identity. The college is well managed. Channels of communication between senior managers and staff are effective. There is a strong commitment to continuous quality improvement. Links with a large number of schools are imaginative and successful in encouraging young people to gain further qualifications. There is not enough emphasis on strengthening and extending links with industry. Students achieved satisfactory or good examination results in several areas of work. The college should continue its efforts to improve attendance and retention rates, and raise the levels of students' achievements in other areas. In quantity and quality the provision of computers, books and other learning resources is not yet fully meeting students' needs. To make further progress the college should: rectify weaknesses in adult basic education and related provision; improve the management of some courses; and further develop its quality assurance system.

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	1
Quality assurance	2
Resources: staffing	2
equipment/learning resources	3
accommodation	3

Curriculum area	Grade	Curriculum area	Grade
Construction	2	Humanities	3
Engineering	2	Basic education, including provision for students with learning difficulties and/or disabilities	3
Business	2		
Leisure and tourism	2		
Health and social care including counselling	2		
Hairdressing and beauty	2		

INTRODUCTION

1 The college was inspected between December 1994 and February 1996. Twenty-two inspectors spent 90 days carrying out the inspection. They observed 169 learning sessions involving approximately 1,800 students. Discussions were held with staff, students, governors, representatives from the Manchester Training and Enterprise Council (TEC), industry, the careers service and the local community. Inspectors had access to a wide range of written evidence including students' work, the college's strategic plan, charter and policy documents.

THE COLLEGE AND ITS AIMS

2 Successive reorganisations of post-16 education in the City of Salford in 1988 and 1990 led to the formation of Salford College. The new college became responsible for most of the further education courses previously offered by Salford College of Technology, now University College Salford, for the work of Worsley College of Further Education and the Swinton and Eccles Adult Education Centres. University College Salford and three sixth form colleges are now the only other providers of post-16 education within the city. The city's secondary schools cater only for students between the ages of 11 and 16. In Manchester, Salford, Trafford and Tameside, the areas served by Manchester TEC, there are six general further education colleges and eight sixth form colleges, as well as secondary schools for students aged between 11 and 18 years. Altogether, there are 28 colleges of further education in the region of Greater Manchester. About 30 per cent of Salford College's students live outside the city's boundaries.

3 The City of Salford has a population of about 230,000. Less than 3 per cent are from minority ethnic groups. Pockets of severe inner-city deprivation and high levels of unemployment among young people and adults are features of the area. Department of the Environment statistics show that the City of Salford is one of the three most deprived authorities in the north west. Although the overall level of unemployment in Salford is about 10 per cent, which is slightly above the national average, among young people aged 16 to 19 years, it is closer to 14 per cent and in some districts as high as 25 per cent. Of those adults who are out of work, 40 per cent have been unemployed for more than a year and 24 per cent for more than two years. Salford's manufacturing industries have declined, and most employment is now in service industries. Twenty-nine per cent of people in work are employed by small and medium-size enterprises. The proportion of school leavers remaining in full-time education is about 50 per cent: low when compared with the national figure of 73 per cent. In 1995, only 28 per cent of school leavers in Salford were awarded grades of C or better in five or more General Certificate of Secondary Education (GCSE) subjects. The average for all education authorities in England was 41 per cent.

4 The college is housed in buildings on four campuses: Worsley, Wardley, The Crescent and Quays. The distance between any two of the

sites is no more than eight miles. The Worsley campus accommodates most of the administrative work of the college, together with science, management, health and care, hairdressing and beauty, leisure and tourism, mechanical and motor vehicle engineering courses. Art and design, counselling, access and most computing and administration courses, and separate provision for students with learning difficulties and/or disabilities, are based at Wardley. The college's design and print service, and most craft courses in construction, are housed in buildings at The Crescent. Other aspects of construction, electrical engineering, electronics, and some management and administrative courses are accommodated on the Quays campus, close to the dockland development of Salford Quays. Six local access centres in districts of high unemployment provide education and training for people who cannot easily travel to the college's campuses. Programmes for adults are offered at 62 other venues.

5 In November 1995, about 19 per cent of the 8,462 students enrolled at the college were aged between 16 and 18 years; 64 per cent were over 25. Almost 19 per cent were taking leisure and recreation courses funded from sources other than the Further Education Funding Council (FEFC). Less than 22 per cent of the 8,462 students were following full-time programmes of study. Fifty-five per cent were following intermediate level 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.

6 The senior management team comprises the principal, deputy principal, and five assistant principals. Two assistant principals are heads of faculties, each responsible for a major area of the college's teaching programme: the faculty of construction and technology and the faculty of care, business and leisure. Another assistant principal has responsibility for the faculty of support services which is organised into five functional areas: foundation education, development and quality, learning services, marketing, and student services. The assistant principal with responsibility for corporate services manages work in the areas of finance, administration, management information systems, and staffing; and the assistant principal for estates and services has responsibility for health and safety, technical support and the maintenance of buildings. At the time of the inspection, the college employed 385 full-time equivalent staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

7 The college's stated mission is 'to provide access to high-quality education and training for the post-16 population of the City of Salford and its neighbouring areas, within an ethos of equal opportunity'. The mission statement asserts the college's commitment to provide services such as learning support and guidance for its students, to maximise their achievements and assist their progression into training, employment and continuing and higher education.

RESPONSIVENESS AND RANGE OF PROVISION

8 The college has a wide and regularly-reviewed range of courses spanning the FEFC's 10 programme areas. Students can progress from foundation to advanced level in most curriculum areas, and to higher levels in business and administration. The programme of leisure and recreation courses widens the college's provision and helps it to attract adults to education.

9 Courses leading to National Vocational Qualifications (NVQs) are well established; there are fully-developed programmes in hairdressing and beauty, construction, engineering, and business and management. In 1995, after careful preparation, courses leading to General National Vocational Qualifications (GNVQs) were introduced. Programmes are now on offer in eight areas: art and design, building services, business, health and social care, information technology, construction and the built environment, leisure and tourism, and manufacturing. There is a suitable range of GCSE and General Certificate of Education advanced level (GCE A level) subjects. Part-time students, and students on vocational courses seeking additional qualifications, are able to choose from 19 GCSE and 15 GCE A level subjects. Six pathways are offered within the college's programme for access to higher education, which is accredited by the Manchester Open College Federation. The approach to the franchising of courses is cautious; one scheme has been established, for a small number of students in performing arts.

10 The college sets great store on offering students as wide as possible a choice of how, where and when they study. Enrolment for full-time and part-time students takes place throughout the year. Part-time study is possible in most programme areas. There are open learning centres on three campuses, and students can enrol at any time. Open learning opportunities are substantial, covering 14 GCSE and 13 GCE A level and GCE advanced supplementary (AS) subjects, and 14 vocational qualifications. From January 1996, as an experiment, the college has opened the Wardley campus on Saturday mornings for a restricted range of courses. Enrolment figures so far have been encouraging. Provision in the six local access centres is geared closely to local demand and well used by people who are unwilling or unable to attend one of the four main campuses. These centres have been developed by the college in partnership with the Manchester TEC and the local education authority (LEA). Since September 1995, the college has developed its links with day centres for people with disabilities and offered appropriate learning programmes.

11 The college's relationship with the LEA is close. The college is a willing and valued partner in a range of locally and nationally-funded initiatives, contributing to joint strategic planning as well as providing training. It shares the LEA's concern to raise attainment in all age groups, and expresses this in practical ways through membership of professional

groups and through the breadth of its curriculum and the flexibility of its provision.

