

**REPORT
FROM THE
INSPECTORATE**

**Shrewsbury
College of Arts
and Technology**

April 1995

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

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

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.*

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FEFC INSPECTION REPORT 50/95

SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY

WEST MIDLANDS REGION

Inspected May 1994 – January 1995

Summary

Shrewsbury College of Arts and Technology is a major provider of further and higher education for all age groups in Shropshire. The college offers a wide range of vocational programmes and courses for industry. It has clear and effective marketing strategies, and its market research is well developed. The corporation and management have a positive commitment to the college and provide strong leadership. There are good relationships and effective communication between members of the corporation and senior managers. Teaching is good, and the relationships between staff and students are positive. The college has an effective work experience scheme, and a commitment to students with learning difficulties and/or disabilities and to adult education. Many students undertake enrichment activities, some with an international dimension. A high level of examination success was achieved on most vocational courses. There is a high retention rate on many courses and thorough information is obtained on students' destinations. There is a clearly-written college charter. The quality strategy is understood by staff, and measurable quality standards have been adopted. The college has a welcoming and comfortable environment, and access for students with disabilities is generally good. The college should: improve the quality of its self assessment; strengthen its management information system; improve GCE A level examination results; improve the audit of quality procedures; replace out-of-date technology equipment; and resolve the lack of agreement on land and accommodation assets.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science, mathematics and computing	3	Health care	2
Construction	2	Art and design	2
Engineering	2	Humanities	2
Business	2	Adult basic education	2

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INTRODUCTION

1 Shrewsbury College of Arts and Technology was inspected in three stages. Specialist programme areas were inspected in May and November 1994 and enrolment and induction provision was inspected during August and September 1994. Aspects of cross-college provision were inspected in January 1995. In all, 11 inspectors used 62 inspector days, visited 144 classes involving over 1,500 students, and examined samples of students' written and practical work. They held discussions with governors, staff, students, parents, local employers, local head teachers, and representatives of the community. Documentation inspected included course information, the college's strategic plan, management reviews and reports and minutes of committees. Views were also obtained from the Shropshire Training and Enterprise Council (TEC).

THE COLLEGE AND ITS AIMS

2 Shrewsbury College of Arts and Technology is the largest college of further education in Shropshire. It serves a wide catchment area including the whole of Shropshire and parts of the adjacent counties. In September 1992, Shrewsbury College of Arts and Technology merged with the Bridgnorth and South Shropshire College of Further Education, strengthening its presence in the east and south of the county. The college is located on three main sites in Shrewsbury and one in Bridgnorth, and it has a number of annexes.

3 The college has recently been reorganised into six main teaching schools. At the time of the inspection 2,006 students were enrolled on full-time programmes and 8,726 on part-time programmes. Enrolments by age and level of study are shown in figures 1 and 2. The college expects to meet the enrolment targets agreed with the Further Education Funding Council (FEFC) for the academic year 1994-95. There are 283 full-time academic and support staff and more than 450 part-time staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 3. In addition to the FEFC-funded provision, the college has a wide-based adult and community education programme supported by the local education authority (LEA), covering more than half of Shropshire. There were 4,422 enrolments on this programme in the autumn term. Enrolments by mode of attendance and curriculum area are shown in figure 4.

4 The post-16 education sector within the county is becoming increasingly competitive. The college is one of seven FEFC-funded institutions in Shropshire. Since 1981, when Shrewsbury Sixth Form College was formed, Shrewsbury itself has had two post-16 institutions. There are also a number of schools with sixth forms and a city technology college in the county.

5 Shropshire is among the larger English counties in the geographical area, but it is one of the most sparsely populated. Most of the county is

rural. Although the overall population density is low, there is a marked contrast between the rural areas and the towns of Shrewsbury and Telford. The average age is rising, especially in the rural areas, and is predicted to go on rising. Throughout the rural area, choice of work and education are conditioned by the availability of transport.

6 Just over 85 per cent of businesses in Shropshire employ fewer than 25 people. One per cent of companies employ more than 200 people, and these account for over a quarter of the workforce. The Shropshire TEC's labour market assessment for 1993 revealed that only one-third of Shropshire's employers had a central strategic training plan, and that three-quarters of the country's employers spend less than 1 per cent of turnover on training. Unemployment in the county was 6.5 per cent in November 1994.

7 The college's mission statement asserts that 'the college exists to develop the potential of all of its students by providing appropriate education and training'. The college offers potential students a wide range of programmes which can be pursued through a variety of modes of study. It is seeking to extend educational opportunities for adults both by expanding its programme of access courses leading to higher education, and by attracting a growing number of adult students to mainstream provision. The number of young people staying in full-time education in Shropshire has increased by 20 per cent over the last five years. In 1994, the post-16 participation rates for Shrewsbury and Bridgnorth areas were 76 and 75 per cent, respectively. At present, more than 70 per cent of students are over the age of 19. The college is also energetically developing outreach provision through links with local schools, and is seeking further opportunities to develop in new and up-to-now, neglected rural areas.

8 The college has many links with local employers and professional associations. Recently, it has established partnerships with several educational institutions in Europe and the United States of America. The college collaborates with the Shropshire TEC in the provision of business start-up courses for the owner-managers of small and medium-sized enterprises. It is actively involved in the Skills Focus Network initiative and the Career Focus Consortium. It has developed learning resource centres on all sites to provide support to students. To improve access, new centres in electronics and science have been constructed. The science centre, sponsored in part by a Fairbairn Fellowship, was one of only 12 awarded by the Association for Colleges for curriculum development in 1994.

RESPONSIVENESS AND RANGE OF PROVISION

9 College staff are well informed about trends and issues in the further education sector and about the government's aims and policies, including the national targets for education and training. The college's planning documents set out strategic objectives which take full account of these

targets and priorities. Following a period of rapid expansion in the three years before incorporation, the college failed to meet its growth target in 1993-94. The college attributed this to a number of factors, including increased competition for students, reductions in LEA discretionary awards and transport support, and the continuing effect of the recession on small and medium-size businesses' demands for part-time training. The college has set a modest growth target for 1994-95. Part of its strategy for meeting this target is to increase the recruitment of adults, who already constitute 70 per cent of enrolments, excluding community education.

10 The college offers more than 1,000 full-time and part-time academic and vocational programmes. These range from foundation level to franchised higher education courses. There is a broad range of vocational courses, including General National Vocational Qualifications (GNVQs) at intermediate and advanced level in five curriculum areas, with plans to introduce a further three in 1995-96. In addition, courses are running in 21 General Certificate of Secondary Education (GCSE) and 22 General Certificate of Education advanced level (GCE A level) subjects. The college is the major provider for the county in a number of vocational areas. It is the sole provider of construction, bakery and butchery courses. It is the major provider of vocational art and design courses and has recently added a part-time foundation course for mature students to the existing full-time foundation course in these subjects. There is a wide range of 'return to learn' programmes, from part-time basic skills to full-time access to higher education. Link courses are provided for local schools, including a GCSE in sports studies, and courses for two local special schools. The college works with social services and voluntary organisations to provide courses for adults with learning difficulties and/or disabilities.

11 An extensive LEA community education programme, consisting mainly of part-time recreation and leisure courses, is offered in many locations throughout the south and west of the county. Day and weekend courses form part of this programme. The college has an active adult and continuing education advisory committee which draws its membership from a wide area. At the time of the inspection, the college and its governing body were greatly concerned over the future of the community education programme given the cuts announced in the LEA budget.

