

# Plymouth College of Art and Design

Inspection report

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## Background information

### Inspection judgements

#### Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

#### Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: levels 1 and 2 art and design; national diplomas in art and design; and foundation diploma and access to higher education in art and design.

#### Description of the provider

1. Plymouth College of Art and Design is one of four specialist art and design colleges in the further education (FE) sector, offering further and higher education courses. Further education courses constitute just over half of the college's provision. The college provides opportunities for art and design ranging from art workshops for younger school children, programmes for Year 10 and 11 secondary school pupils, to full-time and part-time further and higher education courses for school leavers and adults.

2. The majority of further education students are aged 16 to 18, studying full-time at level 3 courses. These students come from a wide geographical area. Most adult learners are enrolled on part-time level 1 and 2 programmes and on the full-time access to higher education course. Just over half the students are female. Those from minority ethnic groups represent approximately 3.6% of the total. The numbers of students from disadvantaged backgrounds and those with declared specific learning difficulties and disabilities have increased in recent years.
3. Levels of employment in Plymouth are lower than for England and the South West region area. Key Stage 4 results in Plymouth are slightly lower than the national and regional averages and the proportion of sixth form students in Plymouth progressing to higher education is below the national average.
4. The college works in partnership with a wide range of local schools, colleges, community organisations, employers and higher education institutions to support student achievement and progression. The college and its students are actively engaged in the promotion of the arts and creative industries at a local, regional and national level.
5. The college's mission is 'to be a dynamic, specialist art college which educates and encourages innovation, intellectual curiosity, entrepreneurship and creativity in art, design, crafts and media'.

## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
<i>Equality of opportunity</i>	<i>Outstanding: Contributory grade 1</i>

### Sector subject areas

Levels 1 and 2 art and design	Good: Grade 2
National diplomas in art and design	Good: Grade 2
Foundation diploma and access to higher education in art and design	Outstanding: Grade 1

## Overall judgement

Effectiveness of provision

Good: Grade 2

6. Plymouth College of Art and Design is a good college with some outstanding aspects of provision.
7. Achievement and standards are good. Most success rates are above the average for specialist colleges. Low attendance and retention rates, noted at the last inspection, have improved and are now good overall, though retention rates on some national diplomas remain below average. Pass rates are consistently high. Observational drawing is now a key element in all courses and students demonstrate good skills in drawing and using visual language. Students progress well to higher levels of study and employment.
8. Teaching and learning are good in all areas. Teachers' professional knowledge and specialist skills support learning effectively. Digital technology is very well used to enhance students' learning and enjoyment of their work. Resources, specialist accommodation and equipment are very good and used well to develop students' skills and knowledge. Key skills are effectively integrated into art and design work and achievement is significantly above average.
9. The range of courses is good, with clear progression routes from level 1 to higher education and employment. The college has productive partnerships with school, employer and community groups which support learning and progression. The response to social and educational inclusion is good and the college is very responsive to meeting individual needs.
10. Support and guidance are good, with some outstanding aspects. Initial assessment is used very well to identify additional learning needs and comprehensive support is provided promptly. Whilst there have been improvements in the consistency in quality of tutorial arrangements since the last inspection, there is not yet sufficient focus on setting and reviewing clear learning targets in individual learning plans.
11. Leadership and management are good with strong leadership of the quality improvement strategy. Success rates have risen year on year in almost all areas since the last inspection. Managers and governors use performance data effectively to monitor performance. However, there is insufficient rigour in evaluation and target setting in some course reviews. The promotion and reinforcement of equality and diversity are outstanding. Governance is good, financial management is outstanding and value for money is good.

Capacity to improve

Outstanding: Grade 1

12. The college's capacity to improve its provision further is outstanding. Leadership on improvements is inspiring and management is good. The self-assessment report is largely accurate and self-critical and actions for

improvement effective. The internal lesson observation system is rigorous and leading to improvement. Commitment to the quality improvement agenda is very strong amongst staff.