12 Links with schools and institutions of higher education, in the city and further afield, are successful in encouraging young people and adults to gain further qualifications. Through the local education business partnership, the college offers opportunities for 14 and 15 year old pupils to begin units leading to NVQs in six vocational areas. Evaluation has shown that most pupils find the work motivating and a helpful introduction to life in a larger institution. Successful students from access courses preparing them for entry to higher education are guaranteed places at Bolton Institute of Higher Education, and there is a similar arrangement with University College Salford for students successfully completing an advanced GNVQ engineering course. College staff participate in the work of Salford University's further and higher education consortium and its associated curriculum working groups, and collaborate with two universities in Manchester on a number of international projects.

13 From the beginning, relationships between the college and Manchester TEC have been cordial and productive. College staff participate in a number of the TEC's working groups and in one of its strategic forums. Forty students have taken up off-the-job modern apprenticeships.

14 Links with some local companies are well established. A number of employers give generously of their time. They attend prize-givings, sponsor prizes, and help with the development of courses. Each year more than 800 full-time students benefit from work placements in local companies. Just over 12 per cent of the college's part-time students are sponsored by employers. Most employers who use the college's services rate it as a responsive provider of high-quality courses. An industrial liaison group has recently been set up in the college to maintain existing relationships and develop new ones, but the group is just established and not yet meeting its targets. Industrial advisory boards have been created in vocational areas where they did not exist before. Most of them work well, but a few have been poorly attended or have failed to attract members from the relevant industries.

15 The college has a vigorous marketing team that uses its limited resources to good effect. Publicity is well handled. The 1995-96 prospectus for 16 to 19 year olds is handsomely produced, eye-catching and easy to read. Surveys of students' opinions confirm that it is effective in showing the college in an attractive light. The marketing of courses for adults is carefully aimed at various client groups. A clearly-written brochure is the main source of information. Leaflets delivered to houses and placed in libraries and other public places, publicise the courses available in local access centres. Labour market intelligence is gathered from a number of sources and carefully collated and analysed, but is not being fully exploited. The college is reviewing the use it makes of such data, together with the size and remit of its marketing team.

16 The college's commitment to equal opportunities is integral to its mission statement and its charter. Its equal opportunities policy is implemented effectively and there are many examples of good practice. Continuous improvement in this area is achieved by setting clear targets and dates for their achievement in annual development plans.

GOVERNANCE AND MANAGEMENT

17 Governors come from a variety of backgrounds and bring relevant experience and expertise to the work of the college. There are 19 governors, 16 men and three women. Eleven are drawn from local businesses, industry and organisations which have particular interests in training, including the Manchester TEC. Two local councillors, one of whom is the chairman of the governing body, are co-opted members. The remaining places are filled by nominees from the Workers' Educational Association and from University College Salford, two members of staff, a student and the college principal. More than half the governors were members of the governing body prior to incorporation. One governor takes a particular interest in provision for students with learning difficulties and/or disabilities; others have informal links with areas of the college, particularly construction and engineering. The assistant principal for corporate services is the clerk to the governing body. Governors are well aware of their responsibilities. They have accepted a code of practice and have declared for registration the directorships held by themselves or members of their families.

18 A business calendar ensures that reports from the finance, personnel, estates and services, audit, and remuneration subcommittees are presented to the full governing body at its three annual meetings. In November 1995, following a review of its procedures, the board revised the terms of reference of its subcommittees and established a curriculum and general purposes committee with a remit to advise and support the governing body in its responsibility for determining the educational character and mission of the college. This extension of the committee structure reflects the governors' intention to monitor and evaluate the work of the college with greater system and rigour. Already they have asked for improvements in the presentation of data so that they have a clearer picture of students' examination results and retention rates.

19 Governors and senior managers are clear about each others' roles and responsibilities, and work as a team. The chairman, principal, deputy principal and clerk, are in frequent contact. Assistant principals contribute to the work of subcommittees and attend meetings of the full governing body in turn to present information and discuss their areas of work. They also attend the governors' annual residential conference where strategic issues are considered in more depth. High priority is given to identifying and meeting governors' training needs. New governors receive a useful pack of information which explains concisely the key features of the college. A subgroup of governors meets regularly to consider requests and to make

recommendations for training. It works in collaboration with the head of the college's development and quality unit to plan at least three training events a year. The work of the college's corporate services and its system for assuring quality were the themes of recent training sessions for governors.

20 Governors and staff share a common understanding of the college's purpose. After extensive consultation, governors gave a firm steer to the wording of the college's mission statement. Staff are fully involved at each stage of the strategic planning process. The drafts of final sections of the strategic plan are written by the senior management team and discussed by faculties and the academic board before going to governors for further refinement and approval. The educational and social aims of the college are translated into credible strategic objectives which provide a clear sense of direction for the college's development. The annual operating statement lists actions to be taken, names of managers who are responsible for their achievement and dates by which they should be completed. Progress towards these objectives is formally reviewed by the senior management team, and at each senior manager's six-monthly appraisal.

21 The management structure seeks to encourage a sense of corporate purpose and identity amongst staff and students working in different locations across the city. The two assistant principals who have responsibility for most of the teaching programmes are supported by seven heads of divisions who manage groups of staff and resources in particular curriculum areas. Similarly, each of the functional units in support services, corporate services, and estates and services, has a manager and a team of staff who work closely with the appropriate assistant principal.

22 In most respects, the existing structure works well. Lines of accountability are clear and staff understand them. Responsibilities are carefully defined in job descriptions, although heads of divisions and managers of functional units have considerable discretion in dealing with operational matters. On the recent retirement of a senior manager, her responsibilities were temporarily divided among other managers while the college undertook a thorough review of its management structure. Weaknesses in existing arrangements for developing and delivering adult basic education and related curricular areas are being addressed by three working groups.

23 Structures and responsibilities within each of the divisions are clear. Heads of divisions manage staff; programme managers within each division co-ordinate arrangements for a particular course or group of courses and hold regular programme team meetings. The agenda for programme team meetings are guided by heads of divisions who ensure that the business matches the requirements of the college-wide planning and review cycle. Staff who teach on a number of courses sometimes find it difficult to fit in these meetings.

24 Most courses are well managed. Programme team meetings focus on the curriculum and its delivery, files are well maintained and decisions result in action. Where programme management is weaker, meetings are poorly attended, course documentation is incomplete, decisions are not followed through and teaching is not effectively co-ordinated. A few programme managers believe that their role in monitoring the content and quality of courses is made problematic by their lack of direct authority over the teachers in their teams.

25 Shades of opinion across the college are effectively brought together through a number of committees and working groups. The college management committee comprising senior managers, heads of divisions and unit managers, meets every four weeks. In part, its purpose is to improve operational managers' understanding of college-wide issues. Agenda items have included contributions by external speakers. A number of steering groups for curricular issues, such as the development and delivery of core skills, draw their membership from across the college, as do the four groups focusing on health and safety issues at each of the main campuses. All such groups are chaired by members of the senior management team. The views of support staff are actively sought and valued by teachers. Support staff are members of course validation panels and attend divisional meetings.

26 The academic board is perceived by the governors, senior managers and its members as a valuable forum for disseminating information and reflecting the views of staff and students. It discusses a range of topics, including the college's self-assessment report and its charter. However, although staff representation is actively contested through elections, some staff are unsure that the academic board serves any distinctive purpose.

27 Communications are open and efficient. Minutes of senior management team meetings are circulated to more than 150 locations, including all staff rooms. Staff appreciate the accessibility of the principal, who holds 'surgeries' on each site once a term. The internal mail service is rapid and includes daily deliveries to local access points. A lively news sheet informs staff and governors about key issues and social events. Communications with students are strengthened by their representation on committees and teams.

