

Selby College

REPORT FROM THE INSPECTORATE 1997-98

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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 according to a four-year cycle. It also assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

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

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Contents

Paragraph

Summary

Context

The college and its mission 1

The inspection 5

Curriculum areas

Science and mathematics 8

Business 13

Health and care 18

Humanities and social sciences 24

Provision for students with learning difficulties and/or disabilities
and adult basic education 29

Cross-college provision

Support for students 35

General resources 46

Quality assurance 51

Governance 57

Management 62

Conclusions 70

College statistics

Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Aggregated grades for aspects of cross-college provision, curriculum areas and lesson observations, for colleges inspected during 1996-97, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	59	30	2	–
Cross-college provision	18	51	27	4	–
Lesson observations	19	42	31	7	1

Source: *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report.* Grades were awarded using the guidelines in Council Circular 93/28, *Assessing Achievement*.
Sample size: 122 college inspections

Retention and Pass Rates

Where data on students' achievements appear in tables, levels of achievement are shown in two ways:

- as a retention rate, which is the proportion of students who completed a course in relation to the number enrolled on 1 November in the first year of the course
- as a pass rate, which is the proportion of students which passed examinations in relation to the number entered. Pass rates for GCE A level are quoted for grades A to E unless otherwise specified. Pass rates for GCSE courses are quoted for grade C or above unless otherwise specified. Pass rates for vocational and professional awards are for successful completion of the full award.

Summary

Selby College

Yorkshire and Humberside Region

Inspected January 1998

Selby College is a tertiary college in North Yorkshire. The production of its first self-assessment report involved college staff and managers, governors and external representatives. The self-assessment process included a rigorous programme of lesson observations. The inspection covered five of the 10 curriculum areas graded in the self-assessment report. The inspectors agreed with most of the findings and the grades in the report. The college had made considerable progress in implementing its action plan by the time of the inspection.

The college has succeeded in widening participation in education and training. Since incorporation, it has broadened its provision of part-time courses for adults and employers and it has extended this over a wide geographical area. The quality of teaching and learning is good. Students achieve creditable results in examinations and retention rates are high. The college provides helpful guidance to potential students. Its personal enhancement programme provides students with extensive opportunities for additional studies and cultural activities. Since the last inspection, the college has significantly improved its quality assurance

arrangements. The governance of the college is outstanding. Governors have a wide range of expertise and are highly committed to the college and to ensuring its good standing in the community. They closely monitor the college's financial and academic performance. Managers consult widely with staff and internal communications are good. A recent management restructure has been achieved with the support of staff. The college has improved its accommodation in Selby by bringing it together on one site and opening a well-equipped technology transfer centre. The college should address: weaknesses in its provision for students with learning difficulties and/or disabilities; low levels of students' achievements in a minority of subjects; inconsistencies in tutorial practice; insufficient provision of personal counselling; the underdeveloped use of service standards in cross-college areas; and inadequacies of the management information systems.

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

Curriculum area	Grade	Cross-college provision	Grade
Science and mathematics	2	Support for students	2
Business	2	General resources	2
Health and care	2	Quality assurance	2
Humanities and social sciences	2	Governance	1
Provision for students with learning difficulties and/or disabilities and adult basic education	3	Management	2

Context

The College and its Mission

1 Selby College, North Yorkshire, was founded as a tertiary college in 1984, on the site of a former secondary school. It is the major provider of post-16 education in the Selby area. Local employment is mainly in coal mining and power generation, and there are pockets of high unemployment as a result of changes in these industries. Unemployment in North Yorkshire is below the national average at 4.3 per cent, but in central Selby it is 10.6 per cent. The area around Selby is mainly rural. Its small market towns and villages are within commuting distance of York, Leeds and Doncaster. The college draws its full-time students largely from its five 11 to 16 partner schools and from three 11 to 18 schools which are situated within 10 miles of the college. There are two sixth form colleges and two general further education colleges within easy travelling distance. Minority ethnic groups comprise 0.5 per cent of the local population.

2 Before incorporation, the college's main provision consisted of full-time courses for 16 to 19 year olds. Since incorporation, the college has considerably broadened its provision and it has nearly tripled its annual enrolments. There has been substantial growth in the number of part-time students. Through the creation of a business development unit in 1995, the college has extended its work with employers, including outward collaborative provision, over a wide area of Yorkshire and Humberside. It has opened a business centre at Wetherby, 21 miles away, and it works collaboratively with North Yorkshire County Council's training services unit to provide training in five small towns which do not have a further education college. The college has been successful in attracting groups previously under-represented in further education. It has, for example, participated in the Waterfront project, a scheme to address high unemployment in Selby.

3 In November 1997, the college had 3,398 students, of whom 879 were studying full time. Students enrol at various times throughout the year, and the college anticipates that by July 1998 there will be over 11,000 enrolments, a similar number to that in 1996-97. Of its full-time students, 87 per cent are aged from 16 to 19, and 71 per cent are following advanced level programmes. Of the 140 full-time equivalent staff, 127 are employed on a permanent basis. No teachers are supplied by external agencies. The curriculum is divided into 10 curriculum areas within five divisions: academic, vocational, learning support, community and business development. The senior executive team consists of the principal; two executive managers, one with responsibility for finance and business systems and the other for new business and the curriculum; and an executive assistant who is responsible for the secretarial and technician teams.

4 In 1995, the college changed its mission statement to place greater emphasis on work with adults and on widening participation in education. Its mission is to:

- 'pursue excellence and superior performance in the provision of education and training
- secure long-term viability by marketing its services and fully utilising its resources
- promote lifetime learning and access to people of all ages to realise their potential'.

Context

The Inspection

5 Inspection took place during one week in January 1998. The inspection team had previously considered the college's self-assessment report and the information about the college provided by other divisions of the Further Education Funding Council (FEFC). The college submitted data on students' achievements for the three years 1995 to 1997. The data proved to be generally reliable when checked against primary sources such as class registers and pass lists issued by examining bodies.

6 The college was notified of the sample of its provision to be inspected approximately two months before the inspection. The inspection was carried out by 10 inspectors and an auditor, working for a total of 39 days. They observed 71 lessons, including some outward collaborative provision, and examined college documents and students' work. They held meetings with managers, governors, staff, students, and representatives of external bodies.