13. The college's investment in staff development, accommodation and specialist resources supports the drive for further improvement. The record of leaders and managers in securing improvements is very strong. Further progress is needed in retention on a minority of courses.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

14. The college has made good improvements to address weaknesses identified at the last inspection. Attendance rates and punctuality have improved considerably. Retention rates have improved overall, though remain below average on some national diploma programmes. Standards of observational drawing and the amount of good practice in teaching are now good. The standard of teaching is now good in all areas. A new structure for tutorials has improved the quality of tutorials overall but setting and monitoring of individual targets remain underdeveloped.

### Key strengths

- high success rates on most courses
- high standards of student work
- good progression rates to further and higher education and employment
- effective use of learning resources, particularly ICT, to enhance learning
- very effective use of teachers' specialist knowledge and professional skills to support learning
- very responsive to meeting students' individual needs
- strong culture for equality of opportunity and inclusion
- well planned and relevant enrichment activities
- well integrated teaching and support for key skills
- good support and guidance for students
- extensive and productive partnerships to support learning and progression
- strong leadership and focus on quality improvement
- very good specialist resources.

### Areas for improvement

*The college should address:*

- retention rates on some national diploma programmes
- the consistency of the quality of tutorial processes
- the quality of target setting on individual learning plans
- the rigour of evaluation and target setting in course reviews.

## Main findings

### Achievement and standards

Good: Grade 2

15. The college's self-assessment report accurately identifies achievement and standards as good. Success rates have risen steadily over the last four years and most are above average. The proportion of students achieving high grades is above average. In 2006/07, success rates for the small number of students aged 16 to 18 on long level 1 courses improved significantly, but remained just below the average for specialist colleges. Success rates for adults on level 1 courses have been well above average for the last two years.
16. Success rates on long level 2 courses have also shown considerable improvement over the last four years and were well above average in 2006/07. At level 3, success rates for students aged 16 to 18 have improved to above average. The rate of improvement for adult learners has been slower, but success rates have been at or above average for the last four years. Success rates on short courses are also above national averages.
17. Success rates on the foundation diploma in art and design are outstanding and students achieve excellent results in the additional qualifications they take. In some national diploma courses, retention rates are still too low. Whilst there has been improvement over the last three years, retention rates across the national diploma programmes remain below average. The college has been actively working on improving retention, and in-year retention rates for the first year of these programmes provide early indications of further improvement between 2005/06 and 2006/07.
18. The college has successfully improved attendance and punctuality. Attendance rates are high at 91%. Key skills results have improved markedly over the last three years and students' achievement of key skills is now well above average.
19. Standards of students' practical art and design work are high at all levels. Observational drawing is now a key part of all programmes, with a clear focus on developing these skills from the outset. Early work on exploring and using visual language provides a sound foundation for developmental and exploratory assignment work. Lively sketchbooks attest to high levels of research and visual enquiry. Students are set interesting and challenging assignments, which enable them to develop good practical and thinking skills. Regular group and one-to-one critiques and well developed peer assessment help students to critically reflect on and evaluate their own practice. These skills help students make good progress and progression rates to further or higher education and employment are good.
20. Displays of student work in studios are used effectively as a resource to support teaching and learning and student success is celebrated through the display of work around the college.