28 Policy statements recently agreed by the governing body provide a clear framework for the college's operations in a number of important areas. The senior managers responsible for each policy are identified and staff are familiar with the details of the various policies. It is intended that the implementation of policies should be monitored as part of the college's quality assurance system but, as yet, not all policies are included in the system.

29 Staff in the management information unit provide an effective support service to a wide range of people across the college. Each division works with a unit co-ordinator to ensure that data entered in the system are

valid. In return, the co-ordinator offers help and advice on how to exploit the data available to each division. The result is that managers receive accurate, up-to-date summaries and analysis, and are able to make effective use of information on finance, enrolments, retention rates, and students' achievements to judge their area's performance against the college's targets. Computer terminals in staff rooms give easy access to data. Some staff are unsure how to retrieve information and there are plans to install new software which will be simpler to use.

30 The college issues a clear and concise handbook of financial procedures and each budget holder receives appropriate training. This makes for consistency in the way devolved budgets are managed. Responsibility for the purchase of consumable or small items, and for part-time staffing, is delegated to faculties and sub-delegated to divisions. The mechanisms for distribution are clear and monthly financial statements with commentaries are issued to heads of divisions. As part of the validation of new courses, proposers are asked to assess income and costs. The requirement has brought about a wider awareness of the financial implications of course provision.

31 In 1995-96, the college's average level of funding per unit is £18.64. The median for tertiary and general further education colleges is £17.84. High maintenance, staffing and security costs resulting from the split-site operation are a continuing financial burden on the college's budget. Changes in funding arrangements related to training credits have added uncertainty to financial forecasts. For the last two years, the college has exceeded its enrolment and unit targets and is on course to do so in 1995-96. It estimates that for the 12 months to July 1996 it will be dependent on the FEFC for 81 per cent of its income. Quest Quays Ltd, a trading company of the college owned by a separate charitable trust, was created to generate income; in 1993-94, its first full year of trading, it made a profit, but in its second year, it made a small loss. The college's estimated income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

32 The college holds well-organised and informative events to enable pupils in secondary schools to find out about the college and its courses. Thirteen middle managers act as school liaison tutors. They work with staff from 35 schools, inside and outside the city's boundaries, to plan a range of activities which meet each school's requirements. Talks by college staff, 'taster' days and open days for potential students, and information evenings for parents are typical examples. The college also arranges for school pupils to find out more about courses by shadowing college students; in the first two months of this year, 122 pupils took part in this scheme. 'Welcome' days in June and July provide other opportunities for young people to meet staff and discuss further their proposed course of study. Links with special schools are strong. Over a two-year period, the college's

co-ordinator for students with learning difficulties and/or disabilities works closely with pupils, their parents and teachers, to make sure that the college can provide the support required for potential students. The college has already exceeded its target to increase the number of school leavers enrolling on its courses by 50 per cent between 1994 and 1997.

33 Procedures for handling enquiries and enrolling students are thorough and effective. From mid-June until September young people and adults can use a telephone hotline to find out about courses. All enquiries are recorded and followed up. During the two weeks before the main enrolment sessions, potential students can receive guidance and counselling on their choice of courses and may be able to enrol there and then. Training sessions and guidance packs help interviewers to achieve consistency in the advice they offer. In 1994, the Manchester TEC formally recognised the quality of the college's adult guidance procedures. Occasionally, appropriate advice is not accessible to prospective students during enrolment because staff are spread too thinly across college campuses.

34 Staff in student services offer counselling, educational guidance and support to students. They work closely with personal tutors who are responsible for supporting and monitoring the progress of individual students during their time at college. Personal tutors are free to devise induction programmes for their own students and are helped by the comprehensive guidelines on key matters common to all programmes which are issued by student services. Students receive copies of the college charter and a useful student handbook. In their responses to questionnaires, students generally report favourably on their experience of induction.

35 Students have appropriate access to careers education and guidance. Educational guidance tutors and staff from the careers service are available at campuses to interview individuals or to work with tutorial groups. The careers library is suitably resourced and includes a wide range of up-to-date audio-visual material. Two full-time qualified counsellors provide a confidential counselling service for both staff and students, which is valued and well used. In 1994-95, counsellors held 879 consultations, an increase of 50 per cent over the previous year. Many students take advantage of childcare facilities provided by the college at the Wardley, Worsley and Quays campuses and the six local access centres. In 1994-95, over 500 children were cared for.

36 The college has a well-developed tutorial system. It operates effectively and meets the needs of most students. Personal tutors of full-time students have one hour a week allotted for tutorial duties. They may use this to meet their students in a group or they may use the time to talk to students individually about their progress. Tutorial schemes of work are expected to cover specified elements, such as careers guidance and preparation for job interviews, and are subject to approval by heads of divisions. Part-time students also have designated personal tutors to whom

they can talk individually. The progress of individual students is regularly monitored and reviewed. Full-time students are encouraged to evaluate their own achievements, and in consultation with their personal tutors to develop action plans setting out their own learning objectives. Reports on full-time students and some part-time students are issued twice a year. Personal tutors are required to take part in annual training sessions, and are issued with a handbook which explains their role and responsibilities. Every six weeks personal tutors from all divisions meet with staff from student services to share good practice and concerns. Most students value the support they receive from their personal tutors. However, the quality of their tutorial experience varies. For example, some personal tutors did not provide enough opportunity for their students to find out about the variety of careers they might pursue on leaving college.

37 Additional support in literacy and numeracy for students who need to improve their basic skills is given a high priority. Learning support is co-ordinated by staff in the learning services unit working in partnership with personal tutors. During induction, full-time students and some part-time students taking foundation, intermediate and occasionally advanced courses sit vocationally-relevant tests to assess their literacy and numeracy skills. Staff in learning services review the results and advise personal tutors on how the needs of individual students can be best met. At any time in the year, individual students may be referred to, or choose themselves to approach, the learning services unit for help. Additional support is tailored to individual need. It can take the form of one-to-one tuition, work in small groups outside normal timetabled time, support from a specialist tutor, or participation in class or workshop activities. The system runs smoothly and is appreciated by its users, both young people and adults. In 1994-95, learning services provided additional support to 303 students, an increase of 50 per cent on the previous year's figure. Many students with learning difficulties and/or disabilities are integrated with students on mainstream vocational courses, with the help of additional support. This year the college is supporting 81 students in this way, almost double the number in 1994-95. Regular exchanges of information between personal tutors and staff from the learning services unit, together with the effective recording of progress, ensure that students continue to receive the levels of support they require.

38 The college monitors levels of attendance closely. To reward students who have attended classes regularly, and to encourage other students, the college has arranged a trip to Strasbourg in June 1996 for 40 students. The visit is being funded jointly by the college and the Manchester TEC.

39 The students' union makes an important contribution to the life of the college. As well as offering support and advice to its members, it works collaboratively with staff in student services to provide a programme of recreational and leisure activities for students on Wednesday afternoons. Its officers are encouraged to serve on the college's committees and to put forward students' views. A half-termly newsletter produced by student services' staff keeps students informed of college-wide events and services.

TEACHING AND THE PROMOTION OF LEARNING

40 Sixty-two per cent of the 169 teaching sessions inspected had strengths which clearly outweighed weaknesses. The average for colleges inspected in the 1994-95 quadrennial inspection round was 64 per cent. Work in counselling and teacher education was judged to be of a consistently high standard. Weaknesses outweighed strengths in 7 per cent of sessions and were spread over a range of courses and curriculum areas. A summary of the grades awarded is shown in the following table.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level and GCSE		0	0	4	2	0	6
GNVQ		2	8	16	2	0	28
NVQ		13	28	8	1	0	50
Other vocational		17	22	14	3	1	57
Basic education		0	4	6	1	0	11
Access to higher education		0	3	2	0	0	5
Other		2	6	2	1	1	12
Total		34	71	52	10	2	169

41 The average level of attendance in the sessions inspected was 74 per cent. In most curriculum areas the average attendance was at least 70 per cent. In counselling lessons it exceeded 80 per cent.