7 Of the lessons observed, 66 per cent were rated outstanding or good. This is 5 per cent above the average for all colleges inspected in 1996-97, according to *Quality and Standards in Further Education in England 1996-97: Chief*

inspector's annual report. The average level of attendance in the lessons inspected was 83 per cent. This compares favourably with the average of 77 per cent for tertiary colleges in 1996-97 recorded in the same report. The average class size was 11.1 compared with the average of 10.8 for all types of college. The following table shows the grades awarded to the lessons inspected.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A level	7	14	7	0	0	28
GCSE	0	1	3	1	1	6
GNVQ	5	4	2	0	0	11
Other vocational*	1	8	1	0	0	10
Other*	2	5	7	2	0	16
Total	15	32	20	3	1	71

*includes basic education and access to higher education

Curriculum Areas

Science and Mathematics

Grade 2

8 Inspectors observed 18 lessons, and these covered mathematics and science subjects at general certificate of education advanced level (GCE A level) and for the general certificate of secondary education (GCSE). They considered that the college's assessment of this area overstated some strengths and failed to include some weaknesses, particularly in GCSE mathematics provision.

Key strengths

- well-planned lessons
- high levels of achievement in GCE A level chemistry and mathematics
- a strong team spirit among staff
- a wide range of mathematics courses
- high standards of accommodation and equipment

Weaknesses

- insufficient emphasis on improving students' basic mathematics skills
- significant shortcomings in GCSE mathematics provision

9 Teachers plan their lessons well, and make clear, methodical presentations. They encourage students to answer questions and contribute their own ideas. In many of the science lessons, teachers successfully used practical activities to illustrate scientific theory. In GCE A level mathematics lessons, teachers introduced new work to the class and then gave students the opportunity to practise techniques by themselves. In some science lessons, teachers left insufficient time at the end of the lesson to review the key points, or did not make the best use of teaching aids such as video recordings. Inspectors agreed with the judgement in the

self-assessment report that most lessons include a variety of suitable teaching and learning methods. The inspectors could not, however, agree with this judgement in respect of the GCSE mathematics programme, on which students spend too much of the time working through study booklets on their own, asking teachers for help when necessary. The programme is not sufficiently related to students' individual needs, and the arrangements are inadequate for monitoring students' progress, for setting goals for students and for determining timescales within which work must be completed. During the inspection, attendance at GCSE mathematics lessons was below 70 per cent.

10 Students in most lessons are attentive and keen to study. They enter into lively discussion with the teacher and with each other. GCE A level mathematics students work confidently with graphical calculators, but some lack sufficient algebraic and numerical skills. Science students are aware of safety issues and their practical skills are of an appropriate standard. In a few lessons, students lost concentration and did not apply themselves sufficiently to their work. As noted in the self-assessment report, examination results in GCE A level chemistry and mathematics are high; the pass rates for GCE A level mathematics have increased steadily over the last three years to 93 per cent. In 1997, examination results in other GCE A level subjects and in GCSE subjects were close to the averages for the sector.

11 Science and mathematics teachers work well together in subject teams. Where appropriate, they use common schemes of work, assessment procedures and recording systems. Technicians give a good level of support to teachers. The college is currently reviewing the management of the mathematics and science curriculum in order to define the areas of responsibility more clearly. Links are weak between the different sections of the college which have an involvement with science and

Curriculum Areas

mathematics provision. Similarly, links between these sections and external bodies are underdeveloped. The problems the college has in maintaining student numbers on certain courses are identified in the self-assessment report. The college is marketing alternative courses. For example, it has recently introduced GCE A level sport studies and it plans to replace its BTEC national diploma course in science with a general national vocational qualification (GNVQ) advanced course in science.

12 Resources for science are good. The science block has a welcoming entrance which serves as a study area with books, periodicals, video tapes and other useful learning aids. The laboratories are well organised. They have adequate storage space and enough fume cupboards. The display of scientific models and posters in the laboratories gives these rooms a clear subject identity. The science block is well equipped with modern computers, overhead projectors, video recorders and other scientific equipment. In mathematics, students do not have access to computing facilities in teaching rooms. GCSE students have few resources to enable them to do extra work at home.

Examples of students' achievements in science and mathematics, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level biology	Retention (%)	88	78	76
	Pass rate (%)	83	86	79
GCE A level chemistry	Retention (%)	88	100	79
	Pass rate (%)	100	96	96
GCE A level physics	Retention (%)	72	85	88
	Pass rate (%)	77	83	78
GCE A level mathematics	Retention (%)	77	85	84
	Pass rate (%)	78	87	93
GCSE mathematics	Retention (%)	76	76	89
	Pass rate (%)	45	33	40

Source: college data

Curriculum Areas

Business

Grade 2

13 Inspectors observed 11 lessons covering GNVQ, higher national certificate and GCE A level courses in business, accounting and economics, and the Association of Accounting Technicians national vocational qualification (NVQ) programme. They also inspected courses offered by the college's business development unit including some outward collaborative provision. The business programme area's self-assessment report is thorough and inspectors agreed with its judgements about the strengths and weaknesses of provision.

Key strengths

- much good teaching
- detailed schemes of work
- imaginative and demanding assignments
- the high level of many students' achievements
- the well-managed and adequately-resourced provision of the business development unit

Weaknesses

- in a minority of lessons, inadequate explanation of concepts and vocabulary
- a decline in GNVQ achievements in 1997

14 Since the last inspection, the college has expanded its business courses to include management and accounting NVQs and a range of short courses in information business technology. Most of these courses are now managed by the business development unit and operated away from the main site. Inspectors visited two centres outside Selby including the Wetherby Business College, which opened in

January 1997. As the college's self-assessment report indicates, the business programme area is responsive to demand, and new programmes have been introduced to replace those which no longer meet a need. Its provision is generally well managed and organised, particularly those activities run by the business development unit. Recent external verifier reports on vocational programmes confirm that the quality of internal verification is good and that the monitoring and review of teaching and learning are effective.