## Quality of provision

Good: Grade 2

21. Teaching and learning are good. Teachers prepare lessons well and work particularly effectively with additional learning support colleagues to meet the diverse needs of students. Technical staff support learning well. A minority of lessons lacked sufficient pace. In a few instances, noise from large groups taking part hampered concentration.
22. The use of information and communication technology (ICT) is particularly effective in enhancing teaching and learning. Networked computers in most learning areas and studios are well used. Students and staff make good use of the college's virtual learning environment (VLE) to provide on-line research, assignment documentation and assessment feedback. However, the college recognises that further work is needed to ensure that all courses make the best use of the VLE. Other specialist teaching and learning resources are very good. Staff make effective use of learning areas which are mostly light, airy and well resourced. Specialist equipment is often of high quality and is well maintained.
23. Assessment is good. Assignment briefs are consistently well presented. Students understand what they must do to achieve. Informal feedback is frequent and detailed written feedback helps students improve.
24. Key skills in communication and application of number are very well integrated into art and design courses so that students see their relevance and develop their literacy and numeracy skills. Assignment briefs contextualise key skills well. For example, a project brief on the use of geometric forms in Islamic art combined aesthetic and cultural references with the development of relevant mathematical skills and understanding.
25. The college offers a good range of programmes to meet students' needs and aspirations, with clear progression routes from level 1 to higher education. Extensive and productive partnerships support learning and progression. The college plays a key role in establishing the strategic direction of art and design within the economic and cultural life of Plymouth. The multi-disciplinary 'Design to Sell' project has created good links with local companies and organisations. Student participation in events such as the 'Art in Arts' exhibition and the annual 'Splice Film Festival' enables them to work directly with practising artists and creative organisations.
26. Provision for students aged 14 to 16 is good. The college works closely with local schools to meet the needs of their pupils; for example, through twilight and Saturday morning sessions. The college has contributed well to the development of a Young Apprenticeship programme. Enrichment activities are very good. There are regular and well planned gallery visits and residential trips. The college's visiting lecturer programme is well attended.
27. Educational and social inclusion are good. The college has worked effectively to widen the participation of disadvantaged groups and to integrate students who might otherwise be excluded from schools. Good support for students with

particular physical or mental health needs has enabled them to join courses and make good progress.

28. Guidance and support are good with some outstanding features. Arrangements are well planned and managed to provide a coherent and comprehensive service. The college provides potential students with good information to help them make informed choices about courses through effective open days, well presented course information, exhibitions of students' work and taster sessions. A comprehensive induction briefs them thoroughly about the range of support services and other important information.
29. Support and guidance are particularly sensitively tailored to meet diverse student needs. Students feel well supported and say the college is very responsive to their individual needs. Analysis of support services indicates that those receiving learning support achieve well and make good progress.
30. Arrangements for initial assessment are very good. Detailed student profiles are easily accessible to all staff and appropriate additional learning support is provided promptly. The college makes creative use of a very good range of assistive technology including 'ipods', specialist software, the VLE and text messaging to support students.
31. Tutorial arrangements are now more consistent across the college. Tutors are sensitive to student needs and provide effective personal and pastoral support. Student progress is effectively monitored but there is insufficient focus on setting and reviewing clear learning targets in tutorials. Students have access to health awareness and career planning information through their course programmes, themed weeks and student union events. However, the college does not monitor student attendance at these events.

Leadership and management

Good: Grade 2

*Contributory grades:*

*Equality of opportunity*

*Outstanding: Grade 1*

32. Leadership and management are good. The governors, principal and senior managers provide very effective leadership and clear strategic direction. Community and employer partnerships are strong within the successful strategy for widening participation. Progression opportunities into further and higher education are very good.
33. There is outstanding leadership of an effective quality improvement strategy. Key indicators of learner success, such as attendance, retention, achievement, standards of work and progression rates, have improved continuously over the last four years. The self-assessment report is broadly accurate but in some course reviews there is insufficient rigour and setting of measurable targets. The lesson observation scheme is robust and self-critical, taking structured feedback from trained observers, observed teachers and students. Teachers

regard the system as a valuable tool for sharing good practice and supporting improvement.