12 The college runs higher national diploma courses in business studies and furniture design studies franchised by the University of Wolverhampton. On completion of their diploma course, students can progress to a third year of study at the university leading to a Bachelor of Arts honours degree. A certificate in education course is provided in partnership with the North East Wales Institute. There is a range of higher national certificate courses covering business, construction and motor vehicle engineering. About 500 students enrol every year on all kinds of higher education courses at the college.

13 The college has a management training unit, 'Management Horizons', which runs administrative, supervisory and management courses for over 20 local employers. A range of construction and technology training is commissioned by 13 local employers. The college also provides many courses leading to professional qualifications.

14 There are well-organised links with local schools. Local head teachers value the involvement of college staff in school-liaison activities and the good feedback which they receive on the progress of their former pupils. Staff in the college student services unit arrange programmes of visits, advice and guidance with more than 40 partner schools. In 1993-94, staff from the Shrewsbury centre made more than 70 visits to schools, colleges and careers events throughout the county and worked closely with local schools to provide help and advice to pupils, parents and staff. The college provides 'familiarisation days' for careers teachers in schools to update them on recent post-16 curriculum developments. The special relationship which the Bridgnorth centre enjoys with its local community has been carefully sustained. The intention is to develop a corporate approach to marketing and liaison throughout the areas served by the two centres.

15 There are good links with the sixth form colleges in Shrewsbury and Telford. In Shrewsbury, the two colleges, the College of Art and Technology and the Sixth Form College, combine to make joint presentations to final-year pupils in the schools, and co-operate in the use of joint application procedures to try to ensure fair opportunity and choice for students. The college works closely with a number of schools to provide community education and maintains a further education centre based in a rural secondary school. The college is a member of the Shropshire compact and of the Shropshire Education Business Partnership. A system of bursaries for engineering students operates in conjunction with a local employer. Links with industry are good. Advisory committees are active in many vocational areas connected with schools; art and design, construction, motor vehicle and motor trades committees are particularly well established. A minority of the committees have been inactive.

16 The college has a productive relationship with the Shropshire TEC and is active in the TEC skills focus initiative and the careers focus project. The college principal is a member of the TEC area advisory board. The college delivers business start-up courses for about 200 clients per year; foundation skills courses for some 250 clients; and 'women in business' days. Approximately 200 youth training trainees are enrolled, but numbers are declining. A particularly innovative project began in 1993-94, jointly funded by the Construction Industry Training Board, Shropshire TEC, and the college. It involves local schools in a variety of activities designed to increase pupils' awareness of the built environment and to improve links between the construction industry and education. A member of the college staff was seconded to the TEC for the year 1992-93 to help develop the skills focus initiative, which promotes National Vocational Qualification (NVQ) training in local companies. The college continues to assist the TEC

by providing members of staff to assist in the running of the TEC one-stop advice centre in Shrewsbury town centre.

17 The college has a clear and effective marketing strategy, approved and supported by the governors. The marketing budget represents approximately 1 per cent of the college budget, but has been cut back significantly in the current year, which has led the college to review the cost effectiveness and focus of some of its marketing activity.

18 The college produces a full-time and part-time prospectus for both campuses, a range of informative course fact sheets, and an annual booklet giving details of community education courses. The prospectuses and leaflets are professionally produced and provide comprehensive and clearly-laid-out information. New courses are imaginatively marketed. A summer marketing campaign has been held in Shrewsbury town centre for the past two years, and has produced significant numbers of enrolments. Tours of the college are arranged to encourage those who are thinking of returning to learn. In the autumn term of 1994, more than 3,000 prospectuses were delivered to 50 schools and colleges in the Shrewsbury, Bridgnorth and South Staffordshire areas. Numerous other marketing activities include the placing of information in local shops and supermarkets; advertisements on local buses; and the attendance of a mobile marketing unit at local shows. All activities are carefully evaluated. A start has been made on analysing enquiries, but an improved computerised information system is needed to support this work. There is some evidence of an increase in the number of students who make the college their first choice.

19 Market research is well developed. Strategic plans are based on a sophisticated needs analysis which draws upon labour market information from Shropshire TEC, the county council, and the college's own information sources. The college regularly commissions market research from a consultant, and the findings inform future strategy. The college has a programme of in-depth reviews in each school designed to determine the need for new programmes and to identify any that no longer meet the needs of clients and should be terminated or, for preference, modified to meet current requirements.

20 The college's equal opportunities policy applies equally to staff and students and was formally adopted by the governing body in September 1993. It includes statements on the college environment; marketing; liaison; access; curriculum; recruitment of staff; and a code of practice on personal harassment and discrimination. The college's publicity materials and charter reflect the commitment to equal opportunities, but this policy has yet to be fully implemented. The college has a commitment to open and equal access. This is reflected in the development of flexible-learning opportunities, including the provision of open and distance learning and the timing of some courses to fit in with childcare responsibilities.

21 The college is expanding its provision for students with learning difficulties and/or disabilities. It also provides a variety of full-time and part-time general education and life skills courses for young people and adults. The 'new horizons' course provides a transitional year for school leavers who need more time to prepare for employment and training and make choices about their future. This is a valuable opportunity for young people who have had limited success in their previous contacts with education. Students with learning difficulties and/or disabilities are fully integrated into college life. The college's equal opportunities committee has representation from voluntary organisations, special schools, the health authority, the careers service, Shropshire TEC, social services, and the borough council. It meets at least once per term and acts as the advisory body for this programme area.

22 There are childcare facilities at the Monkmoor site in Shrewsbury, where there is an 18-place creche, and in Bridgnorth, where the college has two places in a private day nursery. There are no childcare facilities on other sites. The college's strategic plan includes the establishment of a creche at the Radbrook site in Shrewsbury by September 1996. There is a waiting list for childcare places, although some of those at Monkmoor remain unfilled.

23 The college has a considerable programme of enrichment activities. Many of these are built into course programmes. There are also well-supported sporting and other extra-curricular activities. European studies forms part of the entitlement for some 120 students, and the college's strategic plan includes targets for the development of further international links and foreign language opportunities for all students. In 1993-94, a Euroform project enabled the establishment of a 'flexitronics' centre to provide a focus for flexible training in electronics, which involved collaborative work on flexible and distance learning with a partner institution in Italy. European languages are provided in a number of vocational courses and the college has links with partners in France and Germany. Visits and work experience exchanges are arranged and electronic-mail links have been established. The college has also developed links with a community college in the United States and plans are in hand for a number of projects and exchanges.

GOVERNANCE AND MANAGEMENT

24 The college's geographical spread and diverse range of provision present members of the corporation and the management with complex management challenges. The greatest challenge is to find ways of increasing enrolments in the face of changes in local authority funding of mandatory and discretionary awards and transport; the already high local participation rate by the 16-19 age group; increasing competition from other providers; and economic pressures on local small businesses.

25 The corporation has been reduced from an original membership of 20 to one of 12, including the principal and an elected staff member.

Their backgrounds include engineering, management, local government, accountancy, architecture and trades union activity. There are currently two vacancies on the corporation. The vice-chairman is the only woman on the corporation. Efforts are being made to redress this imbalance, to increase the corporation's expertise in legal matters, and to match representation better to the geographical spread of the college's catchment area. The TEC representative on the corporation is the chief executive of the Shropshire TEC. The estates and audit committees meet regularly. The employment and finance committee has yet to meet regularly, and these matters are currently discussed at the full corporation meetings. The remuneration committee meets as necessary. Attendance at meetings is good. Members are deployed between the subcommittees to make best use of their expertise.