15 In seven of the 11 lessons, teaching was judged to be good or outstanding. This matches almost exactly the profile of observation grades in the business section of the self-assessment report. As the self-assessment report states, schemes of work are detailed. They refer to the content of lessons, learning activities and the resources to be used. Teaching is well organised, and it is conducted at a pace which suits the abilities of students. In a small number of instances, technical concepts or complex vocabulary were not adequately explained to students. Assignments in vocational programmes are designed to enable students to apply their knowledge and understanding to real organisational issues. The students find the assignments interesting and demanding. Many require individual research by the students. In their marking and assessment, teachers usually provide students with detailed and constructive comments on the quality of their work. Students' attendance in classes was mostly good, averaging 85 per cent. Students on the advanced GNVQ business course benefit from a two-week work experience placement in their first year, and a mini-enterprise activity in college in the second year.

16 As the self-assessment report recognises, students' achievements in business are mostly high. Over the last three years, the achievements of students taking GCE A level business studies have been well above national averages for further education colleges. Pass rates for students on GNVQ advanced business

Curriculum Areas

and GCE A level accounting courses exceeded national averages in 1995 and 1996. In 1997, however, the pass rate for GCE A level accounting fell to 55 per cent. Similarly, pass rates for the GNVQ intermediate course were outstanding for 1995 and 1996 but they fell below the national average in 1997. Retention rates are excellent on the GNVQ intermediate programme, but they are less satisfactory on the GNVQ advanced programme. Results on the higher national certificate business programme are consistently excellent. Achievements on major programmes managed by the business development unit are satisfactory. The pass rates for the small number of students taking accountancy courses and who complete their NVQ programme over a 15-month period are excellent. The pass rate of students on the NVQ programme in management and business administration is, however, only 65 per cent. The standard of students' written work is appropriate. Students have good opportunities to develop their key skills on vocational courses. No students' work was available for inspection at centres away from the college.

17 Resources for courses organised through the business development unit are of a good standard. Modern computers, with

commercially compatible software, are available to teachers and students. Computer-screen projection equipment enables teachers to demonstrate different software packages to the whole class. As indicated in the self-assessment report, classrooms on the main site have equipment of a satisfactory standard, including whiteboards and overhead projectors. One classroom was, however, of poor quality, and its only visual aid was an old blackboard. All full-time staff have relevant degrees, and all except one are qualified teachers. One member of the full-time teaching team is a GCE A level examiner. Part-time staff possess degrees and/or appropriate vocational qualifications as well as teaching qualifications. All but one of the staff who teach on vocational courses hold relevant assessor and verifier awards.

Examples of students' achievements in business, 1995 to 1997

Course grouping		1995	1996	1997
GNVQ intermediate	Retention (%)	100	100	100
	Pass rate (%)	100	100	63
GNVQ advanced	Retention (%)	74	63	70
	Pass rate (%)	77	94	67
GCE A level business studies	Retention (%)	89	76	76
	Pass rate (%)	94	94	100
NVQs (business development unit)	Retention (%)	*	*	80
	Pass rate (%) ¹	*	*	67

Source: college data

¹completing within 15 months

*provision not available

Curriculum Areas

Health and Care

Grade 2

18 Inspectors observed 10 lessons. These covered GNVQ advanced and foundation courses in health and social care, and childcare courses at intermediate and advanced levels. In most cases, inspectors agreed with the college's identification of key strengths and weaknesses.

Key strengths

- well-planned and varied lessons
- good pass rates on most courses
- consistently high retention rates on the GNVQ foundation programme
- effective course management and good communication between course team members
- a wide range of up-to-date teaching and learning materials

Weaknesses

- the lack of emphasis on key skills in childcare courses
- poor retention rates on some courses in recent years
- insufficient progression opportunities for students on the foundation programme

19 The health and care programme area has expanded considerably since the last inspection in 1993. As well as a range of full-time courses, provision now includes opportunities for part-time study at national certificate and higher national certificate level, and for NVQs in care and in childcare and education. Students have the opportunity to acquire additional qualifications in information technology (IT), first aid and French. Since 1995, the college has not run a GNVQ intermediate course in health and social care because there has been

insufficient recruitment for this. As a result, progression opportunities within the college for students on the GNVQ foundation course in health and social care have been significantly reduced.

20 Overall, the quality of teaching is good. Lessons are well planned and suitably varied. Teachers encourage students to use the skills and knowledge gained on their work experience placements. For example, in a BTEC national diploma in childhood studies lesson, the teacher skilfully helped students to relate their work experience in nurseries to all aspects of the early years curriculum. In some lessons, teachers missed opportunities to include all students in question and answer sessions and to check that they understood what was being taught. This weakness in teaching and learning methods is not identified in the self-assessment report. Key skills are an integral part of most courses. However, inspectors agreed with the finding of the self-assessment report that insufficient emphasis was placed on key skills in childcare courses. The staff are currently addressing this weakness. Assignments are varied. Students are given well-written instructions on their assignment tasks and they are assessed against clearly-specified criteria. Well-planned assessment schedules help students to manage their work effectively. Teachers hold regular review sessions during which they give their students supportive and constructive feedback on their performance and discuss their progress with them. Students do not receive a copy of the action plan for improving their work which is drawn up during these review sessions, and in some instances, they are unclear about the actions which they have agreed with their teacher.

21 Students' written work is of a good standard. In class, students work well in small groups and they are confident about feeding back information to the whole group. Pass rates on most courses are above the national averages for further education colleges. Retention rates

Curriculum Areas

on the foundation GNVQ programme are high. As the self-assessment report recognises, retention rates on some other courses have been poor over recent years. A high proportion of students progress to relevant employment or higher level courses.

22 The programme area is efficiently managed. Teachers work effectively together in producing materials, lesson plans and schemes of work to a common format. A particularly good feature of the schemes of work is the inclusion of a specification of teaching methods to be used in lessons. All students and their work placement supervisors are given a handbook explaining the scope and purpose of work experience. Inspectors agreed with the claim in the self-assessment report that students are well prepared for, and supported during, their work experience placements.

23 Staff are well qualified and between them they have a valuable range of experience as practitioners in the field of health and care. Accommodation is of good quality and courses have their own base rooms. Examples of students' work are on display. The library is well resourced with up-to-date texts. A catalogue of articles from periodicals is available on computer and is particularly helpful to students.

