

Trowbridge College

**REPORT FROM
THE INSPECTORATE
1997-98**

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL***

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education 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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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

Trowbridge College

South West Region

Inspected May 1998

Trowbridge College is a general further education college situated in the county town of Wiltshire and serving the education and training needs of the western part of the county. The college has adopted a thorough self-assessment process which is well understood and involves all staff. The self-assessment report prepared for inspection was comprehensive and evaluative. It was updated during the months prior to inspection to incorporate the outcomes of internal inspections of all curriculum areas. These internal inspections also provided action points for individual curriculum areas. Actions identified from the self-assessment report were included in the college's annual operating plan. Inspectors agreed with most of the judgements and nearly all the grades awarded in the self-assessment report. A few strengths and weaknesses were overstated, and some weaknesses identified by inspectors were not mentioned.

The college has expanded the range of courses it offers across nine of the 10 FEFC programme areas. Work in five of these curriculum areas was inspected. The college is well managed and financial management is good. Most teaching is effective and there are many good students' achievements. Students are well supported by their tutors and there is an active student

association. There are sound arrangements for quality assurance. The college has developed outstanding and innovative information technology to support management and learning. There is much good accommodation including attractive communal facilities. The college should address: the less-effective teaching in a minority of lessons; poor retention and examination results on some courses; the poorer quality of some course reviews; and a few unsatisfactory classrooms.

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

Curriculum area	Grade	Cross-college provision	Grade
Computing and information technology	2	Support for students	1
Engineering	3	General resources	1
Business and professional	2	Quality assurance	2
Hairdressing and beauty therapy	2	Governance	2
Art and design	2	Management	1

The College and its Mission

1 Trowbridge College was opened at its current main site in the town in 1957. The college offers an extensive range of programmes for school-leavers and adults, with a strong emphasis on vocational provision. The college primarily serves the local communities of western Wiltshire. Since incorporation, it has developed a successful network of centres called divisional colleges in the towns of Melksham, Devizes, Warminster and Shaftesbury. The main site and divisional colleges are connected by a wide area information technology (IT) network. The college is responsible for education provision at Erlestoke Prison, near Devizes, and Guy's Marsh Prison, near Shaftesbury. There is a comprehensive adult education programme at the college's centres and at schools and village halls. The college has good links with the Wiltshire and Swindon Training and Enterprise Council (TEC). It provides work-based training for the TEC and has recently gained a contract for the New Deal initiative. Business Link Western Wiltshire and the college's own commercial training unit operate from the college's main site. A major development, supported by the Arts Council of England lottery fund, will shortly provide a community theatre for the people of the area as well as a modern facility for performing arts students. The college works closely with the town and district councils and the local chamber of commerce.

2 Western Wiltshire has a population of approximately 120,000. Trowbridge is the county town of Wiltshire with approximately 30,000 people. The main established industries of the area are food and drink manufacture, rubber technology, engineering, furniture manufacture, construction and agriculture. In recent years, plastics manufacturing, computer software, computerised services, distribution and retailing businesses have developed. A large number of residential care, nursing and retirement homes have opened. The opening of

a holiday village at Longleat has stimulated the development of the tourism and leisure industry. Public sector employment is significant as the county and district councils are in Trowbridge. Small and medium enterprises are common throughout the area and an important factor in the local economy. Unemployment in the Trowbridge area is low at 3.3 per cent, compared with 5 per cent nationally, and with 2.3 per cent in the rest of Wiltshire.

3 There are eight comprehensive schools in the area. Seven have sixth forms. The nearest further education institution, Lackham College, which offers mainly agricultural provision, is six miles away. City of Bath College and Chippenham College are each about 12 miles away. The college has good relationships with the five other colleges in Swindon and Wiltshire.

4 In 1996-97, 1,211 full-time and 12,590 part-time students were enrolled. Seventy-six per cent were 19 years or over. The college has exceeded its funding unit targets in every year since incorporation. The college employs 208 full-time equivalent staff who teach, or directly support learning, and 119 full-time equivalent administrative staff. The principalship comprises the principal, the deputy principal (finance and resources) and the vice-principal (curriculum and quality). There are 11 teaching schools led by managers with teaching commitments and a head of adult education. The remainder of the college management group comprises the directors of facilities, finance and management information, marketing and student services, and personnel, together with the head of IT services and the head of library and learning resources.

5 The college's mission is to maximise access to high-quality, affordable education and training. The college's strategic plan contains detailed actions and performance targets to achieve continued progress towards that aim.

Context

The Inspection

6 The college was inspected during the week beginning 11 May 1998. Before the inspection, inspectors considered the college's self-assessment report and reviewed information from other divisions of the Further Education Funding Council (FEFC). The college provided data on students' achievements for the three years 1995 to 1997. Inspectors found the data to be reliable and largely accurate, particularly for 1997. The inspection was carried out by 11 inspectors and an auditor working for a total of 43 days. They observed 69 lessons, examined students' work and evaluated a variety of college documents. Meetings were held with governors, managers, other college staff and students.

7 Of the lessons inspected, 65 per cent were good or outstanding. This compares with the average of 61 per cent 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 79 per cent, compared with the sector average of 77 per cent for 1996-97, according to the same report. The highest attendance was for courses in computing and IT at 84 per cent and the

lowest was 73 per cent in hair and beauty therapy. The following table shows the grades given to the lessons inspected.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE AS/A level and GCSE	0	1	3	0	0	4
GNVQ	2	4	1	1	0	8
NVQ	0	8	6	0	0	14
Higher education	2	1	1	0	0	4
Other vocational*	8	19	12	0	0	39
Total	12	33	23	1	0	69

*includes foundation studies in art, C&G and Northern Council of Further Education validated art and design courses, national and first diplomas, and professional qualifications in business.

Curriculum Areas

Computing and Information Technology

Grade 2

8 The inspection included observation of 11 lessons covering vocational qualifications at foundation, intermediate and advanced levels. The college's self-assessment of this area broadly matched that of inspectors. However, inspectors concluded that some weaknesses were given insufficient weight by the college.