42 In construction, full-time and part-time teachers worked well together to plan coherent programmes of study for students. They used their extensive knowledge and varied experience of industry to ensure that assignments were realistic and that the scale of workshop activities was appropriate. Most staff were enthusiastic about their work. They expected high standards and gave useful and encouraging feedback to students during practical sessions. Tutors regularly referred to, and built upon, topics and skills which had been covered earlier in the course. The needs of individual students were well catered for. Students with learning difficulties and/or disabilities participated fully in practical activities and were supported appropriately by tutors both in workshops and in the learning resource centres nearby. High-quality learning packages, prepared by college staff, enabled students in carpentry and joinery, brickwork, painting and decorating to work within the same group at their own pace and at an appropriate level. However, the content and style of some of these learning packages were not always appropriate for the students who were using them. In some weaker sessions, the work was dull and students were not sufficiently engaged in the relevant activities.

Some teachers failed to make effective use of teaching aids, where these would have been helpful. There were not enough opportunities for students from different specialist areas in construction to work together on projects. The lack of a structured programme of work experience for full-time students on craft courses restricted their understanding of current industrial practices.

43 Many of the courses in engineering were well structured. There were detailed schemes of work, and close monitoring of students' progress and attendance in fabrication and welding, computer-aided design and manufacturing courses, and in courses developed in partnership with engineering training associations. Practical work was well organised. Students were able to work at their own pace, had access to a wide range of equipment, and were well supported by technicians and staff. In covering theoretical aspects of the work, some teachers relied too much on dictation when other methods would have been quicker and equally or more effective. In some discussion sessions, many students were simply observers; teachers failed to encourage them to contribute. In motor vehicle engineering, assignments were not linked clearly to syllabuses and marking schemes were not sufficiently detailed. Students' work was not always returned promptly and some teachers failed to provide adequate written guidance on how students could improve their work.

44 The better sessions in business were carefully planned and had clear objectives. Teachers used a variety of teaching methods. Students were encouraged to ask and to answer questions to play a full part in classroom activities. In an accounting class, students' understanding of a difficult concept was developed by the effective use of illustrative examples. Well-designed packages of learning materials and workbooks enabled students who were developing skills in wordprocessing to work individually, at their own pace, while teachers acted as guides, providing support when necessary. Assignments were carefully structured; they allowed teachers to judge students' knowledge, understanding and development of skills against clear assessment criteria. Some teachers used effective procedures to track students' progress and to record their achievements; other procedures were less well designed. Schemes of work varied in quality. The poorest were not related to syllabuses or to students' learning needs; in some cases, they were little more than lists of topics to be covered. In courses leading to qualifications in accounting and the national certificate in housing, assessment of the students' work was not sufficiently frequent to provide them with regular feedback on their progress.

45 Work experience, field trips and collaborative ventures with a local travel agency enriched the experience of students on leisure and tourism courses. Assignments were of the right standard and marked carefully. Staff were well motivated and enjoyed good working relationships with their students. Some lessons were too long and the work not challenging

enough to sustain students' interest. A number of lessons were poorly attended.

46 In health and social care, teachers usually took good account of students' experience. Most sessions were thoroughly prepared, lively and interesting. Activities were vocationally relevant and purposeful. For example, mature students on a childcare course worked in small groups to prepare materials for use with children on work placements. Each group shared its ideas formally with other groups so that every student left the class with a repertoire of activities. In a few cases, teachers underestimated the capabilities of their students and set tasks which were too easy. Some assignments, particularly on courses which had been introduced recently, were vague and open to misinterpretation by students. Although most marking was thorough, there were occasions when students did not receive as much advice as they needed to improve the quality of their work. Schemes of work for some courses lacked sufficient detail.

47 A particular strength of the college is the quality of its counselling courses. Well-qualified staff have wide experience as professional counsellors and recognise the need for sensitivity and trust between counsellors and clients. In developing their counselling skills, students were encouraged to think creatively and to monitor their own and each others' work. All courses conformed to the standards prescribed by the relevant awarding and professional bodies.

48 In hairdressing and beauty courses, there are coherent schemes of work and consistent procedures for assessing students' knowledge and practical skills. Most lessons included a suitable mix of theory and practical work and a range of activities which held students' attention. Competitions and the contributions of visiting practitioners provided opportunities for students to practise skills and techniques over and above those most commonly used in salons. Staff were knowledgeable and enthusiastic and had plenty of commercial experience. However, they did not do enough to encourage high standards of professional practice in the college, particularly on the part of hairdressing students.

49 In the humanities curriculum, teacher education was of high quality. Courses were well structured and gave proper emphasis to the development of core skills. Students appreciated the individual tutorials which allowed them to reflect upon their personal and professional development and to plan for the future. Record keeping was as much the responsibility of students as tutors. Most of the weaknesses in humanities were spread over access programmes, GCE A level and GCSE courses in English, psychology and sociology. Although courses were planned thoroughly to meet the requirements of syllabuses, there was not enough monitoring of classroom practice. Some teaching was uninteresting and failed to stimulate students. Teachers failed to develop students' understanding by emphasising key points and there were insufficient checks on whether and what students had learnt. Some students on access

programmes did not receive adequate feedback on the quality of their written work.

50 Adult basic education and English classes for speakers of other languages took place in the college, at local access centres and at a range of other venues across the city. The provision was well organised. Course documentation was thorough and teaching sessions were carefully prepared. Staff were friendly with their students but maintained a purposeful working atmosphere in classrooms. In an English class for speakers of other languages, teachers coped well with the different needs and abilities of students. Although one of the teachers was able to speak several languages she introduced activities which encouraged members of the group to help each other rather than rely entirely on her and her colleague for assistance. In adult basic education classes, there were occasions when some students were not keeping up with the pace of work and others were not being fully stretched. Some teachers were too concerned with examination syllabuses and too little concerned with individual students' learning needs. Most resources were paper based and some were of poor quality.

51 Although the college's policy is that most students with learning difficulties and/or disabilities should be supported and integrated within vocational and other mainstream courses, it makes some separate provision for school leavers and for adults. Students valued this provision and spoke highly of their teachers. Most course documentation was clear and up to date. However, some tasks which students were asked to do were too easy for them; in a number of cases, they repeated earlier work. The learning difficulties of adult students are not identified sufficiently clearly at the beginning of their course in order to ensure that methods of work and resources are appropriate to their needs.

52 In some programmes of study, the development of core skills, particularly information technology and application of number, were not sufficiently integrated with other aspects of work. The weekly allocation of time to develop information technology skills was not enough to enable students to develop basic techniques as quickly as they needed. Separate sessions on the application of number rarely took account of students' previous experience and ability; they were sometimes pitched too low. Generally, there was not enough co-operation between specialist teachers and teachers in vocational areas to ensure a coherent approach to the development of core skills.

STUDENTS' ACHIEVEMENTS

53 With few exceptions, students valued their learning experiences. Although a significant proportion entered the college with modest or low levels of attainment, most were committed to their studies and willing to work hard. Most students who completed courses achieved the goals they had set for themselves. A minority of younger students on courses leading to GNVQs were less well motivated.