Examples of students' achievements in health and care, 1995 to 1997

Course grouping		1995	1996	1997
Foundation level	Retention (%)	96	84	92
	Pass rate (%)	73	59	82
Intermediate level	Retention (%)	100	59	94
	Pass rate (%)	64	41	100
Advanced level	Retention (%)	59	70	83
	Pass rate (%)	64	76	73

Source: college data

Curriculum Areas

Humanities and Social Sciences

Grade 2

24 Inspectors observed 21 lessons in English, languages, and a range of other humanities and social science subjects, at advanced and intermediate level. They confirmed most of the key strengths and weaknesses identified in the self-assessment report.

Key strengths

- a high standard of teaching
- the students' good levels of understanding and critical thinking
- the students' high achievements in languages and some social sciences
- the students' success in progressing to higher education
- good resources and accommodation

Weaknesses

- poor examination results in some subjects
- some poor retention rates
- underdeveloped provision of English for adults

25 The college's provision in humanities and social sciences is extensive. At GCE A level it comprises English, geography, history, psychology, sociology and modern languages. Since the previous inspection in 1993, the college has introduced a 'fresh start' course designed for adults returning to study, an access to higher education programme and a number of language courses for adults and local businesses. GCSE provision is restricted to English and psychology. Subject teams make full use of the opportunities for the annual review of provision. The documents which the teams produce provide a most beneficial overview of each subject area and they contain

relevant performance indicators. The college did not identify these review documents as a strength in its self-assessment report.

26 Teaching is generally of a high standard. As noted in the self-assessment report, most subjects have well-conceived and comprehensive work schemes. The teaching methods on most courses, with the exception of English courses, are appropriately varied to suit the aptitude and abilities of different groups of students. Teachers on English courses, however, fail to take sufficient account of the needs and backgrounds of adult students. Lessons are well structured, and teachers present the material in a stimulating and effective manner. In GCE A level lessons, students are encouraged to think critically and analytically. In an effective psychology lesson on theories of aggression, the teacher followed a detailed lesson plan that was clearly based on the work scheme, copies of which had been given to all students. The teacher's exposition was stimulating and was complemented by good use of the whiteboard. A group exercise fully engaged the students' interest and extended their knowledge. The lesson was successful because the teacher frequently drew on the students' own experience, constantly checked and probed to find out whether the students understood what was being taught, and provided an excellent summary in conclusion. Teachers have developed effective methods of assessment. They make clear to the students the criteria against which they assess their work. Teachers use assessment appropriately as a means of diagnosing particular aspects of students' work which need to be improved.

27 Students are responsive in the classroom and they show commitment to their work. They display good levels of understanding in their written work and during class discussion. Students' attendance is good and during the inspection the average attendance was 85 per cent. The students' examination achievements are high on the access to higher education

Curriculum Areas

course and in GCE A level sociology, psychology, French and German, they are well above the national average for further education colleges. However, the results of students aged under 19 in GCSE English have fallen below the national average for the sector and the GCE A level results in history are mostly mediocre.

Retention rates are poor for some subjects, and in 1996 and 1997, they were notably poor in sociology and psychology. A high proportion of students progress to higher education from GCE A level and access to higher education courses, but very few progress from a GCSE course to a GCE A level course in English.

28 Specialist accommodation is of good quality. Much of the teaching takes place in rooms which have a clear subject identity and which provide the students with a stimulating environment in which to learn. This strength is identified in the self-assessment report. Most

subjects are developing useful resource bases and there are plentiful supplies of basic texts and materials. Library resources provide good support for learning. IT is used to good effect in the teaching of modern foreign languages but its use is underdeveloped in most other areas.

Examples of students' achievements in humanities and social sciences, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level history	Retention (%)	88	84	89
	Pass rate (%)	91	75	74
GCE A level psychology and sociology	Retention (%)	80	65	76
	Pass rate (%)	72	90	94
GCE A level English	Retention (%)	95	80	79
	Pass rate (%)	88	100	95
GCE A level French and German	Retention (%)	77	88	73
	Pass rate (%)	88	93	100
GCE A level geography	Retention (%)	81	88	76
	Pass rate (%)	88	100	78
Access to higher education	Retention (%)	77	76	62
	Pass rate (%)	100	100	100
GCSE English (16 to 18 year old students)	Retention (%)	80	88	70
	Pass rate (%)	59	77	44
Modern foreign languages (part-time evening provision)	Retention (%)	60	70	96
	Pass rate (%)	98	99	98

Source: college data

Curriculum Areas

Provision for Students with Learning Difficulties and/or Disabilities and Adult Basic Education

Grade 3

29 The inspection covered programmes for students with learning difficulties and/or disabilities, and basic education for adults. Inspectors observed 11 lessons. In its self-assessment report the college failed to identify some areas of weakness and overstated some strengths.

Key strengths

- the effective use of work experience to develop vocational skills
- effective teaching and learning methods
- good use of IT
- the students' success in progressing to further training and employment

Weaknesses

- some insufficiently demanding lessons
- inadequate attention in lessons to students' individual needs
- limited opportunities for students to achieve accreditation in vocational subjects
- the lack of rigour in reviewing students' progress

30 Courses in this curriculum area aim to provide students with a general preparation for work and training, and to enable them to develop the key skills of numeracy, literacy and IT. All students have good opportunities to gain accredited awards in these skills, but they have insufficient opportunity to obtain accreditation in specialist vocational skills and subjects. Students are provided with individual study programmes and these include some vocational

provision, for example in food craft and basic food hygiene. The students also take part in the college-wide personal enhancement programme. Inspection findings confirmed the strengths in work experience identified in the college's self-assessment report. All students are provided with work experience and some students take part in a mini-enterprise scheme. Teachers build on the experiences students have gained on their work experience placements to provide motivation and develop work-related skills.