Key strengths

- many purposeful and varied lessons
- productive staff and student relationships
- well-planned and managed courses
- sustained growth in IT skills courses
- high pass rates and good retention on short IT courses
- wide range of up-to-date, high-quality equipment and resources

Weaknesses

- learning opportunities lost in a minority of lessons
- some poor feedback on students' assessed work
- poor retention rates on advanced computing courses

9 The quality of teaching is mostly good. Most lessons have clear objectives and teachers take care to ensure that learning is regularly checked. Good relations between staff and students help to foster a purposeful learning environment. Students experience a range of teaching and learning methods which give them opportunities to put theory into practice. In one lesson students, acting as consultants, grew in confidence as a result of advising others on the design of a web page for the college intranet. In

a minority of lessons, opportunities were missed to involve students. In a discussion held in a computer room, some students were given little opportunity to participate. The extent of less-effective teaching was understated in the self-assessment report.

10 Courses are well managed. Students' progress is monitored regularly and systematically. Students receive individual help outside normal lesson times. They can, and do, communicate with teachers electronically through the college's internal mail system. The progress of those on short IT courses and on learning programmes where students study on their own is carefully monitored. Students and staff maintain effective action plans. Inspectors agreed with the self-assessment report that the quality of some written feedback to students on their work is inadequate. In some instances, students receive little or no feedback and are not helped to see how they might improve.

11 A wide range of vocational courses is offered across five locations and with a diverse choice of modes of study. There has been a rapid increase in enrolments on short courses in IT skills over the last two years. These courses meet the needs of local communities. Many students progress successfully to further courses within the college and to higher education and employment. Some general national vocational qualification (GNVQ) intermediate students in IT who have progressed to the national diploma in computer studies experience problems adapting to the demands of the course and subsequently drop out. An additional option is to be introduced in the national diploma course to meet the particular needs of some former GNVQ intermediate students.

12 Short courses in IT skills over the last two years have produced some excellent results. Of 583 students who enrolled on 18-week part-time courses during 1996-97, 81 per cent completed their course, and 89 per cent of these succeeded in gaining City and Guilds of London Institute (C&G) or RSA Examinations Board (RSA)

Curriculum Areas

qualifications. Retention rates have been consistently good on GNVQ intermediate courses and pass rates have been above or just below the average for further education colleges. Retention declined significantly on higher national, national diploma and national certificate courses between 1995 and 1997, and was generally below the national average for further education colleges. Pass rates for these courses were at or above national averages except for some lower pass rates for the higher national certificate in 1995 and 1996 and for the national certificate in 1997.

13 Students have access to up-to-date computer hardware and software to support their learning. Technical support for these resources is good. The college's intranet project is very well developed and provides benefits for both staff and students. Computing students can access course materials electronically. For example, all the assignments for the BTEC national diploma in computing are on the intranet, together with research material. There is a good range of paper-based learning resources. Standardised learning materials are used at all college locations so that students have consistent sources of reference for their course wherever they attend a class. There are, however, as the college acknowledges in its self-

assessment, a few limitations in the specialist accommodation available for some programmes. A few specialist computer bases are too small for the sizes of groups using them or have inadequate temperature and noise control. There are plans to make improvements for September 1998.

Examples of students' achievements in computing and information technology, 1995 to 1997

Course grouping		1995	1996	1997
Advanced vocational courses (two year)	Retention (%)	82	61	62
	Pass rate (%)	76	89	75
Intermediate vocational courses (one year)	Retention (%)	97	82	95
	Pass rate (%)	67	67	58
Intermediate vocational courses (short IT skills programmes)	Retention (%)	*	90	81
	Pass rate (%)	*	91	89

Source: college data

*course not running

Curriculum Areas

Engineering

Grade 3

14 Inspectors observed 12 lessons including both practical and theory sessions covering full-time and part-time courses. They agreed with many of the strengths and weaknesses identified in the college's self-assessment report. There has been progress towards addressing the weaknesses identified.

Key strengths

- some varied and effective teaching
- stimulating variety of practical and theory work in some lessons
- good pass and retention rates for some part-time courses
- well-developed links with industry

Weaknesses

- learning needs of some students not met
- very poor results on full-time advanced engineering courses
- insufficient rigour of national vocational qualification (NVQ) assessment practices
- noise affecting some teaching in areas adjoining workshops

15 There is some varied and effective teaching on engineering programmes. Lessons often benefit from the good rapport between staff and students. In the better lessons, teachers used a variety of learning activities to generate enthusiasm and motivate students to work purposefully. In some lessons, there was a stimulating mix of practical work, lectures and assignment work. In a well-prepared and structured lesson on pulley systems students responded enthusiastically to well-directed questions and worked effectively in groups at the practical exercises which followed. Students are encouraged to work at their own pace and generally receive individual help from the

teacher during the lesson. However, sometimes they are unclear of the standards required and the timescales for the completion of tasks. NVQ motor vehicle body students undertake practical projects from their employer that satisfy the requirements for the development of competences, but some students are insufficiently challenged in their practical work.

16 Briefs for course assignments set for GNVQ programmes are particularly informative. Course teams respond well to the recommendations of external verifiers.

Students' work is generally well marked and good guidance is given on the feedback sheets provided for assessment. However, some NVQ portfolios provide little evidence that competences have been achieved or work completed. The self-assessment report acknowledges assessment practices for NVQ programmes as a weakness.