26 Comprehensive information is produced for the corporation on financial, management and academic issues. Academic information about the college comes to the corporation through two channels: the principal's report, which is a permanent item on the corporation's agenda, and a monthly newsletter from the principal to the governors. The minutes of the corporation are agreed and signed, and a copy is made available in the college library. In the past, there has been a tendency to treat much of the corporation's business as confidential and to restrict the circulation of papers, but the process of governance is gradually being made more open. The corporation has been involved in the development of the strategic plan, the college charter and the contract of employment. The equal opportunities, marketing, and other major college policies are discussed by, and have been approved by, the corporation.

27 The corporation functions at the strategic level, leaving the day-to-day management of the college to the principal and senior management. Training has been provided for the corporation members on the strategic plan, needs assessment, funding mechanisms, accounts and balance sheets. One governor is actively involved in health and safety within the college and many governors are members of college advisory or liaison committees. Open-forum meetings take place where academic and administrative issues are discussed. Many corporation meetings include a presentation by members of the college staff on particular programmes or subjects. The corporation is briefed on appropriate FEFC documentation. The lines of communication between the corporation and senior management are well defined and operate effectively. However, links between the corporation and other staff have yet to be fully developed.

28 The college academic board was reconstituted in May 1993 and is chaired by the principal. It meets about six times per year and is made up of elected members from the schools and representatives of senior management. It is an effective forum for the consideration of such matters as course validation, student discipline and the college charter.

29 Since September 1994, the senior management team has consisted of the principal, the vice-principal and four assistant principals. The team meets every two weeks. There is strong leadership from the principal who has delegated responsibility for curriculum and students to the vice-principal, while retaining control of resources and staffing. The four assistant principals have responsibilities for governance and finance; corporate planning and effectiveness; learning; marketing, recruitment and guidance. In addition, a personnel manager and the director of administration and support services report to the principal. There are six heads of school who are responsible to the principal or vice-principal through the appropriate assistant principal.

30 The college management team comprises: the senior management; the heads of school or their deputies; the head of adult and continuing education; the personnel manager; and the director of administration and support services. It also meets every two weeks. Members of the corporation have been invited on occasion to these meetings. The minutes of the meetings of these two management teams are not written to a standard format, and do not always make it clear where responsibility falls for actions which have been agreed.

31 The present school structure was established in September 1993 by the amalgamation of existing subject schools. The schools are: art and design; business; caring, catering and education; humanities and science; and technology. Recently, the Bridgnorth centre has been established as a school by integrating all its subject areas. All the schools now have a clear identity and carry responsibility for the management and control of their provision. School meetings take place regularly and the teams are responding positively to this structural change.

32 The college's first strategic plan was discussed both by senior management and by the corporation; the second plan involved staff at all levels. Several open-forum discussions between the members of the corporation and senior management were held to develop the relevant documents. The strategic plan identifies the need to increase adult student numbers, and to improve tutorial, counselling and guidance services, and learning and assessment programmes, with the object of improving retention and achievement rates. Strategic objectives have been set for the next four years and the plan includes completion dates, responsibilities and monitoring arrangements. Comprehensive policies for equal opportunities and health and safety are set out in the personnel handbook. Staff responsible for these matters are identified. The college has an environmental policy based on the local authority environmental charter.

33 The strategic plan contains a review of the previous strategic plan and objectives for the next phase. Each school's strategic plan was produced to a common format. The college's self-assessment report, and other documents prepared for the quadrennial inspection, describe the structure and current state of the college and emphasise its positive

achievements and objectives. They contain little self-critical analysis of the college's strengths and weaknesses, and do not address the quality assessment guidelines set out in Council Circular 93/28, *Assessing Achievement*. The college should review its use of self assessment as a means of identifying objectives for improvement.

34 Budget allocations, based on student numbers, are made to schools for consumables, small items of equipment and part-time staffing. Schools can carry forward surpluses and vire between budget headings. Detailed financial information is provided monthly to schools and other cost centres, whose staff have received training in its interpretation and use. The school of technology produces information which enables costings, including consumables by course hour, to be estimated. However, few other schools have undertaken detailed analysis of the costs of course delivery. Major expenditure is the subject of a college bidding process. Bids are discussed and prioritised by the senior management after discussions with heads of school. There is a cross-college fund for the purchase of larger items such as information technology equipment and college transport. Estimated income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6.

35 The college management information systems currently consist of three separate packages for finance, personnel and students' records. The first two are commercial software packages; the third was developed in house. The senior management and all college school managers and administrators have access to information via the administrative network. Schools, who normally submit their own enrolment information, have access to student records and can produce reports. Although the student record system produces useful management information, it is nearing the end of its useful life. The college has recognised its limitations and has commissioned and received a report on the possible ways of moving towards an integrated management information system. It has also recently established an information systems committee to take the subject forward. In addressing some of the weaknesses of the current system the college should provide further training to managers.

36 The college failed to reach its growth target of 8 per cent in the academic year 1993-94, and therefore adopted a more modest growth target of 2 per cent for 1994-95. At the time of the inspection, the college was close to its full-time and part-time enrolment targets. The proportion of the college budget allocated to staffing costs has been reduced from 84 to 76 per cent as a result of a substantial restructuring programme in the interest of long-term financial stability. However, the short-term financial impact of the enhanced pension provision has led to restrictions in planned development over the next two academic years. The merger with Bridgnorth college has increased education and training opportunities for the community, but it has divided management and teaching resources between widely separated sites and reduced the scope for economies of scale. The student-staff ratio has risen from 14.3:1 in 1992-93 to 15:1 in

1993-94. The current average level of funding for the college is £19.11 per unit. The overall median for sector colleges is £19.01 and the median for the region is £18.33.

37 Enrolment targets for courses are set at school level. These are based primarily on historic factors rather than market, demographic or economic information. Most schools are knowledgeable about the destinations of a high percentage of their students. Destination data are produced both for schools and the whole college. Retention rates for all full-time courses are collected and disseminated to the college management team, but the information on retention rates received by the course teams is limited. The overall college-wide retention rate is high at 89 per cent. Rates in some schools are over 95 per cent, and some courses do not lose any students.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

38 In 1991, a student services unit was established to co-ordinate services; it now has a staff of six, and is well used by students. The multi-site nature of the college creates problems for effective delivery of guidance services. Appointments can be made on three main sites and there are designated counselling rooms on two. A college evaluation showed that the unit is achieving its aims, but it is not clear how information from the evaluation will be used to inform practice. The line management of staff has been rationalised recently, and there is a need to tighten up management procedures.

39 The college manual sets out procedures for the interview of applicants. Admissions are centrally managed by an admissions clerk who logs applications and passes them to the appropriate school clerk to arrange an interview. Applicants who are unsure of the course they require are referred to student services for guidance. The waiting times for an interview vary as each school has its own procedure.

40 Enrolled students are allocated to a personal tutor who, in the case of students studying in vocational areas, may be their course tutor. Some tutors carry a large tutorial load because of shortages of full-time staff in some curriculum areas. One hour each week is devoted to tutorial work for all full-time students. The timetable for some tutorial sessions does not allow staff to make the most effective use of students' time. On some occasions, time invested in counselling students about course difficulties is undermined by unsympathetic reactions by teachers. In recent years, a resource pack of personal social-development materials has been developed, and records of achievement are extensively used throughout the college. These form an effective basis for all personal tutoring but records of achievements have eroded the time available for personal social development. The system would be improved if there were a core of material to be covered in tutorials and a centralised system for recording achievement.

41 College staff are sensitive to students' interests and concerns. They have improved students' facilities and ensured that the college is attractive to students. They work closely with student union officials and have introduced an imaginative programme of events including visits to theatre companies and exhibitions. Meetings between staff and groups of students have fostered understanding and helped to bridge the generation gap. Close contact is maintained with the community police officer.