34. Teachers are very committed to learner success and are well qualified with good professional experience and most have a teaching qualification. Sharing of best practice throughout the college is increasingly effective. Data from an excellent management information system are used well to monitor performance and inform actions for improvement. Curriculum management is good overall and outstanding on some courses. Students are highly satisfied with their experiences at the college and consider it a very safe and enjoyable place to study. Parents of younger students speak very positively about the support offered by the college.
35. The promotion of equality and diversity is outstanding, including excellent and successful policies and practices to increase the diversity of the student body. Access and facilities for students with difficulties and/or disabilities are very good. The college's compliance with legislation on disability, special educational needs and race relations is exemplary, including extensive consultation and impact analyses. Action on meeting standards under child protection legislation is outstanding as is attention to the safety of students. Staff and governors are appropriately trained in these responsibilities.
36. Accommodation and facilities are very good and well maintained. The buildings are attractive with impressive displays of student work. The innovative property strategy is at the core of a major cultural development in Plymouth. Specialist resources, including ICT, are very good and highly valued by students.
37. Governance is good and support to the governing body through the clerk is exemplary. Systems are robust, comprehensive and effective. Governors have considerable experience and expertise which they use effectively to support the college. They closely monitor college performance, are well informed and challenge managers appropriately. They are aware of the continuing challenge of retention on a few courses and are monitoring actions for improvement. Financial management is outstanding, including excellent monitoring and control procedures. The college provides good value for money.

## Sector subject area

Levels 1 and 2 art and design

Good: Grade 2

## Context

38. The college has approximately 250 enrolments at level 1 and over 480 at level 2. Level 1 courses include introductory classes in fashion and interior design, design crafts and fine art and the foundation certificate in creative craft. Level 2 provision includes BTEC first diploma and certificate programmes and the intermediate certificate in creative craft in graphics and digital graphics, illustration, fashion, life drawing crafts and photography.
39. Most students taking level 1 qualifications are adult students on long part-time courses. Around 80 students on first diploma or certificate programmes also take the foundation certificate in creative crafts as an introduction to their main programme. First diploma students and those on the first year of national diploma programmes take a level 2 certificate in creative craft as an introduction to art and design.

## Strengths

- high success rates for long level 2 courses
- high standards of student work
- good teaching of drawing and design
- good management of partnerships.

## Areas for improvement

- low pass rate on very short foundation certificate in creative crafts
- imprecise target setting in individual learning plans
- insufficient rigour of evaluation of performance in course reviews.

## Achievement and standards

40. Achievement and standards are good. Success rates have improved and are now above average in most courses, particularly at level 2. The exception is the very short level 1 foundation certificate in creative crafts where the pass rate is 11 percentage points below the national average.
41. The standard of students' practical work is high. Students are encouraged to investigate materials and processes through good technical and workshop practices. Students carry through designs to final production; for example, fashion garments and accessories are worn by models and then photographed.
42. Students make good use of historical and contextual sources to inform their creative work. Culturally diverse subject matter is integrated well into assignments. Sketchbooks and notebooks are used effectively to support the development of techniques and ideas. Observational drawing is good on all

courses and is embedded as a core skill. Short courses are used well to develop design and drawing skills and to familiarise students with a wide range of processes and equipment. Attendance is good.

### Quality of provision

43. Teaching and learning are good. Learning support is integrated effectively. Teachers use a good range of practices to make drawing interesting and to integrate historical and contextual studies with studio practice. Teachers and students have positive and productive working relationships. Younger students who attend the college from local schools are well supervised and behave well.
44. In evening classes, the commercial experience and knowledge of the teachers enhances learning. Students are highly motivated, feedback from assessment is good and their contributions to assessments are recorded and valued. The range of courses meets students' needs and interests well.
45. Support and guidance are good. Initial assessment information is detailed but the use of this information to plan lessons is currently underdeveloped. Targets in individual learning plans are imprecise. Students on the first diploma receive good careers guidance and progression rates from the first diploma to level 3 courses in the college are high.

### Leadership and management

46. Leadership and management are good. The management of accredited qualifications taught in partnership with schools is well organised. The college works flexibly to accommodate students from a number of local schools. Assessment of performance in course reviews lacks thoroughness and there is insufficient focus placed on teaching, learning and retention in course reviews.