54 Students responded well to tasks and assignments, particularly when these were vocationally specific and work related. Most written work was of a standard appropriate to the stage of the course. In business studies, health and social care, construction and counselling, students were able to relate and apply theoretical knowledge to practical situations. Students on some courses leading to professional qualifications, such as the diploma in counselling and the national certificate in housing, were articulate in expressing their views and responding to questions. Humanities students worked well individually and in groups; some needed more help in developing their oral skills.

55 Practical work was usually carried out competently and with due regard to safety. In construction, engineering, leisure and tourism, and some aspects of business studies, students developed practical competences in realistic, work-related environments. Students in health and social care benefited from their work placements; their practical work was often of a high standard. Their creativity was evident in the resources they had made, which were on display in teaching rooms. In construction, some mature students were able to work quickly through practical activities in areas in which they already had high levels of skill. They used learning resource centres to catch up on theoretical aspects of their craft by themselves, asking for support from staff only as they needed.

56 According to the Department for Education and Employment's 1995 performance tables, 87 per cent of the 94 students aged between 16 and 18 in their final year of study on vocational courses were successful. This places the college in the top third of colleges in the further education sector on this performance measure, and represents an improvement of 3 per cent on the previous year's results. With some exceptions, students who completed their studies usually achieved results which were at or above the corresponding national averages for general further education colleges. At advanced level, noteworthy achievements included above average results for business studies students who completed their GNVQ course, and high pass rates on courses leading to national diplomas in leisure, travel and tourism and construction. By contrast, only 14 per cent of advanced GNVQ art and design students gained the qualification, and only 55 per cent of students were awarded the national diploma in engineering. Results in intermediate GNVQ courses in construction, business studies, and health and social care were above national averages, whereas those in art and design were below. The pass rate for students who completed the course leading to the first diploma in engineering was 88 per cent. However, only 50 per cent of students following the first diploma in information technology achieved the award.

57 The proportions of students achieving NVQs varied across curriculum areas. For example:

- in hairdressing, most part-time students gained the qualifications they were seeking

-
- in construction, out of 2,000 units taken, 72 per cent were achieved
 - in engineering, out of 600 units, 60 per cent were achieved.

Notable achievements in other courses include:

- high pass rates for students aiming for the national certificate in electronic and electrical engineering
- results significantly above national averages for students seeking professional qualifications awarded by the Institute of Administrative Management and the Institute of Credit Management
- excellent results in the course leading to the diploma in counselling.

Examples of poorer results include:

- the pass rates on some wordprocessing and computer literacy courses, which were often below 50 per cent of the numbers initially enrolled
- the small proportion of students on adult basic education courses achieving external qualifications.

58 The provision of GCSE and GCE A level courses is a relatively small and declining proportion of the college's work. Most examination entries are from part-time adult students. In 1995, only 90 out of a total of 566 entries for GCSE examinations in 19 subjects were made by students aged between 16 and 18 years. Fifty per cent of students achieved grades between A* and C, as compared with national average for students of all ages in general further education colleges of 47 per cent. The main features of students' performance at GCSE were:

- good results in English language; 83 out of 104 entries achieved grades A* to C
- weak results in mathematics; only 47 out of 203 entries gained grades A* to C
- good results in French, Spanish, sociology, child development and health studies, where there were sizeable entries.

In 1995, 48 per cent of college students of all ages sitting GCE A level examinations achieved a pass grade. This represented a downturn on the previous year's figure of 57 per cent and was significantly below the national average for general further education colleges of 69 per cent. Results were poor in history, sociology, psychology and art and design. Good results were obtained in business studies and English language. According to tables published by the Department for Education and Employment, 37 students aged between 16 and 18 entered GCE A level examinations and scored on average 1.6 points per entry (where A=10, E=2). This places the college amongst the bottom 10 per cent of colleges in the further education sector using this measure.

59 In 1995, the college aimed to achieve an average retention rate of 85 per cent. In several courses, including leisure and tourism and health and

social care, the target was met. On many two-year courses, however, many students left before taking the final examination. For example, in engineering the retention rates for courses leading to national diplomas in motor vehicle engineering and engineering technology were below 60 per cent. On the full-time advanced GNVQ course in business, only 41 per cent of students who started the course completed the final year.

60 According to college data, 1,600 full-time students completed their courses in 1995. Of these, 50 per cent continued in further education, 8 per cent went on to higher education, 11 per cent gained employment, and 22 per cent were seeking employment; the destinations of the remaining 9 per cent were unknown. Of the 259 students who completed full-time advanced courses, 43 per cent went on to higher education and 16 per cent found employment. Sixty-three per cent of the 84 students who completed the access to higher education courses, and 90 per cent of the students who completed the pre-foundation course in art and design, progressed to higher education. More could be done at divisional and course levels to improve the consistency and quality of information about students' destinations.

QUALITY ASSURANCE

61 The college has a strong commitment to quality assurance and an effective system is emerging. Two groups of people are closely involved in developing and implementing the quality policy. The development and quality unit, which includes the quality manager, the staff training manager and the curriculum manager, has a co-ordinating role and supports staff in the implementation of policy and procedures. The quality committee, which is chaired by the deputy principal and includes staff representatives from across the college, advises on the development of policy and evaluates reports from various groups which have a quality monitoring role. A college-wide framework for quality assurance has been developed. Quality standards have been defined for a wide range of college services. A quality manual contains clear procedures for a range of processes such as accreditation of prior learning, monitoring, review and evaluation of courses, internal audit, staff appraisal, validation of new courses and internal verification. Staff understand and support the procedures and they are rigorously implemented in most areas. Compatible quality assurance procedures have been established for franchised courses.

62 Monitoring, review and evaluation of courses are central to the quality system. Course files in a standard format are maintained in each curriculum area. These are designed to bring together schemes of work, quality standards and course statistics. Indicators of performance, such as enrolments, retention and pass rates, are monitored carefully. Course review teams can set their own agenda but they must review performance against performance indicators and take account of responses to questionnaires designed to elicit students' opinions. Many course teams carry out a thorough analysis of performance which often leads to

improvements. For example changes in arrangements for dealing with students' absences have led to better attendance. Where course teams are less thorough, weaknesses identified by students or failures to meet standards are not always properly addressed. The process of target-setting at course team level could be further developed. Procedures for following up reports from external moderators and verifiers are effective.

63 Support staff are well integrated with teaching staff in teams and on committees which have a responsibility for quality assurance. They can also join quality circles which meet regularly to discuss particular services. These groups are valued by staff and have led to improvements. For example, a secretarial group has developed a standardised layout for letters and forms. Quality standards have been established for support functions, and in some cases, performance indicators have been defined.

64 The views and judgements of students are obtained through questionnaires addressed to all full-time students and a sample of 10 per cent of part-time students. Three different questionnaires are used: at the start, during and at the end of courses. Results are collated centrally and fed back to course teams for consideration in the course review and evaluation process. In June 1995, 73 per cent of one-year students and second-year students said that their courses lived up to their expectations. In September 1995, the college conducted a survey of employers to discover their opinion of the courses offered. Seventy-six replies were received. Seventy-eight per cent of those responding considered the college's courses to be helpful to their employees, but only 54 per cent felt well-informed about what the college could offer. There is no formal system for finding out parents' opinions. The college has attempted to seek the opinion of students leaving courses early, but the response rate has been too low for any useful conclusions to be drawn. Weaknesses identified by analysing responses to questionnaires are not always followed up.