42 All full-time students are screened on entry for basic skills. Support in English and mathematics is provided to more than 300 students, 15 per cent of the full-time students. Procedures for the accreditation of prior learning have been established, although these apply to only a few students at present. Work experience plays a significant part in college life, with over 1,000 students going on placements. Some students have shown initiative in arranging their own work experience.

43 The community recognises that the college has improved its service over the last few years. It is responsive to expressed needs and plays a full part in community life. For example, students and staff have responded to a request for help from a local charity by designing special wheelchairs for citizens with disabilities in Russia. Parents are satisfied with the way students are supported. Student reports based on their records of achievement are distributed and consultation evenings arranged. Students were generally appreciative of the support and guidance they received. They did, however, complain that lessons had sometimes had to be cancelled without notice due to staff absence. The monitoring of students' attendance is variable since personal tutors are not always notified if a student is absent for part of a course.

44 There are inconsistencies in the delivery of careers education. The local careers service is available during the induction period and provides interviews on demand, but this service is underused. Tutors do not always take the initiative in inviting staff from the careers service to speak to their tutor groups. The Bridgnorth centre maintains good liaison with staff in schools, and successfully provides careers advice to its own students. The careers room on the London Road site in Shrewsbury is remote from the careers resources in the library, which reduces the opportunity for students to browse through careers materials.

45 Some shortcomings were noted in the procedures for the processing of Universities and Colleges Admissions Service (UCAS) application forms for entry to higher education. Applications could be more tightly managed and better tracked. Much responsibility is placed on individual tutors and there was some evidence of variation in practice. The college should consider offering a special advice service to students who fail to achieve the GCE A level grades required for entry to their chosen course. Last year there were more than 100 in that position. Student destinations are well documented. To make sure that college records are accurate and up to date, support staff telephone all students to enquire about their progression into employment or further or higher education.

TEACHING AND THE PROMOTION OF LEARNING

46 The strengths outweighed weaknesses in 52 per cent of the 144 teaching sessions inspected. Eight per cent had weaknesses which outweighed the strengths. The grades awarded as a result of the inspection are 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		1	6	7	2	0	16
GCSE		2	1	6	2	0	11
GNVQ		2	4	9	0	0	15
NVQ		1	5	11	0	0	17
Access to higher education		2	3	3	0	0	8
Access to further education		1	0	0	0	0	1
Basic education		3	3	5	0	0	11
Other vocational		6	16	14	6	1	43
Other*		6	13	2	1	0	22
Total		24	51	57	11	1	144

* Note: other includes evening provision, study support, C&G vocational courses and information technology skills.

47 In many areas there are well-documented programmes of work, often related to well-designed assignments. Staff in most subjects prepare lessons carefully and make use of their professional experience. Learning is frequently matched to individual students' abilities through projects, resource-based learning, and assignments. Staff-student relationships were good in every area inspected. There is a successful and developing college policy for students with learning difficulties and/or disabilities, which includes work in a range of tailor-made courses and in mainstream courses.

48 Weaknesses were seen in a minority of classes where students were left to work by themselves with too little support. Limited use was made of information technology in some areas. In a number of classes inspected the pace of learning was too slow, and the teaching strategies were inappropriate. In some cases, there was too much reliance on students taking notes dictated by the teacher and a failure to draw out and use students' own experiences.

49 The new Fairbairn science centre has injected new ideas and resources into the teaching of science. It provides a pleasant working environment and an opportunity for students to undertake practical work outside timetabled lessons using structured study materials. Detailed schemes of work were available for all courses and students have

syllabuses and details of topics covered week by week. The degree of detail has, however, led to inflexibility in the conduct of some lessons. Work proceeded slowly; the language used was unduly simplistic; and more able students were not sufficiently challenged. The best teaching was imaginative, and engaged the attention of students from the outset.

50 Mathematics teaching varied in quality. Several sessions, particularly GCSE classes, suffered because of the low numbers in classes resulting from poor attendance (on average less than 60 per cent) and the rigidity of the timetable. In many sessions, learning activities were not sufficiently varied. Although some groups contained students with a wide range of previous experience, teachers failed to recognise this in their organisation of the work. The mathematics workshop included provision for adults, access and students with learning difficulties and/or disabilities, who were supported by care workers. The better classes contained well-motivated students engaged in a range of well-planned activities. Attempts were made to integrate mathematics with the main subjects being studied for GNVQ programmes of study.

51 The teaching of computer studies was generally satisfactory. The work was rigorous and the technical content appropriate. The teaching of information technology was uneven in quality. The best sessions were lively and interesting, but others were dull, inhibited by the technology and the surroundings. There were some problems with students' attitudes. Punctuality and levels of attendance in these classes was poor.

52 Engineering was generally well taught both in classrooms and workshops. The balance of theory with practical work was carefully maintained. The specific provision for women on the new 'women into technology' course was well designed and well managed. In most cases, students' skills and knowledge were being extended at a realistic and achievable pace. Students' achievements were recorded carefully, although the effectiveness of resource-based learning was inadequately monitored. Students were kept informed about how well they were progressing.

53 The provision in construction was of high quality. Programmes were designed to provide effective learning opportunities. Lecturers were well prepared. Coursework and homework were marked carefully and constructively and work was returned promptly. There was effective monitoring of students' progress and teachers made detailed records of activities covered in lessons. Teachers made good use of links with employers.

54 In business studies, most teaching sessions were well planned and staff were enthusiastic and knowledgeable. Work experience was well managed and effectively integrated with other elements of the full-time courses. Students approached their studies positively, and were clearly making progress. In a minority of lessons teachers failed to interest

students or to offer them sufficient challenge. Some of the written comments on students' work were inadequate.

55 Social care teachers were experienced and professional in their approach. They took care to plan their lessons in detail and to present their work creatively. Students responded well to assignments that posed new challenges. In a minority of classes, especially where students worked on their own, the quality of the work and the progress being made by the students required closer monitoring. In nursery nursing, tutors gave students the opportunity to teach other members of the class, in order to develop their creative skills in preparation for their future work in nursery schools.

56 Art and design work took place in a professional studio atmosphere. The majority of staff have recent industrial experience and students benefited from this. Some assignments had insufficiently-precise learning objectives and were not related closely enough to the assessment criteria. Staff sometimes fail to make clear the aesthetic criteria they are using when making judgements on students' work. Nevertheless, much of the teaching is of high quality. Students are highly motivated and are developing good working practices. The quality of students' work is regularly assessed and recorded, and good use is made of group critiques to analyse achievement.

57 The modern languages staff are fluent in the languages they teach and use sound teaching techniques. Modern languages teaching is effectively integrated with other work in nursery nursing, catering, construction and engineering courses. Students studying for GCE A level and GCSE are constantly encouraged to speak in the languages they are learning. This was less true of the Business and Technology Education Council (BTEC) courses, where priority was given to building confidence in students whose previous experience of the language had been an unhappy one. Schemes of work for modern languages were sketchy and there was no common assessment policy. Teachers operated individually rather than as a team. There was effective use of foreign language assistants in classroom teaching, in the recording of teaching materials, and for staff development. Teachers generally made good use of teaching aids, tapes and videos.

58 English lessons were well planned, and students benefited from individual help and the constructive marking and commentary on their assignments. Students experienced a variety of teaching styles which included well-organised group work.