17 Part-time students achieve good pass rates, which are at, or above, the national average for further education colleges, but pass and retention rates on full-time vocational courses are poor. This weakness is recognised in the self-assessment report. Pass rates over the last three years and retention for part-time students in engineering competence have been mostly good. Pass rates of 100 per cent were recorded for C&G 201 in engineering competences in 1995 and 1997. In most years, part-time students in motor vehicle mechanical engineering, computer-aided engineering, welding and electronics achieve pass rates above the averages published in the FEFC engineering survey of 1996. Retention on some part-time courses over three years has been good, but with a slight downward trend in 1997. Pass rates for full-time students have declined since 1995. Retention and pass rates for national diploma and GNVQ advanced courses have fluctuated. In 1995, the pass rate was 100 per cent, but since then there have been some poor results for the small numbers of students on these courses. GNVQ students are able to

Curriculum Areas

progress to higher education courses within the college, such as the higher national diploma in polymer engineering. The self-assessment recognises that not all students progress to employment or other destinations appropriate to their course.

18 Engineering courses are generally well resourced. Staff have appropriate industrial experience for the courses they teach, although some of it is not recent. This weakness was recognised in the self-assessment report. It is being addressed by the use of industrial placements for staff. Links with industry are well developed and are supported by an effective engineering advisory committee. This committee is chaired by a governor who is an engineer. Engineering workshops are generally well equipped and arranged, although teaching in rooms adjoining workshops can sometimes be disrupted by noise. On some courses students from different year groups are taught together. Students find that these mixed groups can make

learning difficult, particularly in some theory lessons when it is sometimes difficult to get help from the teacher. The need to develop learning methods and materials to enable students to study on their own was recognised in the self-assessment report.

Examples of students' achievements in engineering, 1995 to 1997

Course grouping		1995	1996	1997
Advanced vocational national diplomas/GNVQ advanced for 1997 (full time)	Retention (%)	63	53	60
	Pass rate (%)	100	20	12
Advanced vocational welding and fabrication (part time)	Retention (%)	98	92	70
	Pass rate (%)	56	64	78
Other advanced vocational (part time)	Retention (%)	97	98	72
	Pass rate (%)	92	56	70
NVQ levels 1, 2 and 3 motor vehicle (part time)	Retention (%)	98	100	93
	Pass rate (%)	53	63	67
NVQ levels 1 and 2 motor vehicle (full time)	Retention (%)	100	83	82
	Pass rate (%)	56	76	42
C&G 201/NVQ level 2 engineering competencies (part time)	Retention (%)	100	100	88
	Pass rate (%)	100	67	100

Source: college data

Curriculum Areas

Business and Professional

Grade 2

19 Inspectors observed 15 lessons covering courses for full-time and part-time students in the school of business and professional studies. Inspectors agreed with most of the college's self-assessment report which was based on detailed evidence.

Key strengths

- well-managed provision
- much enthusiastic teaching using a variety of methods
- well-organised modular arrangements for management courses
- good pass rates on many courses
- good induction and tutorial provision
- effective internal verification

Weaknesses

- a minority of less-effective lessons
- poor retention rates on some programmes
- insufficient detail in marking of some assessed work

20 Inspection evidence supported the college's view that most teaching and learning is good. In the better lessons, teachers use a range of methods to involve students fully in learning. Teachers communicate their enthusiasm for business topics to students, so motivating them to work well. Part-time students on professional and management programmes are set realistic tasks which develop their management skills as well as prepare them for assessments. In a well-structured lesson on interview techniques, students enjoyed and learnt from realistic role-play. Public services students on full-time courses showed good understanding of practical and theoretical aspects of team-working in a well-prepared group exercise. Tutorials help

students to prepare effectively for their assignments. Induction programmes for full-time students are thorough and often include a residential event which students enjoy and find useful. In some longer lessons, students' interest was not maintained and they became restless. Less-effective teaching is given insufficient emphasis in the self-assessment report, but weaknesses in marking were recognised. Written feedback to students is sometimes too brief and lacking in detail, especially for complex assignments.

21 The college's business programmes are well managed. An enthusiastic team of full-time teachers is well complemented by part-time staff. Inspectors agreed with the self-assessment report that staff have developed a positive, creative and effective learning environment for students. Internal verification procedures are applied rigorously. The views of students are gathered, formally and informally. Full-time students on the GNVQ advanced business courses link their studies with suitable work experience. Key skills are addressed systematically and are well integrated with aspects of vocational assignments. Students' portfolios are well presented and are at an appropriate standard for the level of course. Inspectors concurred with the college's judgement that clear, well-organised and varied methods of study for students on the modular programmes in management are a significant strength of the provision.

22 Pass rates on many programmes are above national rates for further education colleges. This is recognised in the self-assessment report. There are clear targets for both achievement and retention. Pass rates well above national averages have consistently been achieved in GNVQ advanced programmes over the last three years. GNVQ intermediate students' pass rates were above the national average in 1995 and 1997, but lower in 1996. Pass rates for the certificate in supervisory management were above the national average in 1995, but below

Curriculum Areas

in 1996 and 1997, although retention was consistently high. General certificate of secondary education (GCSE) pass rates in accounting were poor over the three years, but retention was good. Overall retention rates in business are good and meet or exceed college targets. However, retention on some two-year vocational courses has been low and this was not noted in the self-assessment report.

Retention was low for the higher national certificate and for the national certificate in 1996 and 1997, and for GNVQ advanced in 1997. On a few part-time programmes, a relatively low percentage of students, below the targets set by the college, achieved the full award.

23 Classrooms are well decorated with some vocationally relevant displays, although in a few rooms furnishings are not of a standard which reflects a modern business environment. Students have good access to computers and use CD-ROMs and the internet to research topics for projects and assignments. The learning centre is used regularly by business students. Useful directed study sessions are timetabled in the learning centre for full-time groups. The

college's internal inspection report recognised that the industrial experience of some staff is not recent. Inspectors also agreed with the report that recent secondments and new appointments have improved the overall level of current industrial expertise.