## National diplomas in art and design

Good: Grade 2

## Context

47. The college has almost 400 students enrolled onto a range of national diplomas covering art and design, fashion and textiles, graphic design, media, multimedia, photography and three-dimensional design. The great majority of these are full-time students aged 16 to 18.

## Strengths

- high pass rates on most courses
- high standards of students' work
- much good teaching and support for students
- a successful range of enrichment activities
- excellent specialist resources and accommodation.

## Areas for improvement

- low retention rates
- insufficient use of precise targets in individual learning plans
- insufficient rigour in annual course reviews and action plans.

## Achievement and standards

48. Achievement and standards are good. Pass rates are consistently high and many students get high grades in public examinations. Success rates are improving on most national diploma courses. However, whilst retention rates have improved over three years, they remain below average.
49. Students' work is of a high standard with some excellent experimental drawing and completed designs. The breadth of work has improved significantly since the last inspection and students are acquiring a good range of skills in drawing, design, photography and film. Many students are developing individual styles and developmental work in sketchbooks and worksheets is good. Attendance is good.
50. Key skills are integrated effectively across the national diploma courses and pass rates are above national averages. In the 'Design to Sell' project students gain valuable experience in financial planning, marketing, numeracy and communication. Students exhibit and sell their work. Progression rates to higher education or employment are good.

## Quality of provision

51. There is much good teaching and support for students. The best lessons are well planned and the aims, learning outcomes and assessment criteria are shared with students. There is much good team teaching in larger groups.

Students are challenged by a good variety of assignments and tasks. Teaching is effective in supporting students with diverse needs and abilities.

52. Students are enthusiastic and clearly enjoy their studies. Teachers ensure that students understand and explore images from different cultures. For example, work on mediaeval Islamic patterns introduced students to modern mathematics and cultural imagery. A recent project for the College for the Visually Impaired developed their understanding of disabilities. However, in a minority of lessons, students were not fully challenged and class management was not sufficiently rigorous.
53. Assessment and the marking of students' work are good. Teachers provide helpful guidance on how students can make progress. There is very well planned and robustly implemented additional learning support. Students receive good support and career guidance. However, targets in individual action plans are not sufficiently precise or measurable.
54. Since the last inspection, accommodation and specialist resources have improved and now provide a stimulating environment in which to learn. Students have access to an extensive range of up-to-date specialist equipment. The range and effective use of specialist computer technology is a notable strength.
55. The good range of courses available enables students to specialise in their chosen discipline. A good variety of additional activities enriches their learning experience. These include well planned visits to galleries and employers, live commercial projects and working with artists and designers in the college.

#### Leadership and management

56. Leadership and management are good. There is regular monitoring of learner performance and managers make good use of accurate and timely management information. Responsibilities for course leaders are clear and communication is good. There are productive links between different specialist curriculum areas which support the sharing of good practice.
57. The self-assessment report is accurate and is based on the outcomes from the college's peer observation scheme and annual course reviews. However, some course reviews are too descriptive and assessment of teaching and learning lacks sufficient critical evaluation. Quality improvement plans do not always contain deadlines for action.
58. Links with employers are productive with students benefiting from a good range of work-related activities. Staff appraisal is effective and teachers speak positively about opportunities to discuss their work and professional development needs with managers.

## Foundation diploma and access to higher education art and design

Outstanding: Grade 1

### Context

59. There are 84 full-time students on the foundation diploma course, most of whom are under 19 years old. The access course has 34 adult students enrolled, most of whom study full-time. Foundation diploma students take additional qualifications including key skills in communication, life drawing and AS-level critical studies.

### Strengths

- high success rates on most courses
- high standard of work in drawing and critical studies
- much good and engaging teaching
- stimulating enrichment activities and educational visits.

### Areas for improvement

- insufficient rigour in course reviews to monitor targets.