65 Self-assessment is a key component of quality monitoring. The process, which is carried out at the start of each academic year, involves assessing performance in the previous year against the strengths identified in Council Circular 93/28, *Assessing Achievement*. There are some adaptations to take account of the college's strategic objectives. Many programme and cross-college teams complete the process rigorously and produce useful action plans for quality improvements. In a few cases, however, weaknesses are not effectively addressed. Findings from each area are summarised and brought together in the college's self-assessment report. The report evaluates the college's progress in achieving its strategic objectives. It focuses on strengths but clearly indicates priorities for action to correct perceived weaknesses. Grades are awarded for programme areas and aspects of cross-college provision. In most cases the college's judgements matched those of the inspectors.

66 A booklet summarises clearly and concisely the key features of the college's charter. It indicates the commitments the college makes to

students, employers and members of the community, and draws attention to a detailed manual of supporting information, including quality standards, which is available in college libraries. The college charter has evolved over a number of years and complies with the requirements of the national charter for further education. All students receive copies, and its existence is well publicised. Procedures for dealing with complaints are clear. In the period from September to December 1995, 83 complaints were received of which 22 were directly related to courses. Sixty-four per cent of complaints received a reply within the charter standard of 10 days. A charter monitoring group meets regularly to review the implementation of charter standards. Its work would be helped if there were more performance indicators relating directly to these standards.

67 Although much has been achieved, the college acknowledges that its quality system is still developing. In May 1995, managers began a programme of classroom observation. At the time of inspection, about 50 per cent of teaching staff had been observed. Although observation grades are collated, it is not clear how the outcomes of those observations are used to promote good practice. A quality audit team is being set up to monitor and evaluate the extent to which staff comply with college procedures. Existing audit arrangements concentrate mainly on checking that documentation exists. In 1995, a research project to investigate staff attitudes to course review and evaluation resulted in improvements to the system.

68 Procedures for identifying and meeting staff-development needs are effective. Appraisal focuses on a review of training needs rather than assessment of performance. All full-time staff are regularly appraised, and the intention is to appraise all part-time teachers by April 1996. Training needs are also identified by managers or through programme team meetings. Plans for staff development are closely related to the college's strategic objectives. Staff feel that their professional development is well supported by the college and that they have opportunities to take part in an appropriately wide range of training activities. Recent staff-development events have focused on management training, assessment of work for GNVQs, preparation for Training and Development Lead Body qualifications and equal opportunities. About 2 per cent of the staffing budget is spent on training; about half of the staff-development activities are carried out in the college. Staff are expected to disseminate information to their colleagues, and training is thoroughly evaluated by managers. In July 1995, the college gained the Investors in People award.

RESOURCES

Staffing

69 Personnel procedures relating to such topics as recruitment, grievance and monitoring of staff absences, are clearly stated and applied uniformly across the college. All staff have job descriptions which are

reviewed annually as part of the appraisal process. Since incorporation, the staffing profile has changed: there has been some redeployment, an increase in the proportion of support staff and a reduction in the number of senior management posts. As a result, between 1993 and 1995, the proportion of the college's budget spent on staffing has remained at about 70 per cent although the college's average level of funding per unit has fallen. The overall turnover of staff is low: about 5 per cent annually. Two out of seven members of the senior management team and nine out of 19 divisional heads are women.

70 There are sufficient staff for the programmes and services the college provides. Forty-eight per cent of the full-time equivalent staff are teachers. The relatively high proportion of support staff is due mainly to duplication of services at campuses and some local access centres. On average about one-third of teaching is provided by part-time staff, but in some areas the proportion is over a half. In some areas, for example construction and health and social care, part-time teachers are used effectively to provide specialist expertise or up-to-date industrial experience. In other areas such as mathematics, English for speakers of other languages, and information technology, the high proportion of part-time teachers creates difficulties in co-ordinating and developing the curriculum. Over a third of the total full-time equivalent support staff are directly supporting teaching and learning. Administrative and technical staff are deployed appropriately. Some are based in divisions and others in units serving the college as a whole. For example, a team of five technicians works across the college and ensures that information technology equipment used by students, teachers and support staff is in good working order. Services such as cleaning and security are contracted out, as is the maintenance and repair of buildings.

71 Staff are well qualified. For example, of the 65 support staff in corporate services, nine have degrees and 11 have postgraduate qualifications. Fifty-eight per cent of teaching staff have degrees, and a further 25 per cent have higher national certificates or diplomas; 72 per cent have teaching qualifications. Seventy-seven lecturers have completed and a further 72 are working towards Training and Development Lead Body qualifications; this accounts for almost all lecturers teaching on programmes leading to NVQs and GNVQs. In a few areas, such as construction and provision for students with learning difficulties and/or disabilities, the qualifications or experience of a few staff are barely adequate for the courses they are teaching. Some full-time staff lack recent industrial experience and this is being addressed through a programme of teacher placements in industry. In 1995, 12 teachers were seconded for an average of 10 days each.

Equipment/learning resources

72 With few exceptions, the range and quality of specialist equipment are at least adequate for the courses which the college offers. Since

incorporation, priority has been given to providing sufficient equipment for the number of students and upgrading existing resources. In construction, there is a wide range of suitable hand tools and materials and sufficient equipment of industry standard. In engineering, there are good facilities for computer-assisted design, but no evidence of planned investment in electronic resources. Mechanical and motor vehicle engineering workshops are adequately equipped. A new travel shop has enhanced the practical environment in leisure and tourism and there has been investment to improve standards of equipment in the sports hall. All but one of the training offices for business administration have a good range of relevant and up-to-date facilities. In hairdressing and beauty, students have to share electrical apparatus and this slows the pace at which they can work. In most cases there are sufficient and relevant materials for practical work.

73 The quantity and quality of computer workstations vary from campus to campus. Overall the ratio of workstations to full-time equivalent students is 1:7, but at three out of four campuses it ranges from 1:11 to 1:14. In part this imbalance is explained by the need to provide some computers in local access centres. Few computers are available to students to use as and when they choose and about one-sixth of the workstations are incapable of supporting latest versions of software. A steering group for the development of information technology across the college has instigated some upgrading of hardware but, in most specialist teaching areas, the proper exploitation of information technology to support learning is being held back by a lack of both hardware and software.

74 The provision of library and learning resources at the main campuses and in the local access centres is improving in line with the college's plans to extend its range of learning packages and enhance its systems of learning support. Good progress has been made in developing a coherent service. The level of library stock which the college inherited was poor at the time of reorganisation and some deficiencies remain. There is no automated system to monitor the borrowing of books. Although there is some development of multimedia resources, compact disk read-only memory (CD-ROM) databases are not yet networked so that a wide range of students can gain access to them. The quality of teaching aids and learning materials is adequate. Most classrooms are properly equipped and many rooms have whiteboards and overhead projectors.

Accommodation

75 Most of the college's accommodation was not designed for its present purpose. The age of the buildings varies on and between campuses, and most have a drab external appearance. At Worsley, the buildings vary in age from the turn of the century to the 1970s. At The Crescent there is a two-storey office block constructed in the 1920s and a number of old workshops. The buildings at Quays and Wardley were designed as secondary schools and date from the 1960s. One of the local access centres

is leased from the City of Salford, but the college is responsible for its maintenance.

76 Surveys of the use of rooms are made twice a year. They indicate that the college has considerable surplus accommodation. The inefficiencies and extra costs arising from multi-site working are a prime concern of the governing body and the senior management team. With help from external consultants, an accommodation strategy has been developed. The college intends to extend the Worsley campus, dispose of its other buildings, and develop a second campus on a new site. As a result, a full programme of repair and maintenance work is continuing only at Worsley; elsewhere there is only a holding operation, to cover low-cost internal improvements and essential safety work. Outline planning permission has been obtained for the redevelopment of the town hall site in Worsley next to the college, so that additional accommodation for teaching may be built.