Examples of students' achievements in business and professional, 1995 to 1997

Course grouping		1995	1996	1997
Higher national certificate	Retention (%)	82	56	55
	Pass rate (%)	89	100	82
GNVQ advanced (1995 national diploma)	Retention (%)	85	74	67
	Pass rate (%)	82	88	79
GNVQ intermediate	Retention (%)	83	100	100
	Pass rate (%)	83	61	71
National Examining Board for Supervisory Management certificate	Retention (%)	100	95	100
	Pass rate (%)	86	71	75
GCSE accounting	Retention (%)	97	90	100
	Pass rate (%)	14	28	35

Source: college data

Curriculum Areas

Hairdressing and Beauty Therapy

Grade 2

24 The inspection covered all aspects of the college's hairdressing and beauty therapy provision. Twelve lessons were inspected. Inspectors generally agreed with the college's assessment of the strengths and weaknesses of this provision.

Key strengths

- good teaching in most lessons
- carefully planned and organised lessons
- some good retention rates across the provision
- mostly good pass rates
- competent and safe working practices of students
- thorough monitoring of students' progress

Weaknesses

- theory and practice not always linked to industrial/commercial standards
- some inappropriate accommodation and resources affecting learning
- inadequate correction and feedback in some written work

25 There is an appropriate range of full-time and part-time courses in hairdressing and beauty therapy leading to NVQs at levels 2 and 3, and extensive specialist provision, including Indian head massage, aromatherapy and reflexology, which meets individual students' needs.

26 Inspectors agreed with the self-assessment report that teaching is mostly good. Staff are enthusiastic. Lessons are carefully planned and organised to meet the learning and assessment needs of individual students. Detailed lesson

plans were available for all lessons inspected. There is a suitable balance between theory and practical work. A variety of appropriate teaching methods is used. Staff are responsive to students' concerns and this has a positive effect on students' performance. Teachers share lesson aims and learning objectives with students. Students worked safely and competently in all practical classes inspected. Students' progress was carefully monitored and recorded. In some lessons, however, teachers gave too few indications of the standards expected for the presentation and organisation of written work. Inspectors found that teachers missed opportunities to improve students' understanding of theory and practice, by making relevant links to current industrial standards and practice. This weakness was recognised by the college.

27 Teachers provide regular and constructive feedback to students on their progress in both theory and practical lessons. However, insufficient attention is given to feedback and corrections in some written work. In the marking of some written work, spellings, including those of technical vocational terms, are left uncorrected. Written work by beauty therapy students is of an appropriate standard, but some portfolios by hairdressing students are poorly presented. The IT skills of those on part-time modern apprenticeship schemes are accredited. Few other students regularly use IT in their portfolio work.

28 Inspectors agreed with the college's assessment that on most courses there are good student retention and pass rates. All students who completed combined NVQs in hairdressing and beauty therapy in 1997 passed, although retention was poor at 57 per cent, having declined over the period 1995 to 1997. All students passed NVQ level 2 in beauty therapy in 1996 but the pass rate was below average in 1995 and poor in 1997. The pass rate for part-time NVQ level 3 hairdressing students was good in two of the last three years, but declined

Curriculum Areas

in 1996. The inconsistent pattern of results is recognised in the self-assessment report as a weakness.

29 Comprehensive programme management files and course handbooks are being developed. Course teams monitor performance against agreed achievement targets. Strong tutorial support encourages students to reach their full potential. The self-assessment report recognises that more needs to be done to seek the views of representatives from industry and to strengthen the role of work placement as an integral part of the curriculum. There is, at present, little accreditation of students' workplace achievements in the assessment of NVQs. References to commercial needs were seldom found in schemes of work.

30 There is a good range of resources for students, including videos, books, magazines and a variety of good-quality study packs. These packs are used effectively as a basis for learning and meet the needs of individual students in groups where abilities are mixed. The internal inspection report recognised that some of the hairdressing and beauty accommodation is inappropriate for some learning activities and too small for current group sizes. Plans have been approved to tackle

these issues which at present affect the quality of teaching and learning. Hairdressing and beauty staff are well qualified and experienced. They have taken regular opportunities to update their industrial knowledge and skills.

Examples of students' achievements in hairdressing and beauty therapy, 1995 to 1997

Course grouping		1995	1996	1997
NVQ hairdressing levels 2 and 3	Retention (%)	100	98	93
	Pass rate (%)	77	70	89
NVQ beauty therapy levels 2 and 3	Retention (%)	73	92	85
	Pass rate (%)	88	100	55
NVQ hairdressing and beauty therapy combined	Retention (%)	82	80	57
	Pass rate (%)	89	92	100
Non-NVQ complementary therapy programmes	Retention (%)	95	99	94
	Pass rate (%)	95	84	92

Source: college data

Curriculum Areas

Art and Design

Grade 2

31 Inspectors observed 19 lessons across the range of specialist and general art and design courses offered. Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report, although they considered that the standard of students' achievements was overstated.

Key strengths

- carefully structured projects
- generally effective teaching
- competently taught practical work
- good, and some outstanding, pass rates
- good progression to higher education and relevant employment
- much good practical and written work by students
- purpose-built accommodation and professional level of equipment

Weaknesses

- poor retention and variable pass rates on a minority of courses
- insufficiently rigorous monitoring of students' attendance
- some feedback insufficiently detailed and analytical

32 The college offers a broad range of full-time and part-time courses in art and design. Students have the opportunity to choose from many specialist courses such as print, display, textiles or fine art. Student numbers on some courses are low. Most courses are well planned and managed. However, as the self-assessment report notes, course documentation varies in quality, detail and usefulness. Many courses have their course content outlined in a course handbook for students. The best of these provide students with useful information on the

way courses are taught, details of the assessment process and the workload expected. Projects set for students are carefully structured to provide a successful balance between theory and practice. Teachers give students a great deal of personal attention. The self-assessment report recognises the good tutorial practices.

33 The quality of lessons inspected was generally good. Teachers used a variety of teaching methods to sustain interest and promote learning. Students regularly benefit from visits to and from practising artists and designers. The well-resourced workshops were used to good effect by teachers to encourage students to broaden the scope of their work. Teachers effectively illustrated lessons with videos and other visual aids. The aims of most lessons were shared with students. In some of the lessons observed teachers failed to generate any enthusiasm for the work amongst students. In others, the teaching did not always cater for a wide range of abilities. In some theory lessons, students' attention wandered and few took notes. Registers show that attendance at some lessons is consistently poor. As the self-assessment report recognises, monitoring of students' attendance is not always sufficiently rigorous.