### Achievement and standards

60. Achievement and standards are outstanding on the foundation studies course and good on the access course. Success rates are consistently above the national average on the foundation diploma, life drawing and AS level critical studies programmes and many students achieve high grades. Success rates on the access to higher education course have been at or above the national average for the last two years. The standard of work is high, particularly in drawing and critical studies. Students' notebooks explore a wide range of artists and disciplines with informed and engaging annotation. The very high standard of critical thinking and enquiry directly informs the success of practical work in later stages of the foundation course.

### Quality of provision

61. The quality of provision overall is outstanding. Teaching and learning across both courses are good. However, a minority of lessons lacked sufficient pace and students took too long to fully engage in their work. During a foundation studies residential visit to London galleries, students experienced a variety of contemporary visual practice which enthused them. Teachers highlighted key works and linked expert opinions from gallery staff to the experience of the students. For example, at The Photographers Gallery, the students were directed to works discussed previously in college and a commentary from the gallery curator expanded students' knowledge and understanding.



62. Course teams work well together in planning and delivering the courses using a range of stimulating and challenging projects. The programme of assignments effectively enables students to realise their conceptual thinking through a range of media, materials and workshop practice. Assessment is used constructively to inform and motivate students. Written feedback is clear and supportive, often giving targets and timescales for improvement.
63. Guidance and support are outstanding. Students are recruited to the appropriate course with integrity and regard for their ability and aspirations. The range of courses meets the needs of different students very well and the majority progress to higher education. The college provides very good specialist resources and accommodation. Students benefit from regional, national and international educational visits, a visiting artists programme and other events in the college gallery.

### Leadership and management

64. Leadership and management are outstanding. Success rates on all courses have improved since the last inspection. Courses are well managed and have a clear sense of purpose in meeting the needs of students. In some cases leadership is inspirational.
65. Managers and staff have successfully developed a range of additional qualifications which expand the curriculum and improve the standard of students' work. Students on all courses attend regularly and monitoring is rigorous. Teachers share a common approach to course planning and have worked hard to improve provision. Self-assessment is accurate. However, the course review process is not sufficiently rigorous in setting and monitoring targets.

## Students' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	04/05	77	36	65	-29	20	60	62	-2
	05/06	24	50	78	-28	179	74	64	10
	06/07	20	75			157	76		
GNVQs and precursors	04/05								
	05/06								
	06/07								
NVQs	04/05								
	05/06								
	06/07								
Other	04/05	77	36	65	-29	179	74	64	10
	05/06	24	50	78	-28	157	76		
	06/07	20	75						

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	04/05	296	70	68	2	160	68	62	6
	05/06	175	84	73	11	156	75	65	10
	06/07	115	92			81	81		
GCSEs	04/05								
	05/06								
	06/07								
GNVQs and precursors	04/05								
	05/06								
	06/07								
NVQs	04/05	46	59	73	-14	4	50		
	05/06	4	50	73	-23				
	06/07	2	100			2	50		
Other	04/05	250	72	69	3	156	68	63	5
	05/06	171	85	75	10	156	75	66	9
	06/07	113	92			71	82		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	04/05	288	72	69	3	151	66	57	9
	05/06	293	74	74	0	150	59	58	1
	06/07	342	80			115	68		
A/A2 Levels	04/05								
	05/06								
	06/07								
AS Levels	04/05	59	86	77	9	24	92	52	40
	05/06	67	88	76	12	25	88	55	33
	06/07	76	95			24	75		
GNVQs and precursors	04/05	10	80	61	19	4	25	54	-29
	05/06	7	71	66	5	3	67	56	11
	06/07	24	58			7	57		
NVQs	04/05								
	05/06								
	06/07								
Other	04/05	219	68	68	0	123	62	59	3
	05/06	219	70	73	-3	122	53	61	-8
	06/07	242	78			84	67		

Data for 2006/07 is the college's own data, not yet externally validated. Where no data appears, courses were not offered.