77 Despite the difficulties and uncertainties, senior managers and staff have taken positive measures to improve accommodation wherever it is realistic for them to do so. The needs of wheelchair users are well catered for. Ramps and stair lifts provide access to the ground floors and to most of the students' facilities at Worsley, Wardley and Quays. All these sites have toilets for disabled people. Automatically opening doors have been installed. Increased security measures costing about £120,000 a year have reduced the number of incidents of theft and vandalism at college sites. Within the buildings, much has been done to improve the learning environment. For example, many of the construction and engineering workshops have learning centres and study rooms adjacent to them. At Wardley, the removal of the interconnecting walls of classrooms has led to the creation of an extensive area where students can use information technology facilities. At Worsley a new learning centre has been created by combining several teaching rooms with the library. The centre is popular with students and is occasionally overcrowded. There are few places for students to work by themselves; most sit at tables for four, which can be distracting. Hairdressing and beauty students, based at Worsley, have no changing rooms, and there are examples on all campuses of classrooms which are too small for the groups who are using them or which are otherwise unsuitable for teaching. At Worsley and The Crescent, some teaching areas are badly lit, noisy or poorly ventilated. More use could be made of displays to enliven rooms and public areas on all the campuses.

CONCLUSIONS AND ISSUES

78 The strengths of Salford College are:

- its whole-hearted commitment and responsiveness to the differing needs of people in the local community
- a carefully-developed strategic planning process

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- a common understanding shared by governors and staff of the college's purpose and corporate identity
 - a management structure which functions well
 - effective channels of communication between senior managers and staff working at different campuses and at many other locations across the city
 - good links with a large number of schools inside and outside the city's boundaries
 - the quality of support services for students
 - the effectiveness of the tutorial system
 - the high priority given to identifying and supporting students with weaknesses in literacy and numeracy
 - the effectiveness of much of the teaching
 - a strong commitment to continuous quality improvement
 - well-qualified staff.

79 In order to make further progress the college should:

- place greater emphasis on strengthening and extending its links with industry
- improve organisational arrangements for developing and providing adult basic education and related courses
- strive to bring courses which are poorly managed up to the standards of the best
- continue its efforts to improve attendance and retention rates, and raise the level of students' achievements
- further develop its quality assurance system and place greater emphasis on setting targets and devising action plans in response to identified weaknesses
- continue to improve the quantity and quality of computers, books and other learning resources.

FIGURES

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

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

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

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

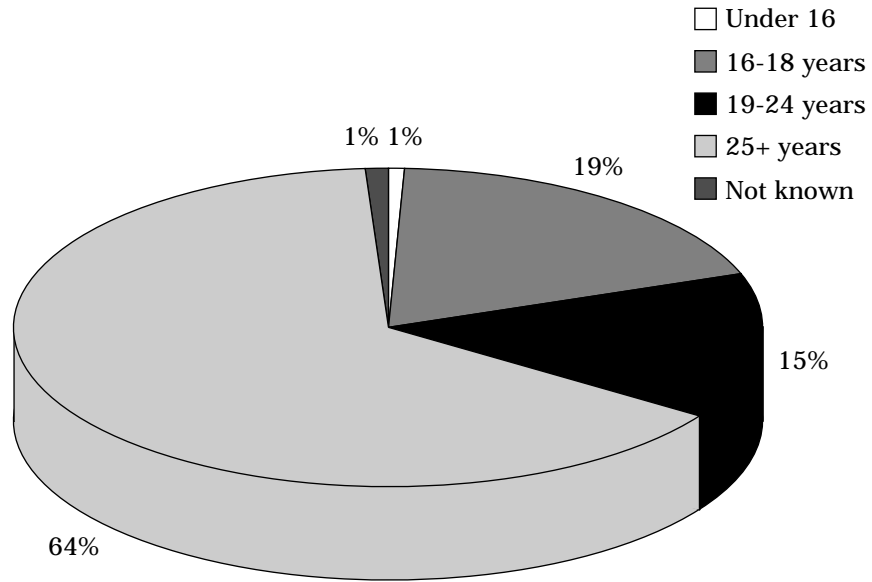
 - 5 Estimated income (for 12 months to July 1996)

 - 6 Estimated 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

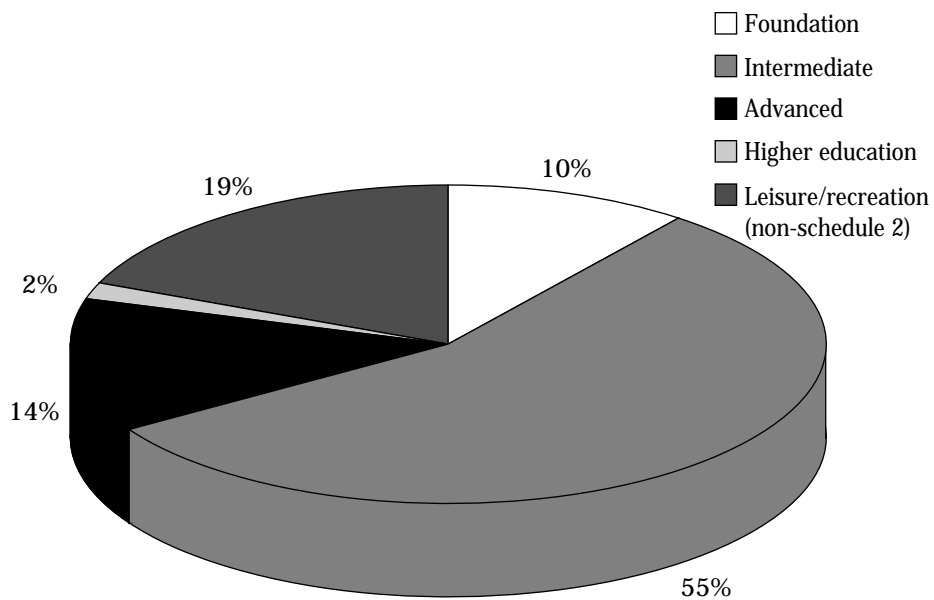
Salford College: percentage student numbers by age (as at November 1995)



Student numbers: 8,462

Figure 2

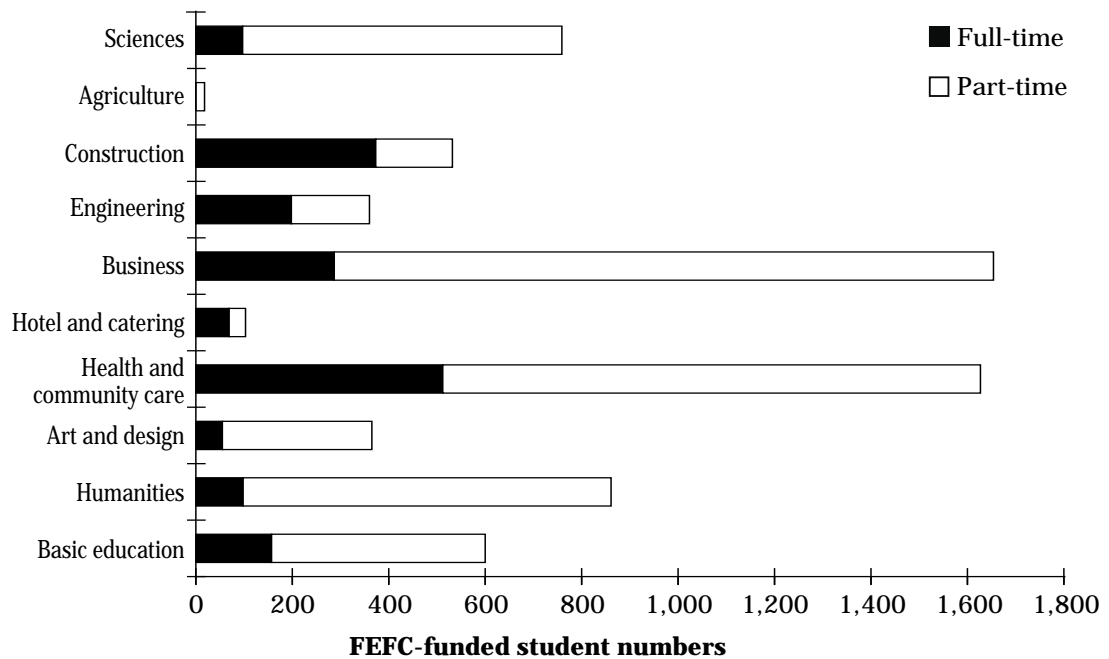
Salford College: percentage student numbers by level of study (as at November 1995)