34 The quality of students' practical and written work is generally satisfactory or good. Students on some courses, such as foundation studies for higher education in art and design, produce individual, experimental and interesting work. Students talk succinctly about their studies. Portfolios provide a record of their progress. Most assessment is well structured to help students improve their work. However, teachers' feedback to students is sometimes insufficiently detailed and analytical.

35 There are good pass and retention rates on many courses. On the RSA photography foundation course, they were 100 per cent in 1995, 1996 and 1997. One hundred per cent pass rates were also achieved in C&G upholstery and fashion courses in 1995 and 100 per cent

Curriculum Areas

retention rates were achieved in upholstery and embroidery in 1995 and 1996. Pass and retention rates have been consistently good in foundation studies in art and design. In general art and design, pass and retention rates have fluctuated over the last three years. All students completing the GNVQ advanced course in 1996 passed, but retention was low. Pass and retention rates have been low for the national diplomas in industrial design and in interior design and decor. Retention rates have been consistently good in C&G fashion but pass rates were poor in 1996. In 1995, the pass rate in GCSE photography was low at 37 per cent, and none of the students passed GCSE in art. Remedial action has been taken and retention rates are improving in 1998. The destinations of most students are well monitored. Most students progress to higher education and relevant employment.

36 Teaching staff are well qualified, conscientious and enthusiastic. Part-time teachers who are practising artists and designers visit the college to set projects and provide feedback. There is a good standard of technical support. Courses take place in two

modern buildings specially designed for the purpose. They are suitably furnished and provide a good learning environment. Most studios are light and airy. Workshops are mostly spacious and well equipped, although as student numbers have increased, there is some overcrowding in some workshops. The shortage of space in some areas is recognised in the self-assessment report. There is a modern, well-equipped computer suite. Some of the accommodation used for contextual studies and art history lectures is inappropriate.

Examples of students' achievements in art and design, 1995 to 1997

Course grouping		1995	1996	1997
National diploma in general art and design (GNVQ advanced 1996)	Retention (%)	97	65	71
	Pass rate (%)	97	100	93
National diploma in interior design/decor	Retention (%)	88	62	25
	Pass rate (%)	93	88	50
National diploma in industrial design	Retention (%)	*	*	29
	Pass rate (%)	*	*	50
Foundation studies in art and design	Retention (%)	95	94	98
	Pass rate (%)	100	100	97
RSA foundation photography	Retention (%)	100	100	100
	Pass rate (%)	100	100	100

Source: college data

*course not running

Cross-college Provision

Support for Students

Grade 1

37 Inspectors agreed with the judgements in the self-assessment report. Some of the weaknesses identified by the college have been addressed.

Key strengths

- full and balanced advice for students during recruitment and enrolment
- thorough and effective induction
- very good tutorial, personal and career planning support
- broad provision for students with learning difficulties and/or disabilities
- comprehensive careers information and advice services
- active student association

Weaknesses

- learning support services less well established in a few areas

38 Inspectors agreed with the self-assessment report that the college's recruitment, enrolment and induction procedures are a strength. Potential students receive full programme information through well-presented publications and college open events. The college responds well to requests from schools. Prospective full-time students have individual interviews and can participate in workshops organised by the appropriate course teams. Students who are undecided about their future plans may also have a careers interview. Regular contact is maintained after interview through a series of newsletters. All full-time and some part-time students have a thorough college induction. Initial training in using the college's IT and library facilities is particularly effective. The college provides an information pack for part-time students and the offer of an induction. They are given details of college services through the college's intranet. Part-time

students on some substantial programmes where there is a clearly identified need receive a full college induction programme.

39 All full-time and some part-time students have a personal tutor. Inspectors agreed with the college's assessment that tutorial provision for full-time students is a significant strength. Tutors have a substantial annual allocation of hours based on tutor group size. Each week tutors organise a range of individual tutorials, review sessions and group work. These are mostly of high quality. Care is taken to ensure that all students are seen regularly and that good records are kept. Students are required to undertake personal and career planning modules to develop their key skills and ensure that they have individual career interviews. Requests to transfer to another course are followed up by the senior careers adviser. Tutors receive suitable staff development and are supported in their work by senior tutors who also review the work of tutors. Part-time students receive effective tutorial support from their teachers who ensure relevant college services are involved. Students on some substantial part-time programmes have designated tutors.

40 Support for students with learning difficulties and/or disabilities is well structured. Students attend a two-day interview and assessment before joining the college. They are supported by a range of specialists and equipment. They commented positively to inspectors about their increased confidence and skills. Students who are dyslexic are assessed by a consultant educational psychologist. Appropriate arrangements are made to support them in lessons. Students with visual or hearing impairment are well supported by professional agencies. Students with restricted mobility are supported by the student support assistants and are enabled to participate in a wide range of programmes. The learning support service ensures that staff teaching such students have appropriate staff development.

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41 The literacy and numeracy skills of full-time students are assessed at the start of their course. The majority of students identified as needing support attend sessions provided by the learning support service. Some do not take up the opportunity provided. The college recognises this as an issue which has to be addressed. Effective learning support is also given on request to individual students or groups within the classroom. Tutors are informed of their students' progress. Learning support is less well established in a few areas of the college. Teachers readily give time to help students, but do not always refer students in need to the learning support service. The college is taking action to address this weakness.

42 The college has an effective range of careers information, advice and counselling services. In partnership with Lifetime Careers (Wiltshire) Ltd it provides a comprehensive careers service for students and members of the community. Students have access to a counsellor and, through her, to other specialists if required. Information and advice on welfare matters is readily available. Complaints, enquiries and requests for financial assistance are dealt with sensitively and fairly. There is a nursery with the capacity to meet the demands of students for places for their children. A particular feature of the college is the work of the student association. It is based in a purpose-built students' centre. The association is lively and well supported by students. It organises a range of social activities as well as participating in fund-raising and community events.