59 The adult basic education programmes were well documented and staff-student relationships were excellent. Tutors were highly committed, and possessed the knowledge and skills to help students make significant progress. All students benefited from a learning programme tailored to meet their individual needs and interests, including their vocational needs. Work carried out with the MacIntyre Foundation, a charity that exists for

the supported independence of profoundly disabled people, encouraged students to use their senses to explore the world. In some cases, individual learning objectives were too broadly framed, students made insufficient progress when left to work on their own and teachers made insufficient use of information technology and other teaching aids. There is careful assessment of competencies for students undertaking accredited awards in basic adult education and the results are recorded in detail.

STUDENTS' ACHIEVEMENTS

60 A recent survey of students from the school of humanities and science, which includes all full-time GCE A level and GCSE courses, showed that 83 per cent enjoyed studying at the college. Students in the school of caring were typical of students on vocational courses. They were strongly driven by their career aspirations and saw their studies as the key to success.

61 In curriculum areas, such as health studies, where teaching activities were largely centred on individual or small group tasks, students were lively and levels of participation were high. In mathematics, and in English and communication studies, students worked well in groups, and some of the individual or group presentations were of high quality. In modern foreign languages, students often worked in small groups or in pairs and were mutually supportive in their learning. Engineering students also demonstrated their abilities to work in groups, particularly in computer numerical control machine tool setting and in work on motor vehicles.

62 In some curriculum areas, students had few opportunities to work in small groups. These included science and classes in adult basic education. More use of group discussion in art and design would help those students who find it difficult to use technical language to describe and discuss their work.

63 Engineering students performing practical tasks showed confidence in applying their knowledge and skills. Proper emphasis was given to safe working practices. Safety is given a high profile in the college, and groups of students are given safety talks as part of their induction programme. All students of science are required to sign a safety contract. Practical work observed in science was competent, and the keen, safety-conscious approach to work of some part-time students was impressive. Some minor safety issues arise from the design of a laboratory used by construction students, and proper safety clothing was not worn during practical science sessions.

64 Students in most curriculum areas are developing appropriate levels of knowledge and understanding of the subjects they are studying. Students of modern languages manipulated language with some confidence and their pronunciation was good. The level of work in computing was generally appropriate, and the volume comprehensive. Health and care students produced well-organised and well-presented work. Students in engineering are extending their skills and knowledge at a realistic rate.

The range of work produced in art and design was appropriate and of a good standard, and some of the best students were achieving work of real merit. The very committed adult-access students had high career aspirations. Adult basic education students are making good progress in oral and written skills, with a corresponding increase in self confidence.

65 Strategies to develop students' study skills and core skills vary in their effectiveness across programme areas. Some students required support in English or numeracy, and not all were receiving it. Many engineering students lacked basic skills in mathematics, especially in algebra. A BTEC science group received extra help with communication skills from the staff of the flexible-learning centre. Some GCSE English students were clearly finding difficulties with the demands of their course. All two-year students in the school of humanities and science embarked on the Associated Examining Board certificate in contemporary European studies in September 1994. A European studies unit has added an interesting new dimension to the BTEC national programme in construction.

66 Students of GCE A level physics used computers to organise their data. In many other curriculum areas, including adult basic education, modern foreign languages, English and business, there was little evidence of the development of information technology skills.

67 A small proportion of students on vocational courses are in the 16-18 age range. According to the college, 81 per cent of students in their final year of study on the vocational courses included in the Department for Education's 1994 performance tables were successful. This would place the college in the middle third of colleges in the further education sector on this performance measure. It contrasts with data in the Department for Education's 1994 published table, which placed the college in the bottom 10 per cent. The discrepancy was caused by problems with electronic data interchange between the college and an awarding body; data was lost which included the achievement of 344 college 16-18 year olds on advanced vocational qualifications. Well over 5,000 students in the college are on vocational courses at all levels, but only a small proportion of them are in the 16-18 age range. In many of the vocational areas, there was 100 per cent examination success in 1994, and in many cases there has been a steady improvement in results since 1992.

68 BTEC examination pass rates in most subjects are between 80 and 100 per cent. However, they were lower in science at the first and national level. Pass rates for national diploma courses in computer studies and in travel and tourism improved significantly in 1994, to over 70 per cent in both cases. In virtually all RSA Examinations Board examinations in secretarial skills, there were high levels of success and many students gained distinctions. City and Guilds of London Institute (C&G) examinations covered a wide range of courses including bakery, catering, construction, engineering, motor vehicle studies, and teaching and library

assistant qualifications. The only curriculum area with poor results on all courses was beauty therapy, where pass rates ranged from 29 per cent to 71 per cent.

69 Students enter for a wide variety of other qualifications. These include the Institute of Meat NVQ level 1 and 2, which had a 100 per cent pass rate; the Wine & Spirit Education Trust Examinations with a 100 per cent pass rate; the National Nursery Examinations Board certification, with a 95 per cent pass rate; and access to higher education, with a 100 per cent pass rate. Good successes are achieved in a range of professional qualifications, such as those of the Association of Accounting Technicians. Where accreditation is sought, there is an excellent record of success in adult basic education with a 100 per cent pass rate in both 1993 and 1994 examinations such as numberpower, Associated Examining Board numeracy, basic English and wordpower. There is solid evidence of student achievement.

70 A small proportion of college students undertake GCE A level and advanced supplementary (AS) courses: about one-third of them are in the 16-18 age group. The 102 students aged between 16 and 18 entered for GCE AS/A level examinations in 1993-94 scored on average 2.5 points per entry. This places the college in the bottom third of colleges in the further education sector on this performance measure, based on data in the 1994 performance tables published by the Department for Education. The numbers entered for individual subjects are small and the pass rates in some subjects vary considerably from one year to another. There were successes in GCE A level English language and literature in 1994 when 91 per cent of the candidates were awarded grades A-E. The pass rates in GCE A level English have been consistently high over the last three years.

71 The proportion of all GCSE students awarded grades A-C in 1994 was slightly above the national average for the sector. High success rates were achieved on part-time evening courses, and in several subject areas including accounting, media studies and photography. Results for 16-19 year olds in English and mathematics were, however, poor and completion rates on these courses were low. Nevertheless the results for all students taking these two subjects were in line with the national averages.

72 The college has commissioned research from the University of Sheffield on the value added to students' achievements while at college, and work has begun on evaluation of the data. Retention rates at the college are above the national average. However, almost a quarter of students in the school of technology failed to continue into the second year of their course last year. The college has thorough documentation on student destinations. In 1994, over 50 per cent of students continued with their studies, and 35 per cent entered higher education.

QUALITY ASSURANCE

73 The college has produced an attractively-designed and clear charter which directs students to much of the information they need about their

courses and provides details of the facilities and services available to them. A newspaper version was distributed to a large number of households in the Shrewsbury and Bridgnorth area, and each student was provided with a handbook which reproduces a section of the charter. Despite these efforts, there is evidence that the college has not been particularly successful in bringing the charter to students' attention. Few of the students who were spoken to during the inspection were aware of the existence of the college charter, and many had no understanding of the significance of charters.

74 The college has made substantial progress in developing its methods of assuring quality. Several improvements were made over the period of the inspection. In March 1994, a new quality assurance strategy was agreed and circulated to staff. It is understood by senior managers who are now developing its main strands. Managers give strong support to their particular part of the strategy. Staff understand the college's need to strengthen its quality assurance and are familiar with some of the developments on this front.

75 The college's corporate effectiveness group meets regularly, plans new developments, reviews progress, and supplies an impetus towards improving quality control. The group is chaired by the principal and includes the vice-principal and some members of the college management team. Both the curriculum quality manager and the institutional quality manager attend the meetings. The group has recently devised and agreed a set of 81 corporate effectiveness operational requirements which should be met in order to provide a high-quality service. Each requirement has an associated standard and a measure to assess performance.