Student numbers: 8,462

Figure 3

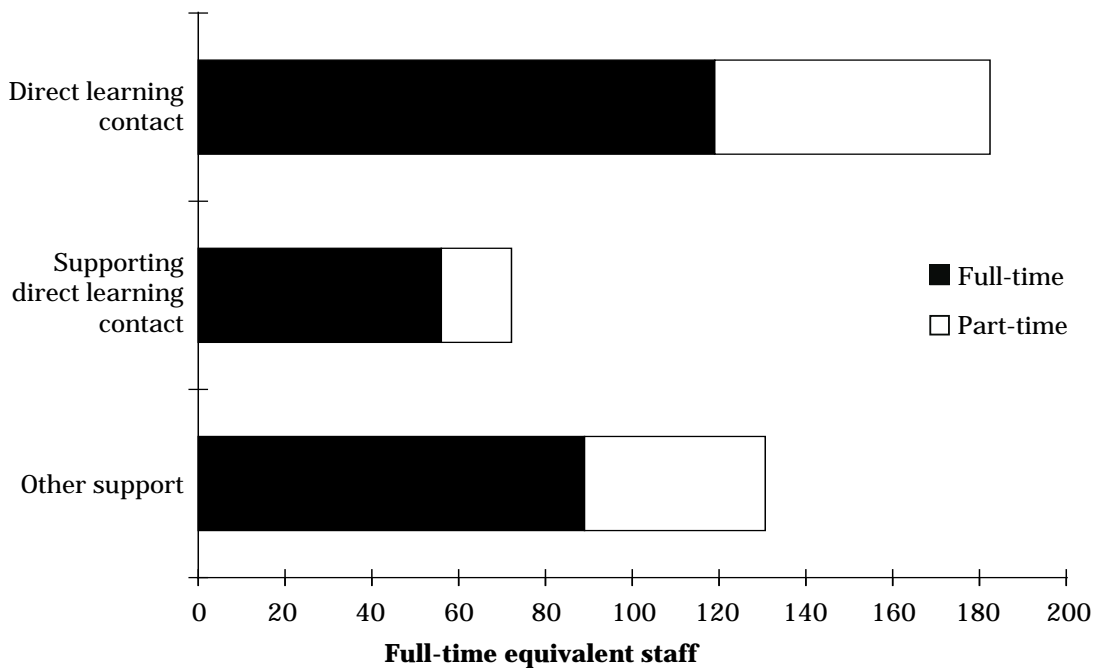
Salford College: FEFC-funded student numbers by mode of attendance and curriculum area (as at November 1995)



FEFC-funded student numbers: 6,879

Figure 4

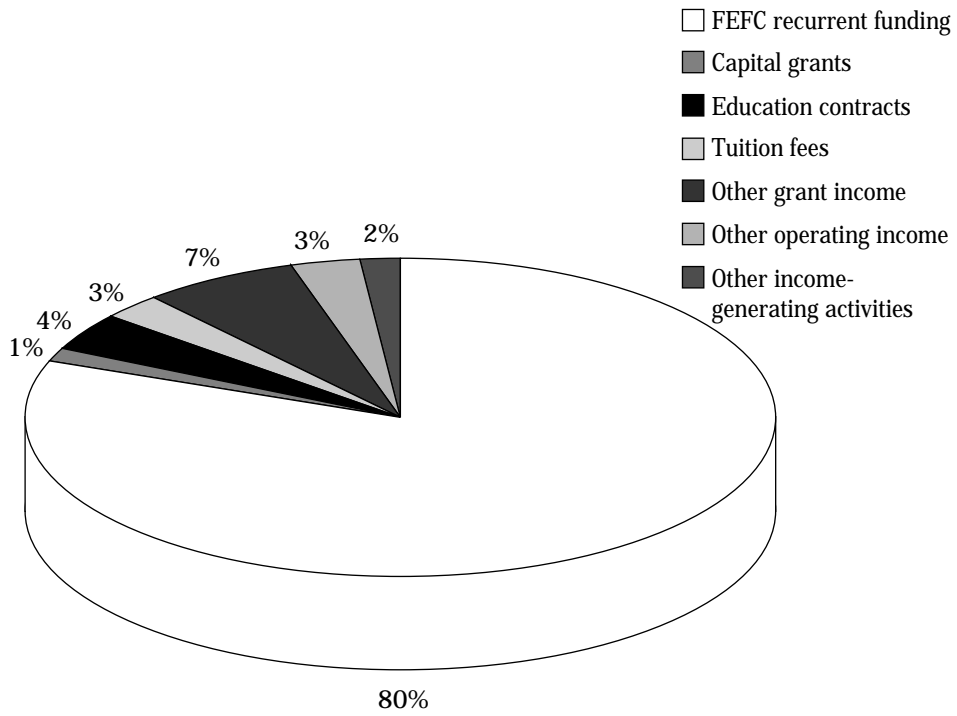
Salford College: staff profile – staff expressed as full-time equivalents (1995-96)



Full-time equivalent staff: 385

Figure 5

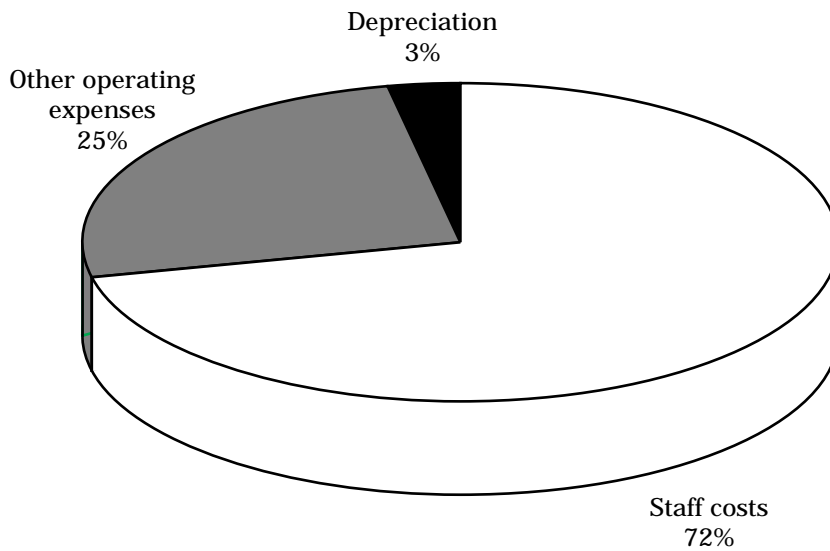
Salford College: estimated income (for 12 months to July 1996)



Estimated income: £10,491,000

Figure 6

Salford College: estimated expenditure (for 12 months to July 1996)



Estimated expenditure: £10,629,000

Note: expenditure shown is before transfers from revaluation reserve.

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