General Resources

Grade 1

43 The college carried out a detailed self-assessment of its general resources. Inspectors agreed with the judgements in the self-assessment report.

Key strengths

- outstanding IT facilities
- good provision for local needs at the four divisional college centres
- spacious, well-stocked library and learning resource centre
- the high standard of the refectory and students' centre
- good access for people with restricted mobility

Weaknesses

- a few unsatisfactory classrooms
- some underuse of accommodation

44 The college has outstanding IT facilities. There is a clear strategy which is effectively implemented. A wide area network comprising over 500 workstations ensures that an excellent range of software is readily accessible to all students. In addition to up-to-date wordprocessing, spreadsheet, database and specialist applications, students may use the network to access a wide range of CD-ROMs and the internet, send internal electronic mail, search for library and resource centre learning materials and access the college intranet. The intranet holds a wide range of useful college news and general information for students. A particular strength is the use of the intranet to hold learning resources for specific courses. This initially applies to specialist computing courses, but will be extended gradually to all full-time courses. Students with computers who are unable to come to college will soon be able to use the college network directly from home. The network is well managed and reliable. There is detailed and useful monitoring of network use. For example, staff can analyse the time spent using each software application by all the students on a particular course.

45 Since the last inspection, the college has made significant improvements to its accommodation. New buildings include an art

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and design teaching block and the students' centre. A new theatre is under construction. New leased accommodation in modern buildings at Melksham and Shaftesbury is of a high standard. The college is clean, in good decorative order and well maintained, as recognised in the self-assessment report. Reception, enrolment, information and advice areas are well laid out and welcoming. Students' artwork is displayed in most corridors. There are good sports and social facilities, including the Pegasus refectory, the sports hall and fitness centre, and the large students' centre. The students' centre is comfortably furnished. There are nursery facilities for 35 children and an after-school club for children aged up to 12. Access for people with restricted mobility is good. Most buildings have ramps and lifts, but the complex layout of the site and lack of automatic doors can occasionally inconvenience wheelchair users. Security cameras have been installed and parking facilities extended.

46 Most classrooms are adequately equipped with whiteboards, overhead projectors and screens. Some have televisions and video recorders. A few classrooms have little natural light and only basic furniture. In some computer rooms ventilation is a problem in warm weather. The self-assessment report acknowledges that some accommodation is underused in a few areas. This is being progressively addressed through the college accommodation strategy. Accommodation for teaching and support staff is generally good. All staff rooms have computers and there is a comfortable staff common room. All managers and business support staff have networked computers.

47 The library and learning resource centre are spacious, comfortably furnished and well laid out. Inspectors agreed with the self-assessment that they offer a high standard of service and facilities for students and staff. The library is well stocked with a range of books,

journals, CD-ROMs and videos. It has colour copying and video playback facilities. The learning resource centre is divided into curriculum workshops which students can use on their own or with support from their tutors. In each workshop area a wide range of reference materials is clearly organised under topic headings. Together, the library and learning resource centre provide ample study spaces, including some set aside for quiet study and group work. There are many computer workstations for use on an open access basis. All the network software is available as well as scanning, colour printing and CD writing facilities. The open access facilities are well used. It is seldom necessary for students to have to wait for a computer to be available, and then only at peak times. Library staff regularly meet teachers to find out about course requirements and to discuss developments of the library and learning resource service.

48 The divisional colleges in Devizes, Warminster, Melksham and Shaftesbury effectively meet local needs for a range of IT courses and a number of part-time academic and vocational programmes. Each centre has spacious, well-furnished, modern computing facilities linked to the college network. The accommodation is generally of a high standard, particularly the modern facilities at Melksham and Shaftesbury. Reference materials are kept at each centre and arrangements are made for students to borrow books from the college library at Trowbridge.

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Quality Assurance

Grade 2

49 Inspectors agreed with most of the judgements about quality assurance in the self-assessment report. The commentary and supporting evidence were clear and detailed.

Key strengths

- effective quality assurance procedures
- thorough and productive internal inspection
- well-established system of targets for students' achievements
- effective reporting routes for quality assurance
- well-planned staff review and development programme

Weaknesses

- variable effectiveness of course reviews
- inconsistencies in internal verification
- lack of monitoring of students' achievements on collaborative provision
- failure to monitor students' charter entitlements

50 The college has recently improved its quality assurance procedures. Many of them have been audited. Staff understand and support the quality assurance system which is explained to new staff on induction. Senior managers attend closely to the monitoring of quality assurance and its links with operational planning. A thorough internal inspection of each curriculum school, under the headings of Council Circular 97/12, *Validating Self-assessment* was carried out before the FEFC inspection. The executive summaries of the internal inspections were used to update the strengths and weaknesses of curriculum areas in the college's self-assessment report.

51 Course reviews are being improved. Inspectors agreed with the self-assessment report that although some course reviews are very thorough and effective, others are less so. For example, some reviews include little documentary evidence of student participation. An improved specification for course reviews is taking effect. Additional reviews, which are thorough and productive, are requested by the academic board or by school academic business meetings for areas of concern. There is a well-established system of setting targets for the improvement of student retention and pass rates for each course. The achievement of these targets is included in the objectives in school operational plans.

52 Business and cross-college service functions have been setting standards for performance since September 1997. Previously, quality monitoring and review in different functional areas varied widely in the thoroughness with which it was carried out. The requirement for regular business meetings, with set agendas, across all functional teams is helping in the process of developing and monitoring standards.