31 The quality of teaching and learning was satisfactory or good in all but one of the lessons observed. Teachers gave encouragement to students and they were successful in sustaining their interest. They carefully monitored students' attendance and punctuality. Class management was good. Teachers dealt with inappropriate behaviour in a sensitive manner. Lessons contained a range of appropriate learning activities including class discussion, work in pairs, and individual work. Teachers made good use of resources such as IT equipment, audio tapes, video recorders and cameras. Lesson plans were detailed, but failed to specify what individual students should have learned by the end of the session. As the self-assessment report recognises, some lessons failed to challenge the more able to use their skills to the full, and they were also unsuitable for the weaker students. For example, in one lesson for students with learning difficulties, students were asked to watch a video film about health and safety at work, and then to identify hazards in preparation for a discussion about hazards they might encounter in their work placements. Some students lacked the ability to watch a film and make notes at the same time. Other students, however, carried out such a task with little effort and they were not given work which was sufficiently demanding for them.

32 The teaching of the key skill of IT is good. Students are encouraged to use the college's IT resource base, and many use it with confidence

Curriculum Areas

in the presentation of their assignments. This use of IT was identified as a strength in the self-assessment report. Key skills are taught as separate subjects and are not an integral part of the whole programme. Teachers concentrate too much on the demands of accreditation and devote insufficient attention to addressing students' individual needs.

33 At the beginning of the course, staff assess students' needs and abilities and, in negotiation with the students, they draw up individual learning programmes for them. Systems for reviewing students' progress during the course focus on the completion of tasks and general progress through the curriculum. The reviews are insufficiently matched to the needs for individual skills and personal development which have been identified in the initial assessment. Retention rates are high, and most students attend regularly. In 1997, 72 per cent of those completing courses progressed to work or training. Others progressed to further education courses at a higher level.

34 Curriculum organisation and management have recently been improved by the creation of two new posts for adult basic education and learning support. The roles of staff are clear and management delegates responsibilities effectively. As the self-assessment report indicates, staff have specialist qualifications and appropriate experience. A learning support assistant works mainly with students who have sensory medical needs, and the learning support tutor focuses on key skills. Learning materials are easily available and well indexed. Most accommodation is of a good standard.

Cross-college Provision

Support for Students

Grade 2

35 Inspectors mostly agreed with the college's identification of strengths and weaknesses in this area, but they considered that some weaknesses were understated.

Key strengths

- the helpful advice and guidance for potential students
- the high level of personal support for full-time students
- the efficient identification of students' additional support needs
- good systems for improving students' retention rates
- an extensive personal enhancement programme for students

Weaknesses

- inconsistencies in tutorial practice
- inadequate support for part-time students
- some underdeveloped aspects of additional support for students
- insufficiency of counselling provision

36 Support for students is primarily the responsibility of the central student services team. Members liaise closely with the learning support team, who identify, and provide for, students' learning support needs. A cross-college team carries out liaison with schools. These teams are supported by the college marketing unit, and they all work effectively together.

37 Students receive helpful information and guidance when choosing their courses. Publicity materials are well produced and informative. Members of the schools liaison team visit schools to promote the college's provision. Lively and popular 'taster' programmes offer

year 10 and 11 students opportunities to sample college programmes. Open days attract many prospective students. The college runs a successful recruitment shop in the town centre and this provides some 10,000 prospective students with information about the college each year.

38 Inspectors agreed with the college's judgement that members of the college's central admissions team provide applicants to full-time and substantial part-time programmes with impartial guidance. They interview all prospective students, often in partnership with learning support tutors if an applicant has been identified as being in need of additional help with his or her learning. The central admissions team provides timely reports to college managers showing recruitment to college by programme. There is no college-wide system for the accreditation of students' prior learning, though such accreditation takes place on some courses administered by the business development unit.

39 All full-time students are given a well-structured induction to college and to their course. Induction packs have recently been prepared for part-time students but their effectiveness has not been evaluated. The student services team provides support, materials and guidance to tutors to help them with induction activities. A particularly successful feature is the induction event for the parents of students aged 16 to 18 at the end of the students' first week of study.

40 Students on all full-time and many part-time courses are tested on entry to identify any additional support they may require in literacy, numeracy and IT. The results of the tests are given to personal tutors. They help the students who need additional support to choose from a range of options, the method of receiving it which is most suitable for them. For example, students may attend workshop sessions or receive support in class. Currently, 72 per cent of the students identified as requiring additional

Cross-college Provision

support, choose to take it up. Inspection findings confirmed the college's judgement that it did not adequately assess the effectiveness of the support provided. There is insufficient liaison between teachers and support tutors over, for example, the development of suitable learning materials for, and ways of providing, learning support.

41 All full-time students have a personal tutor who is allocated time for tutorial duties. Tutor groups meet for one hour each week. Students' responses to questionnaires demonstrate that they value the support they receive from their personal tutors. In its self-assessment report, the college has identified that the standards of tutorial support are not consistently high across the college and that there is a lack of systematic tutorial support for part-time students. There is insufficient monitoring and co-ordination of the work of personal tutors. The college is addressing inadequacies in its tutorial arrangements and a senior tutor has been appointed to oversee tutorial practice. Reviews of students' progress are held at regular intervals throughout the students' course. Consultation evenings are held for the parents of 16 to 18 year old students to discuss the reports which ensue from these reviews. Tutors do not make systematic use of records of achievement and students do not draw up individual action plans for improving their performance.

42 In conjunction with other North Yorkshire colleges the college took part in a collaborative project on students' retention and as a result of this, it has developed systems for improving students' attendance. By considering various risk factors, student services staff identify students who are at risk of leaving before completing their courses, and they provide extra support for them and their tutors. For example, attendance patterns are analysed, relevant information is passed to tutors, and students who are giving cause for concern are offered individual interviews. As the self-assessment report indicates, there have been measurable

improvements in the attendance of identified groups of students since the service began.

43 In conjunction with York and North Yorkshire Guidance Services, the college offers an extensive careers education and guidance service. Personal tutors use accredited careers units in group tutorials, though the self-assessment report recognises the need for further staff training to support this initiative. A well-qualified and experienced counsellor is available by appointment on two half-days in the week. Students are also referred to external agencies. The counselling service is overstretched and there is a backlog of students seeking support.

44 The college has an extensive personal enhancement programme which offers students the opportunity to extend their study programme by taking additional subjects, working for the Duke of Edinburgh award, or by taking part in community service or sporting, cultural and recreational activities. Social and recreational events are organised by the curriculum teams and the students' union. Over 100 students are involved in college sports teams, many of which are sponsored by local companies. There is a college sports afternoon on Wednesdays. The students' union is poorly supported by students.