76 The college has achieved a significant breakthrough in setting so many measurable standards. Some examples of the standards set are that all students will have met their personal tutors within two days of their induction, part-time staff will have their contracts within one week of class commencement, students not receiving their grants will have guidance by appointment within two working days, and posted enrolments will be processed on the day they are received. At present, performance on only a few of the standards has been rigorously measured. It is not clear how some of them are to be measured, and in many cases there is no guidance on when measurement should be carried out.

77 The college's quality system is well documented. In addition to its written standards a quality manual has been produced which sets out college policies and the agreed procedures that should guide staff in carrying out their responsibilities. The manual is readily available to staff and contains procedures covering the college's administrative, financial, learning support and guidance services. There are regular reviews to keep these procedures up to date, and a planned programme for developing new procedures. Much attention has been given to writing, collecting and categorising procedures but little progress has been made

in devising an audit system to ensure compliance. If the college is to reap the full benefit from establishing sound quality assurance procedures it will need to tackle the question of audit.

78 Indicators of the performance of the college are available, but more work is needed to develop them as a tool for use by senior management. The corporation already receives and considers reports of performance against certain important performance indicators such as student destinations and student satisfaction rates. Others have been less well developed as an instrument for management. For example, the analysis of examination results could be improved so as to identify trends and facilitate comparisons, and the work on 'added value' has not yet been developed to the stage of providing any basis for the measurement of performance.

79 A consistent approach to ensuring the quality of teaching, learning and assessment has been stimulated by the creation of a framework which the college has named 'programme management'. This is designed to ensure there is a common review process for all courses in the college. The framework was used in some parts of the college last year and is being extended to all parts this year. It was modelled on the requirements of some of the college's validating bodies, and builds on practice already established in some parts of the college. Its strength lies in the collection of common data for each course. It is deficient in failing to take account of pass and withdrawal rates, and to establish norms or standards for the comparison of such rates across and beyond the college. Attendance rates for courses are similarly neglected. Summary information on destinations is available for courses but it is not integrated with the course management scheme.

80 There is a staff-development plan for 1994-95 which closely relates staff-development budgets to the college's needs and priorities. The college has a computer package that enables it to generate reports on past staff-development activities. These indicate some broad outcomes of staff development. Better analysis is required to give a clear picture of the benefits obtained by the college. At the time of the inspection, 136 staff were undertaking Training and Development Lead Body awards, 31 had achieved D32 and D33, 16 had achieved D34, and four had qualified for D35. The college has allocated £75,576 for staff development in 1994-95: about 0.9 per cent of the total college budget of £8.6 million. The college has made a public commitment to Investors in People, and is taking the necessary steps to meet the requirements for recognition. Assessment of the college is planned for autumn 1995.

81 A staff-appraisal scheme has been prepared and some staff have been trained as appraisers, some as appraisees, and some as both. The appraisal scheme allows staff to choose their own appraiser. So far, approximately one-third of the staff have been appraised. In addition, all staff on the management spine have a regular performance review meeting with the principal in which their performance is assessed in relation to previously agreed objectives. There is an annual induction programme for

all new staff each September, with provision for the evaluation of staff satisfaction with induction.

RESOURCES

Staffing

82 The college staff are effectively deployed. They have appropriate qualifications and experience for the courses they offer. About half have degrees and nearly 20 per cent have a higher qualification. These are concentrated in humanities, science and the business school. Teaching qualifications are held by 85 per cent of full-time staff. The majority of staff delivering vocational courses have relevant experience, although few science staff have recent industrial experience. Some 26 members of staff have undertaken industrial placements in the last two years to extend or update their knowledge. The age profile of staff shows a predominance of those over 40. The college has experienced difficulty in finding part-time staff, especially in business and engineering. A number of recently-retired staff have been re-engaged on a part-time basis in order to ensure curriculum coverage, especially in vocational areas such as art and design, construction and engineering.

83 There is a balance between men and women on the teaching staff as a whole but only one-third of staff on the college management team are women. There are sufficient technician and support staff in science, engineering and construction. In contrast, support for English teaching is minimal, and that for computing inadequate. Support for students with learning difficulties and/or disabilities is good. A large number of volunteers assist the staff.

Equipment/learning resources

84 The general level of provision of equipment and textbooks in the college is good. There are up-to-date specialist resources in most vocational areas. Language students have access to satellite recordings and a range of audio-visual equipment. Equipment for electronics is a particular strength: the new 'flexitronics' laboratory has a computer-managed training system with networked work stations. The Fairbairn science centre provides a well-designed environment for practical work by individual students; it includes information technology facilities, blackout for optics experiments, and a study area with video. The workbenches for both electronics and science are adjustable for wheelchair users, and a computerised logging system monitors students' use of both areas. There is, however, a need for a system to record students' use of the flexible-learning provision across the college.

85 The college has libraries at Bridgnorth and at each Shrewsbury site, as well as an excellent small library in the School of Art. Students can use the libraries during the day and in the evening, but there is no reliable measure of library use because the issue of books is carried out manually.

A new computerised system is being introduced. Book acquisition depends on individual teachers' requests, which has led to uneven provision.

86 Since the time of the specialist inspections computer networks have been installed on the Shrewsbury sites. The Shrewsbury learning-resource centres are well equipped with videos, support material and modern computers, but the hardware in the Bridgnorth drop-in centre is dated. The range of flexible-learning resources is comprehensive and includes packs for GCSE English, mathematics and aspects of adult basic education. The lack of sound-proofing is a problem for satellite television and video viewing in some centres.

87 Apart from the extensive computer-aided design facilities for engineering and construction, and the new science provision with data logging equipment, there is a lack of modern hardware for teaching purposes on all college sites. Equipment is dated, machines insufficient, and printers noisy in curriculum areas such as business, caring and computing. The software and image-generation equipment used in art needs upgrading.

Accommodation

88 The college maintains buildings on seven sites over a distance of 20 miles, as well as using other outreach locations. There are three locations at Shrewsbury: London Road which represents more than 50 per cent of the college's learning area; Radbrook, about 25 per cent; and Monkmoor, just under 10 per cent. At Bridgnorth, there is an out-of-town main centre and two smaller locations in the town. At the time of the inspection, the college had no agreement regarding its building and land assets. Discussions were still taking place with the educational assets board and the local authority.

89 The college accommodation provides a welcoming and comfortable environment, conducive to learning and situated mainly in pleasant surroundings. There is a good range of accommodation, mostly of a high standard, clean, and in good decorative order and structural repair. Workshops are adequate in size and classrooms are generally well laid out and suitably furnished. At the Shrewsbury London Road site, there is a shared sports centre and a running track used in conjunction with the local authority. On this site there also is a good range of purpose-built art and design buildings, appropriate for the student numbers and range of courses offered. Motor vehicle areas for technology teaching need to be adjacent to the practical facilities for effective delivery of NVQ programmes. All areas in construction have, or will shortly have, resource areas for students to undertake directed self study.

90 The college continues to make efforts towards its stated commitment of equality of access for students with disabilities. It responds to the needs of students requiring wheelchair access by retimetabling classes in more accessible rooms, moving equipment where practicable, and making alterations to buildings within reasonable financial constraints. There is a

well-equipped physiotherapy area, complete with shower for wheelchair users.