53 Quality assurance for collaborative provision, which amounts to about 5 per cent of the college's work, has not been fully integrated with the procedures for the college's other programmes. The college makes use of the quality assurance systems of partners, but these vary in their rigour. In 1997-98, the college for the first time required partners to provide an annual review and evaluation report. A programme of visits by college staff provides valuable monitoring information for senior managers. When collaborative provision is proposed, target enrolments, retention and pass rates are set. However, the achievements of students on these courses are not included in the same academic reporting and monitoring system as those for the college's other students. Inspection evidence did not support the college's claim that quality assurance arrangements for outward collaborative provision are a strength.

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54 The student charter is a brief summary document. A fuller account of entitlements, for full-time and part-time students, is contained in the student handbook. There is no procedure for monitoring the college's effectiveness in delivering these entitlements, although students' and employers' opinions are systematically and regularly collected. Inspectors agreed with the judgement in the self-assessment report that awareness of the charter amongst staff and students is limited.

55 There is a well-established route for responding to external verifiers' reports, all of which are signed off by the principal. Issues for attention are required to be raised at school academic business meetings. Internal verification is part of the remit of programme assessment boards. Steps are being taken to increase the usefulness of their meetings. Inspectors agreed with the judgement in the self-assessment report that internal verification is not equally regular or thorough in all areas.

56 Staff development and training is identified as a strength in the self-assessment report. Individual reviews of staff training needs are held annually. Training needs are assembled into a detailed and costed plan, approved by the principal and monitored for its relationship to planning objectives. Staff report a high level of satisfaction with the training programme. The programme is carefully monitored and evaluated. The college is preparing for its reassessment for the Investor in People award, achieved in 1995.

57 The college's self-assessment report is based upon reports from each school and cross-college function, updated by the findings of the internal inspection. Staff were involved in the self-assessment of their areas. Inspectors agreed with most of the judgements in the self-assessment report. The internal inspection included a particularly rigorous programme of lesson observations. The lesson grade profiles for a few areas had a greater proportion of

higher grades than those subsequently awarded by FEFC inspectors. In many areas, weaknesses identified by the college's internal inspection and self-assessment reports have been, or are being, attended to. Progress with the resulting action plans is being carefully monitored through school academic business meetings, the academic board, and the academic quality committee of the governing body.

Governance

Grade 2

58 Inspectors agreed with the strengths and most of the weaknesses identified by the college.

Key strengths

- much relevant expertise among governors, effectively used
- good understanding of strategic issues
- well-organised corporation business
- effective monitoring of college's performance
- well-established self-assessment of governors' work
- particularly thorough arrangements for appraisal of the principal

Weaknesses

- no written standing orders for the conduct of meetings
- lack of a clear and open process for the recruitment of new governors
- no structured induction for new governors

59 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

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responsibilities under the financial memorandum with the FEFC.

60 Governors' wide range of relevant business and professional expertise is used well to benefit the college. There is a good match between the expertise of committee chairs and the responsibilities of their committees. There are 18 governors, of whom three are women. The self-assessment report identifies under-representation of women as a weakness. There are no effective strategies in place to address this weakness. Training of governors takes the form of seminars or presentations by college managers or outside agencies. Some governors have attended specific training courses elsewhere. Inspectors agreed with the college's assessment that new governors would benefit from a structured induction.

61 Governors are involved in the preparation and approval of the strategic plan. An early draft of the strategic plan is discussed by governors who consider the financial implications. They have a good understanding of the strategic issues facing the college. The outcome of the current planning processes is a well-structured strategic plan. Although the self-assessment report identifies the need for governors to be more involved in the formative stages of the planning, inspectors did not find this to be a significant weakness.

62 As recognised in the self-assessment report, the business of the governing body is well organised. Governors are well informed and receive high-quality supporting papers. There is an agreed calendar of meetings throughout the year which enables timely and regular reports to be made to the full governing body. Support from the clerk is effective. The clerk has received appropriate training for this role. Agendas and most papers for meetings are sent out well in advance of meetings. Minutes are concise and reflect the decisions taken.

63 Many governors' procedures are in line with good practice in governance. There is a

register of interests and a code of conduct.

Minutes of governors' meetings are available in the college library and the staff room.

Governors evaluate the work of the board and its committees. There is a system to enable individual governors to receive independent advice. However, some important procedures to ensure the continuing effectiveness of the board have been considered, but not adopted by governors. They recognise the difficulty they have had in finding new governors to fill vacancies, but they have decided not to adopt the use of a search committee, with appropriately defined procedures, to help them reach the wider pool of potential governors that they wish to attract. There are no written standing orders for the conduct of the meetings of the corporation and its committees. The lack of these arrangements is not recognised in the self-assessment report.

64 There are effective working relationships between governors and senior managers. Inspectors agreed with the college that the scheme to appraise the principal is a model of good practice. Chairs of board committees and the other members of the principalship are required to complete a questionnaire on all aspects of the principal's performance. The principal submits a self-appraisal report. The chair of the personnel committee summarises these for the chair of governors. The remuneration committee then makes a recommendation to the full board.

65 As the self-assessment recognises, the college's performance is closely monitored by governors. Financial reports prepared each month are clear. Governors monitor the college's progress against funding unit targets. Regular reports on health and safety and staffing are made to the appropriate committee. Until recently, there has been little reporting on the college's equality of opportunity policy. The development of a new code of practice and implementation plan has been approved by the governing body.

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66 Students' achievements are well monitored by the governors' academic quality committee. Retention and examination results are reported in a way which enables governors to compare actual results against college targets and national figures. Low levels of achievement are investigated. This committee has received and discussed annual self-assessment reports on the college each year since 1995. It reviews progress made in addressing weaknesses identified in these reports. Individual governors are now linked to college curriculum areas to help their understanding of curriculum issues.