45 Inspectors agreed with the college's judgement that nursery provision is of a high standard. A popular and well-managed nursery provides effective childcare for the babies and young children of students, and the college also provides financial support to enable students to obtain childcare elsewhere. It helps about 80 students a year with such childcare assistance.

Cross-college Provision

General Resources

Grade 2

46 Inspectors recognised that the college had made significant improvements to its resources since the last inspection in 1993. They agreed with the college's analysis of strengths and weaknesses in its self-assessment report.

Key strengths

- the up-to-date technology transfer centre
- the spacious open learning centre and expanded library provision
- the refurbished and popular catering facilities
- good provision of modern, networked computers

Weaknesses

- problems with buildings designed as a school rather than a college
- the unwelcoming students' common room
- the unreliability of the students' IT network

47 Major improvements have been made to the college's accommodation since the last inspection. The new £1.1 million technology transfer centre, funded mainly from college and European sources, provides excellent facilities for engineering, electronics and computer-aided design courses. It has allowed the college to dispose of its old town centre annexes which were drab and not fit for their purpose. An open learning centre, where students may study on their own at times which suit them, was created from the former school hall in 1994. It is spacious, air conditioned, has modern furniture and is well used. The library has been extended to include a 'silent area' and a careers section. The refectory and kitchen areas have

been refurbished. The catering facilities are popular with both students and staff, particularly for the quality of the food and its value for money. Car parking space has been significantly increased. Because the college is substantially on one storey, most of the buildings are accessible to wheelchair users. Although some of the staff workrooms are cramped, staff comment favourably on the grouping of rooms by curriculum area because this promotes teamwork. Inspectors agreed with the self-assessment report that the students' common room is poorly furnished and decorated. The college has established a 'students' improvement group' to address this issue.

48 Overall, the accommodation provides an attractive learning environment, both on the main site and in the centres. The main college is housed in the buildings of a former secondary school and these cause problems. For example, although room utilisation is high, seat occupancy is low because classrooms were originally designed for much larger groups. As the college has expanded, more mobile classrooms have had to be erected as the permanent buildings have reached capacity. The sports hall, built for the school in 1983, is spacious but lacks modern facilities. As the self-assessment report states, property and health and safety committees meet regularly and address relevant resource issues. A 10-year planned maintenance programme is in operation. The college employs its own cleaners and standards of cleaning throughout the buildings are good. New signposting has recently been installed throughout the campus.

49 Inspectors agreed with the self-assessment report that spending on library provision is a strength. In 1996-97 for example, library expenditure amounted to over £24 for each full-time equivalent student. The library is well stocked, with an average of 20 books for each full-time equivalent student. Most books are less than 10 years old. The library is open in the evenings for four nights a week. The academic

Cross-college Provision

board has recently established a library committee to improve the links between the library and curriculum areas and to establish clearer criteria for the allocation of library funds. There is a computerised cataloguing system which includes the titles of useful articles from periodicals. Each year the librarian produces a detailed report for senior managers on library usage, using statistics produced by the computerised system.

50 The open learning centre provides additional study spaces and computer facilities. Overall, there is a good ratio of one study space for every seven full-time equivalent students. On its main site and at its centres, the college has 260 industrial-standard computers available for students' use, providing a good ratio of one workstation for six full-time equivalent students. Good provision of study spaces and computers was identified as a strength in the self-assessment report, and confirmed by inspection. Most computers are networked and use modern software. Students have, however, reported periodic malfunctions of the computer system, sometimes resulting in the loss of their work. An IT steering group has been recently established to address problems with the computer system and to improve its reliability. The new technology transfer centre has video conference facilities, an internet connection, and advanced computer equipment. A central reprographic facility is available to staff, with technician support. Students are provided with a photocopier swipe-card when they enrol, enabling them to obtain some copies free of charge.

Quality Assurance

Grade 2

51 Inspectors considered that the college had underestimated some of its strengths in the area of quality assurance. They found that significant improvements had been made since the self-assessment report was written.

Key strengths

- thorough course review and evaluation
- rigorous quality assurance of collaborative provision
- an effective system for obtaining full-time students' views on the quality of provision
- robust self-assessment procedures
- a well-developed system of classroom observation

Weaknesses

- underdeveloped service standards for cross-college areas
- inconsistent application of quality assurance procedures at course level

52 Inspectors agreed with the college's assessment that since the previous inspection in 1993, quality assurance arrangements have improved significantly. Clear policies on quality assurance have been introduced. There are well-defined reporting arrangements for managers, the academic board and governors to consider the evaluations produced by course teams. The processes of quality assurance, self-assessment and strategic planning are well integrated. Measurable improvements have resulted from the quality assurance process. For example, retention rates on vocational courses have improved over recent years.

53 Annual course evaluation procedures are well established and comprehensive, and in most cases, they are carried out effectively. Evaluations include the grading of lessons observed, the use of performance indicators and an analysis of students' views. Course teams set targets for recruitment, students' retention and achievements, and in so doing they take into account targets which have been set for the college as a whole. For GCE A level subjects, value-added targets are set, comparing the grades students obtain in their examination with those predicted for them at the beginning

Cross-college Provision

of the course. In some cases, the evaluation of courses is inadequate. For example, GCE A level mathematics and English undergo thorough evaluation, whereas GCSE courses in these subjects do not. Insufficient use is made of computerised management information to monitor the college's performance against targets. There are no formal arrangements for the evaluation of curriculum areas, as opposed to courses. The courses taught by college staff at Wetherby Business College and those offered as collaborative provision undergo thorough evaluation. This includes the assessment of teachers by students and it involves the use of a 'Franchise Good Practice Manual'. The strength of quality assurance for collaborative provision was underestimated in the self-assessment report. Procedures for the internal validation of courses are overseen by a subcommittee of the academic board and they are rigorous and widely understood by staff. New course proposals are considered against a range of factors including the identified demand for the course, resourcing implications and quality assurance arrangements.