91 A comprehensive space-utilisation study was undertaken in May 1994, followed by a further review in October. The college has identified methods of improving room use. The strategic plan envisages that the growth in student numbers will be accommodated within the existing sites. However, the multi-site nature of the college has caused problems with space utilisation. Temporary buildings, in variable states of condition, are in use on all the larger college sites.

92 The college is installing its own services for finance, personnel and estates which were previously undertaken by the local authority. A comprehensive maintenance survey was completed shortly after incorporation and the recommendations are being implemented. A complete and detailed assets register has been compiled. The college has demonstrated its ability to manage its resources well.

93 All building works under the first part of the Hunter plan are on schedule and due to be completed by 1996. An extra 58 car parking places were provided at the Shrewsbury London Road site in 1994, which now brings all main sites to an acceptable standard. There are a number of good examples of the adaptation of buildings to alternative uses: they include, on the Radbrook site, a new hair and beauty therapy salon constructed to industry standards, and a coffee bar sponsored by a leading retailer and run by the students. At the Bridgnorth centre, an engineering workshop has been imaginatively converted into an art studio.

CONCLUSIONS AND ISSUES

94 The college is making good progress towards the achievement of its strategic aims. The strengths of the college are:

- a wide range of programmes, including courses for industry and social services
- a clear and effective marketing strategy and well-developed market research
- an international dimension to the curriculum and the enrichment activities
- the commitment of the corporation and managers to the effective running of the college
- the effective relationship and good level of communication between the corporation and the senior management
- the advice to and the recruitment of adults
- the effective work experience scheme and the positive staff-student relationships
- the good teaching, programmes of work and commitment to students with learning difficulties and/or disabilities

-
- the high levels of success in most vocational courses
 - the high retention rates on many courses
 - the thorough information on student destinations
 - the clearly-written college charter
 - the measurable quality standards which have been developed
 - the welcoming and comfortable environment, and the good access for students with disabilities
 - the outstanding quality of resources for science and engineering.

95 The college should:

- improve childcare facilities on some sites
- strengthen the college management information system
- improve the quality of its self assessment
- improve GCE A level examination results
- ensure that students are aware of the charter and its implications
- improve quality compliance and measurement
- replace some information technology equipment
- resolve the lack of agreement on land and accommodation assets.

FIGURES

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- 1 Percentage enrolments by age (1994-95)

 - 2 Percentage enrolments by level of study (1994-95)

 - 3 Enrolments by mode of attendance and curriculum area (1994-95)

 - 4 Staff profile – staff expressed as full-time equivalents (1994-95)

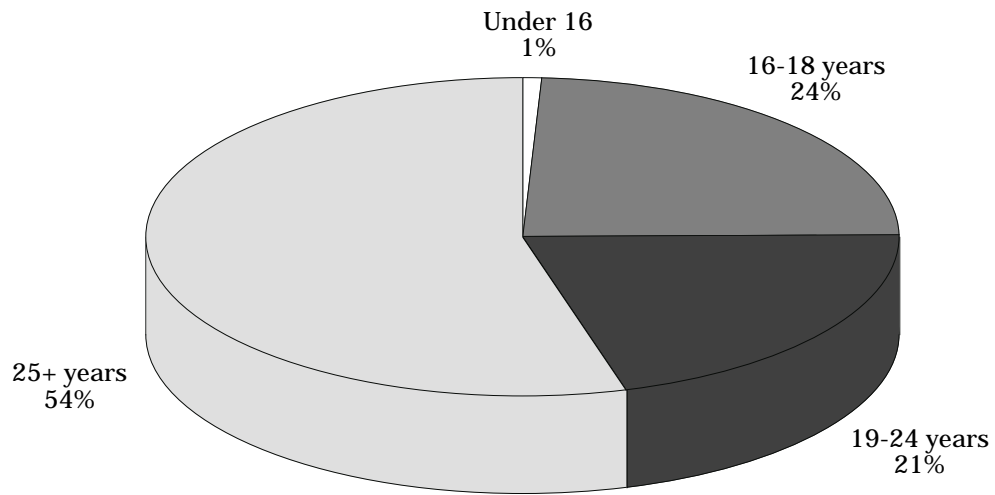
 - 5 Estimated income (for 12 months to July 1995)

 - 6 Estimated expenditure (for 12 months to July 1995)

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

Figure 1

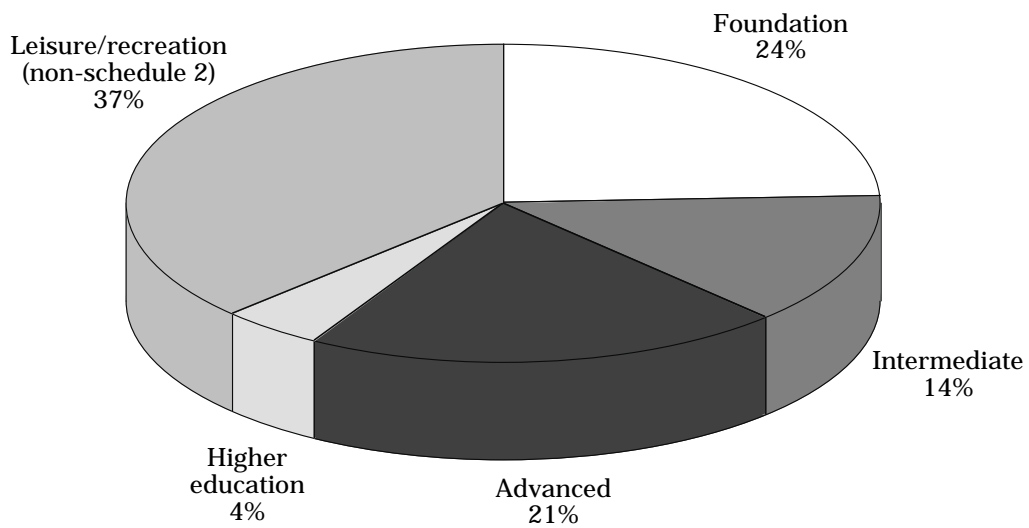
Shrewsbury College: percentage enrolments by age (1994-95)



Enrolments: 10,732

Figure 2

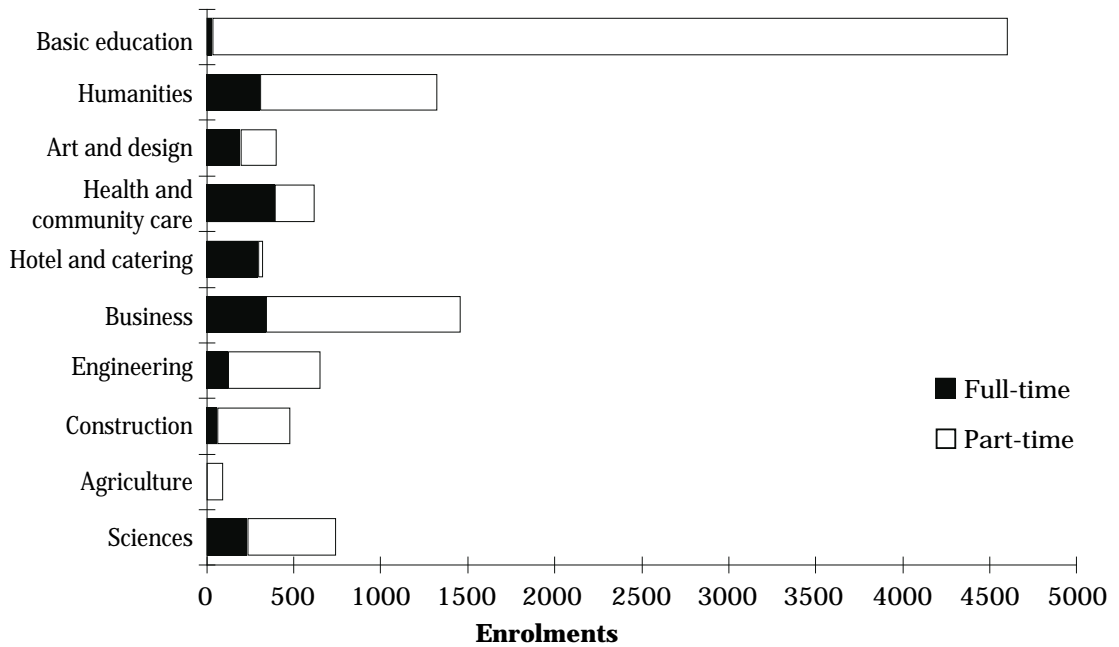
Shrewsbury College: percentage enrolments by level of study (1994-95)