Management

Grade 1

67 Inspectors largely agreed with the strengths and weaknesses identified in the self-assessment report.

Key strengths

- strong and accessible management enabling good progress towards mission and targets
- comprehensive and consultative strategic planning process
- effective communications
- links with a wide range of external bodies
- effective use of market information
- reliable management information to inform decision-making
- good financial management and reporting

Weaknesses

- underdeveloped monitoring of equality of opportunities

68 The college is well managed. The mission statement is taken seriously and pursued with integrity. The college has succeeded in

achieving many of the targets it has set itself. Inspectors agreed that there is a clear management and reporting structure which is understood by staff, who have easy access to senior managers. The principalship comprises the principal, deputy principal with responsibility for finance and resources and the vice-principal responsible for curriculum and quality. This team provides strong leadership and direction and rigorous monitoring of the college's progress. The college management group comprises the principalship and the heads of academic schools and college support functions. Both the principalship and the college management group meet weekly and have clear terms of reference. Papers, minutes and reports are of high quality. Schools and functional areas hold formal business meetings regularly. Standard agendas ensure consistency of direction and reporting to assist management decisions.

69 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The finance team is led by the director of finance who is well assisted by an experienced team. Management accounts are closely monitored by the principalship each month. In particular, there is a formal procedure for monitoring the corrective action taken for any budget which shows significant variance. The director of finance is in the process of updating the financial regulations, which incorporate advice and input from the internal auditors. The internal and external auditors have not identified any significant weaknesses in the college's systems of internal control.

70 The college has an effective and consultative strategic planning process. Each year all sections of the college consider, in the context of the existing plan, the developments they wish to introduce over the next year. Associated staff development and capital bids are also prepared. Plans are analysed and refined through a series of rigorous meetings at

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different levels in the college. These plans contain targets which are monitored and reviewed regularly. The identification of action points through the internal inspection process contributes to the operational objectives of schools. Internal inspection reports and progress reviews are submitted to the academic board. College management uses the outcomes of internal inspections and reports to inform decision-making. The college did not identify this management strength in the self-assessment report.

71 Communication structures are effective. Staff are well informed about the college's direction and objectives. Line management and areas of responsibility are clear to staff. There are regular formal and informal meetings at all levels. Staff receive sufficient information to undertake their roles effectively. Staff working at the divisional college centres comment favourably on the arrangements for communication with the main site at Trowbridge and are well informed about college issues.

72 Inspectors agreed with the college's assessment that the varied and productive external links with a wide range of professional, business and community organisations give the college a strong profile both locally and regionally. The self-assessment report recognises that the college has not yet formally evaluated the effectiveness of all these external links, although such evaluation is imminent.

73 The self-assessment report notes that the college has a significant amount of information about the area it serves. Population and labour market information gives a broad picture of employment trends. This is used to inform strategic planning. There is also much specific information and focused market research which has resulted in new developments. Such thorough research led to the establishment of the present network of divisional colleges centres. The college is increasingly using information from its own student database as well as data on local industry from work placements.

74 Inspectors agreed with the college's self-assessment that information about students is widely available in the college and is monitored effectively at a variety of different levels. The college network is already extensive and staff have easy access to a number of standard reports. Further reports can be requested and these are made available very quickly from the management information systems office.

Student information is trusted as being accurate and reliable by staff. A computerised timetable has been introduced to monitor the efficient deployment of staff and use of teaching spaces.

75 Most of the college's policies are monitored by the academic board. Until recently there were two equality of opportunities policies, one each for students and staff, which were not formally monitored. The academic board recently approved a combined equality of opportunity code of practice. Within the code there are clear implementation statements to extend the influence of equal opportunities and to monitor practice across the college. No monitoring has yet taken place, but internal inspection reports have identified equal opportunities issues within the curriculum.

Conclusions

76 The self-assessment process is being effectively developed in the college. Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report. A few further weaknesses found by inspectors were either absent from, or understated in, the self-assessment report. Effective action has been taken to address some of the weaknesses. The college's internal inspection process is particularly thorough. It follows the framework of Council Circular 97/12, *Validating Self-assessment*. The internal inspection reports on curriculum areas, which informed the updated version of the self-assessment report issued one month before the inspection, were comprehensive and evaluative. These reports provided further extensive details

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on both strengths and weaknesses with which inspectors mostly agreed. The internal inspections included a rigorous programme of lesson observations. The lesson grade profiles for a few areas had a greater proportion of higher grades than those subsequently awarded by FEFC inspectors. Inspectors agreed with all the college's self-assessed grades for cross-college areas and all but two of the grades for curriculum areas.

77 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 (July 1997)

Age	%
Under 16	1
16-18 years	20
19-24 years	17
25+ years	59
Not known	3
Total	100

Source: college data

Student numbers by level of study (July 1997)

Level of study	%
Foundation	20
Intermediate	42
Advanced	16
Higher education	1
Leisure/recreation (non-schedule 2)	21
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	93	360	3
Construction	54	612	5
Engineering	122	660	6
Business	219	3,574	28
Hotel and catering	52	516	4
Health and community care	245	2,687	21
Art and design	287	1,251	11
Humanities	71	2,170	16
Basic education	68	760	6
Total	1,211	12,590	100

Source: college data

Staff expressed as full-time equivalents (November 1997)

	Perman-ent	Fixed term	Casual	Total
Direct learning contact	127	46	0	173
Supporting direct learning contact	32	2	1	35
Other support	108	1	10	119
Total	267	49	11	327

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

College Statistics

Three-year Trends

Financial data

	1994-95	1995-96	1996-97
Income	£8,255,000	£9,323,000	£9,424,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£17.56	£17.70	£18.18
Payroll as a proportion of income	77%	78%	70%
Achievement of funding target	109%	103%	*
Diversity of income	30%	28%	28%
Operating surplus	-£46,000	-£132,000	£255,000

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)

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)

*data not available

Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	67	67	46
	Average point score per entry	3.7	3.2	3.9
	Position in tables	middle third	middle third	middle third
Advanced vocational	Number in final year	150	141	175
	Percentage achieving qualification	87%	84%	82%
	Position in tables	top third	top third	top third
Intermediate vocational	Number in final year	*	99	76
	Percentage achieving qualification	*	54%	70%
	Position in tables	*	middle third	top third

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

FEFC Inspection Report 102/98

**Published by the
Further Education Funding Council
September 1998**