54 The college's charter clearly sets out students' responsibilities and entitlements and on some courses students refer to it throughout the year. A modified version of the charter is issued to part-time students. The charter was reviewed for the first time in 1997. The college monitors its performance against standards specified in the charter. Surveys are carried out to establish students' views of the college and their courses. An analysis of survey findings is presented to the academic board and governors, comparing data over a four-year period and leading to an action plan for the improvement of provision. As the college recognises in its self-assessment report, the views of part-time students and of employers are not sought systematically. The college has recently established service standards for cross-college areas. However, the student services team is the only cross-college team so far to have used them in order to monitor its performance.

55 The preparation of the self-assessment report prepared for the inspection involved all staff. The self-assessment process was rigorous. It involved course reviews, lesson observations and the use of performance indicators. The self-assessment report was moderated by the self-assessment committee, which included the chair of governors and external representatives. As part of the self-assessment process, a trained team of college staff evaluated 70 lessons, using the same grading system as inspectors. Inspectors consider that the strength of the lesson observation system is understated in the self-assessment report. The college has a reciprocal arrangement with a sixth form college whereby staff from one institution observe classes of the other.

56 The staff development budget represents 1.5 per cent of the college's total budget and it pays for costs such as course fees. Responsibility for the budget is devolved to line managers who operate it in accordance with priorities identified in the college strategic plan and in the light of the staff development needs of individual staff. There is an annual appraisal system for all staff and staff development needs are identified through this. Staff speak highly of the appraisal process. They welcome the opportunity it provides for them to set realistic targets for themselves. The college operates a management development programme and an 'employee development' scheme through which staff have an entitlement to free college tuition. The college has recently obtained Investor in People status.

Cross-college Provision

Governance

Grade 1

57 In the main, the inspectors agreed with the college's judgements on the quality of governance. In some respects, the strengths of the corporation were understated.

Key strengths

- the commitment of the corporation to the college and its community
- the broad range of governors' expertise
- the corporation's effective committees
- the close monitoring of the college's financial position by governors
- good attendance at corporation and committee meetings
- thorough clerking arrangements
- the open style of governance

Weaknesses

There were no significant weaknesses.

58 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

59 The corporation is highly committed to the college and to upholding its standing in the community, a strength recognised in the self-assessment report. Governors participate in a wide range of events that celebrate the achievements of students, staff and the college. Attendance at board meetings is high, and in 1996-97, it was 82 per cent. The corporation has a code of conduct and this applies to governors when they are speaking publicly on corporation matters. The corporation meets termly and is well supported by the clerk to the

corporation who operates professionally and efficiently. Agendas and minutes are thorough and they are produced to a high standard. The conduct of meetings is regulated by a comprehensive set of standing orders. Corporation business is conducted mainly through the finance, audit, employment policy and remuneration committees. These have good reporting arrangements and clearly-defined terms of reference. The corporation operates openly. For example, it holds an annual general meeting which attracts good attendance from the public. The college's annual report states that the register of interests is open to the public. All governors receive monthly management accounts and the corporation monitors the college's financial position closely.

60 The corporation has 16 members, including 12 independent members. There is currently one vacancy. No students or staff are governors. The corporation has only one woman member despite the college's considerable efforts to encourage women to become governors. The governors maintain good links with staff and students. For example, governors take part in the work of college committees and meet student representatives termly. Between them, governors have a good range of expertise, relating to business management, finance, human resources, trade unions, estates and education. Governors have undertaken a thorough and productive audit of the skills they possess collectively and this has helped them to allocate responsibilities appropriately amongst themselves. Governors' terms of office are suitably staggered to ensure that there is some continuity of membership.

61 The corporation oversees the college's work effectively. The governors' close involvement in the college's well-established planning process was understated in the self-assessment report. Governors have a whole-day meeting on the strategic plan in April each year when they divide into small groups and work with managers to discuss and evaluate important

Cross-college Provision

strategic objectives. In the following November, governors monitor the extent of progress made in implementing the plan. Governors contribute to the future planning of the college's course programme. For example, they recommended the provision of higher level courses for local industry as their response to the Dearing report on higher education. They heavily influenced the management decision to extend the college's provision of adult education in order to widen participation by adults. Governors evaluate the performance of senior managers and they have also evaluated their own performance. There is an induction process for new governors and this includes mentoring by experienced members of the corporation. Training for governors includes whole-day events to prepare governors for debate and decision-making on important issues. Inspectors confirmed the college's assessment that the corporation evaluates the college's performance thoroughly. Governors receive regular reports from the executive and they pay particular attention to students' achievements, the promotion of equality of opportunity in the college, and financial matters.

Management

Grade 2

62 In general, inspectors agreed with the college's assessment of the quality of its management. Some strengths and some weaknesses in management were, however, understated in the self-assessment report.

Key strengths

- achievement of most key targets
- the college's comprehensive market information
- the effectiveness of the new management structure
- the beneficial impact of the business development unit

- the open and participative style of management
- effective communication at all levels
- good financial management
- extensive liaison with a range of partners

Weaknesses

- weaknesses in operational planning
- inadequacies of the college's management information systems
- the lack of effective implementation strategies for a number of important college initiatives

63 College strategic planning is thorough and it is informed by an impressive array of market information gleaned from many sources. The college has exceeded its main FEFC targets and it has achieved significant growth since incorporation. Although operational plans are cross-referenced to college strategic objectives, the planning process is not fully effective or fully understood across the college. For example, on some courses staff have not considered ways of improving recruitment when enrolments fall below target levels. Each curriculum area and support service has operational statements. These specify strategic targets. Teams of staff monitor their progress towards meeting these targets within stated timescales. As the college acknowledges in its self-assessment report, operational objectives are not well understood by staff in a few teams, and some are insufficiently linked to the college's strategic plan.

64 The senior executive team works productively with the corporation. Its meetings are well run. Good minutes are kept and effective action-planning is carried out. College staff informed inspectors that they felt valued and that they were encouraged to contribute to college developments. They appreciate the open and participative style of college management.

Cross-college Provision

Industrial relations within the college are good. All staff have accepted new contracts of employment. All staff appointments are made in accordance with the principles of equality of opportunity.