Enrolments: 10,732

Figure 3

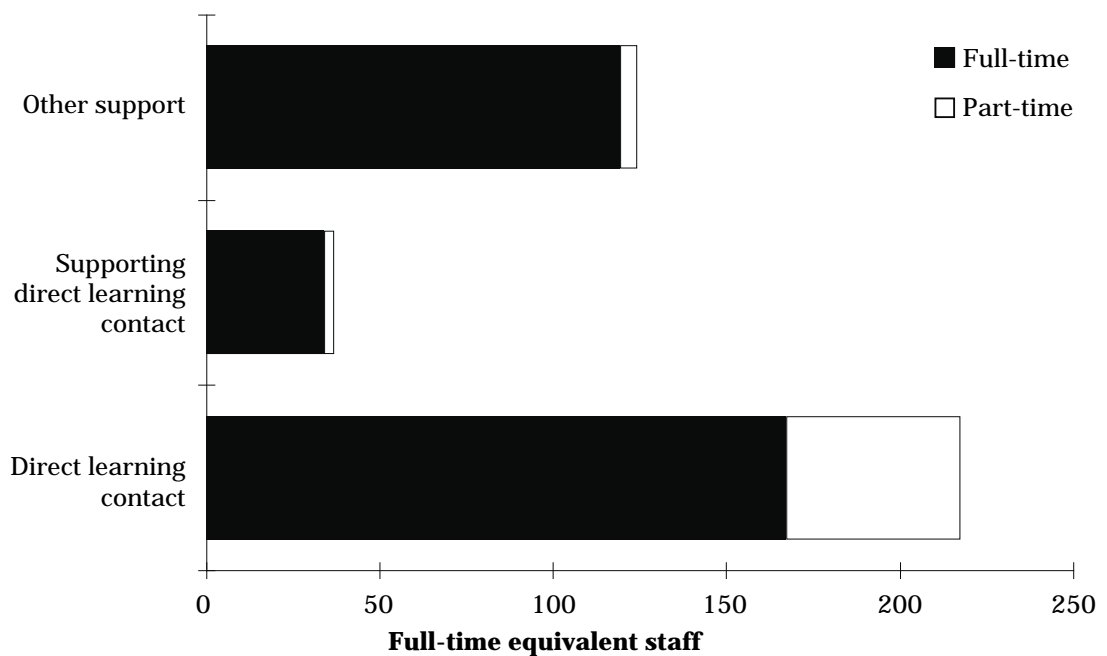
Shrewsbury College: enrolments by mode of attendance and curriculum area (1994-95)



Enrolments: 10,732

Figure 4

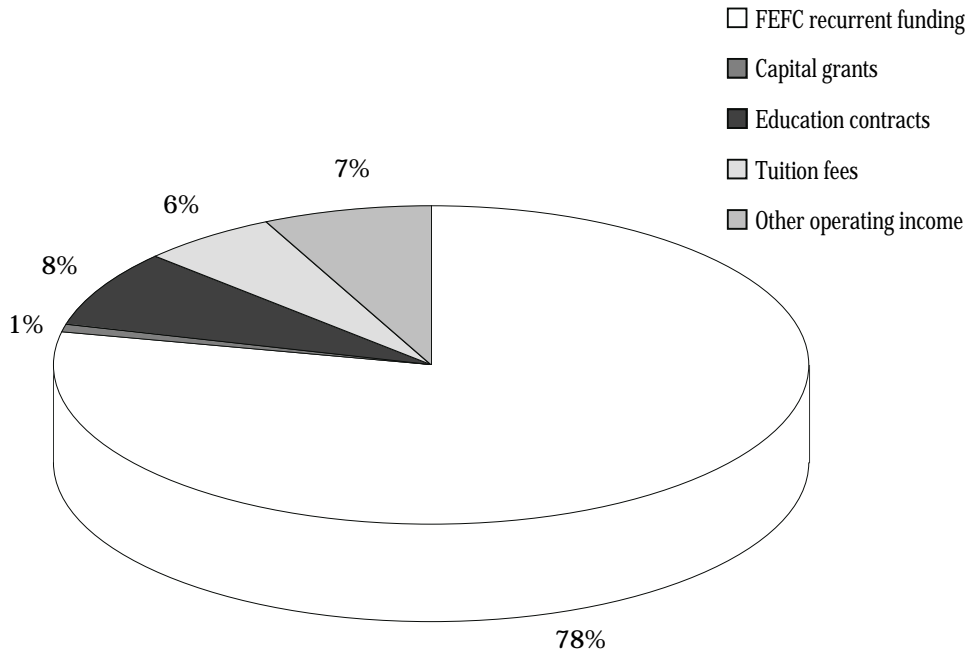
Shrewsbury College: staff profile – staff expressed as full-time equivalents (1994-95)



Full-time equivalent staff: 379

Figure 5

Shrewsbury College: Estimated income (for 12 months to July 1995)

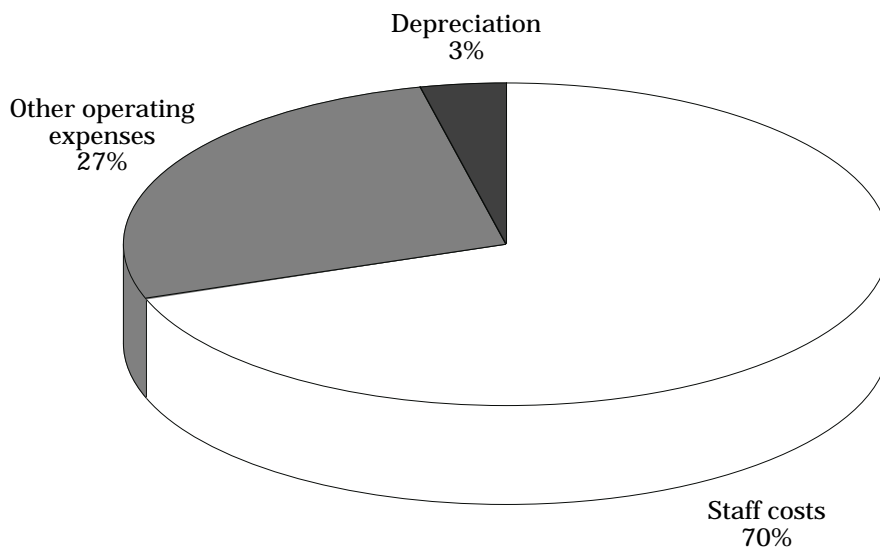


Estimated income: £9,907,000

Note: this chart excludes £1,000 other grant income.

Figure 6

Shrewsbury College: estimated expenditure (for 12 months to July 1995)



Estimated expenditure: £10,409,000

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