65 The college's revised management structure is proving effective. Changes have been made to it recently with the aim of improving the college's business performance. Staff have been supportive towards these changes and they have helped to implement them. Each executive manager has a wide range of responsibilities and is supported by divisional managers. Area co-ordinators are responsible for a group of subjects or courses and report to divisional managers. They deal with a substantial range of curriculum operational matters on a daily basis. Staff in these posts are settling in to their new roles and they are keen and enthusiastic. Some posts are not proving to be effective. For example, staff do not fully understand course costings and some area co-ordinators are given insufficient authority to ensure effective leadership of their curriculum area. All managers have well-defined roles and clear job descriptions. The college has an extensive committee structure and there are detailed rules of membership and clear terms of reference for each committee.

66 Internal communication is effective. All staff are briefed regularly on important issues, often by electronic mail and sometimes by the principal at meetings. A weekly bulletin is issued. Team meetings are held by middle managers. Staff can add agenda items for these meetings if they feel the need for further discussion on important issues. There is a comprehensive range of policies which aim to further the effective operation of the college and these are systematically updated. The college has a clear equal opportunities policy and a recruitment and staff selection policy. The college has commitments to, but no clear strategies for, widening participation and promoting the use of IT in all curriculum areas.

The self-assessment report did not acknowledge the lack of such strategies. College staff are well deployed. New staff receive effective induction to help them to get to know the college and its administrative procedures.

67 The college's self-assessment report underestimates the beneficial impact of the well-managed business development unit. The unit has enabled the college to develop new areas of business rapidly, increase its sources of income and be more responsive to employers and the local training and enterprise council (TEC). It has significantly increased the college's income, contributing £1.3 million in less than three years. The inspectors agreed with the college's claim in the self-assessment report that links with external bodies are excellent. The representatives of such bodies regard the college as proactive and supportive. The college, in broadening its curriculum, is providing many new opportunities for adults who have not normally participated in further education. It has a productive alliance and large contract with North Yorkshire County Council to provide the Selby district adult and youth community education programme. An external assessor rated the college's provision for this programme highly.

68 College data returns to the FEFC and responses to Council Circulars are sent in on time and they are mostly accurate. Middle managers and area co-ordinators maintain many of their own records of data, some of which are paper-based. As a result there is some unnecessary duplication of effort by the co-ordinators and the college's central administration. There are no links between the finance, administration and property databases. Some staff teams lack confidence in centrally-held data and are unable to obtain reports in a form which allows them to carry out an effective analysis of information.

69 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Finance staff are

Cross-college Provision

well qualified. Internal management accounts are produced monthly for review by the executive team, the finance committee and other governors. The college's financial regulations are frequently updated, and they are reviewed and approved by the finance committee. There are some minor weaknesses in the presentation of budgetary information to governors. The internal and external auditors have not reported any significant weaknesses in relation to financial control. However, the internal audit needs assessment 1997 to 2000, in terms of audit days, is low for a college of this size.

Conclusions

70 Inspectors found that the college's self-assessment report was of considerable use to them. It provided a detailed and thorough evaluation of the college's provision with which the inspectors, for the most part, agreed. It clearly identified weaknesses and it specified ways of addressing them. The self-assessment report included grades for teaching and learning, awarded on the basis of classroom observation, and these accorded closely with those given by the inspectors. The inspection team agreed with the majority of the judgements in the self-assessment report. Inspectors considered that the college was overgenerous in its grading of one curriculum area and one cross-college area, but also concluded that it had underestimated the strengths of its quality assurance arrangements. The action plan arising from the self-assessment report had led to identifiable improvements by the time of the inspection.

71 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

College Statistics

Student numbers by age (November 1997)

Age	%
Under 16	1
16-18 years	24
19-24 years	10
25+ years	64
Not known	1
Total	100

Source: college data

Student numbers by level of study (November 1997)

Level of study	%
Foundation	50
Intermediate	20
Advanced	13
Higher education	2
Leisure/recreation (non-schedule 2)	15
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (November 1997)

Programme area	Full time	Part time	Total provision %
Science	122	891	30
Construction	0	9	0
Engineering	40	37	2
Business	148	416	17
Hotel and catering	74	7	2
Health and community care	161	664	25
Art and design	104	134	7
Humanities	217	329	16
Basic education	13	32	1
Total	879	2,519	100

Source: college data

Staff expressed as full-time equivalents (November 1997)

	Perman-ent	Fixed term	Casual	Total
Direct learning contact	50	5	0	55
Supporting direct learning contact	16	6	0	22
Other support	61	2	0	63
Total	127	13	0	140

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

College Statistics

Three-year Trends

Financial data

	1994-95	1995-96	1996-97
Income	£4,244,000	£4,524,000	£5,084,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£16.56	£17.08	£17.47
Payroll as a proportion of income	60%	56%	54%
Achievement of funding target	109%	102%	123%
Diversity of income	28%	21%	25%
Operating surplus	-£17,000	£68,000	£36,000

Sources: Income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

ALF – Performance Indicators 1995-96 (1994-95 and 1995-96), Funding Allocations 1996-97 (1996-97)

Payroll – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96), college (1996-97)

Diversity of income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Operating surplus – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Performance data for students aged 16 to 18

<i>Qualifications</i>		1994-95	1995-96	1996-97
GCE A level	Number of candidates	141	149	186
	Average point score per entry	4.3	4.8	4.6
	Position in tables	top third	top third	top third
Advanced vocational	Number in final year	170	100	87
	Percentage achieving qualification	79%	88%	91%
	Position in tables	middle third	top third	top 10%
Intermediate vocational	Number in final year	*	60	35
	Percentage achieving qualification	*	67%	91%
	Position in tables	*	middle third	top 10%

Source: DfEE

Note: the majority of the college's students are 19 years of age or older

The achievements of these students are not covered in published DfEE performance tables

**1994-95 intermediate vocational results not available*

College Statistics

Three-year Trends *(continued)*

Students' achievements

		<i>1994-95</i>	<i>1995-96</i>	<i>1996-97</i>
Advanced academic	Pass %	81	85	83
	Retention %	87	90	83
Advanced vocational	Pass %	82	89	81
	Retention %	65	69	72
Intermediate vocational	Pass %	69	60	75
	Retention %	70	62	92

Source: college data

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