

**REPORT
FROM THE
INSPECTORATE**

Wyggeston and Queen Elizabeth I College

September 1996

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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

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

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GRADE DESCRIPTORS

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

The descriptors for the grades are:

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

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

College grade profiles 1993-95

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

FEFC INSPECTION REPORT 93/96

WYGGESTON AND QUEEN ELIZABETH I COLLEGE

EAST MIDLANDS REGION

Inspected February 1995-March 1996

Summary

Wyggeston and Queen Elizabeth I College is a sixth form college in Leicester. It mainly offers a wide range of GCE A level and AS subjects to full-time students aged 16 to 19. The college has broadened its curriculum to include GNVQ courses and provision for adults. It has good links with its partner schools and local universities. The college is managed effectively. Following a review of the governance of the college, members of the corporation have a clearer understanding of their roles. A particular strength of the college is the high level of students' achievements at GCE A level. A high proportion of teaching is of good quality. Teachers are well qualified. Students receive pastoral care of high quality. The performance of students in examinations is carefully monitored and comprehensively analysed. There is a well-resourced and attractive library. Students are provided with a range of services including careers guidance and additional support for their learning. The college needs to: build upon the existing range of courses and increase the flexibility of provision; devise policies for quality assurance and staff development; make more effective use of management information; develop and implement a policy on equal opportunities; co-ordinate the provision of additional support for learning; and improve some accommodation.

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

Aspects of cross-college provision		Grade
Responsiveness and range of provision		3
Governance and management		2
Students' recruitment, guidance and support		2
Quality assurance		3
Resources:	staffing	1
	equipment/learning resources	2
	accommodation	3

Curriculum area	Grade	Curriculum area	Grade
Science, including sports studies	2	Creative and performing arts	2
Mathematics and computing	2	English and modern languages	2
Business	2	Social sciences	1
		Other humanities	1

INTRODUCTION

1 Wyggeston and Queen Elizabeth I College, Leicester, was inspected between February 1995 and March 1996. Two curriculum areas were inspected in February 1995. The provision of guidance for, and the enrolment and induction of, new students, were inspected in the summer and autumn of 1995. Most curriculum areas were inspected in February and March 1996; aspects of cross-college provision were also inspected in March 1996. Eighteen inspectors spent 65 inspector days in the college, visited 175 classes involving some 1,800 students and examined students' work. They held discussions with staff, students, parents and governors, as well as representatives of the community, higher education, local schools, the Leicestershire Careers and Guidance Service and the Leicestershire Training and Enterprise Council (TEC).

THE COLLEGE AND ITS AIMS

2 Wyggeston and Queen Elizabeth I College was established as a sixth form college in 1976. It occupies the premises of the former Wyggeston Boys' Grammar School. The college is located on a single site of approximately 22 acres, situated one mile from the centre of Leicester, adjacent to the University of Leicester and to Victoria Park.

3 The population of Leicester is approximately 270,000. Over 28 per cent are from minority ethnic backgrounds and are mainly of Asian origin; 57 per cent of all students at the college are from minority ethnic backgrounds. The city is a centre for the hosiery, knitwear and associated manufacturing trades. Leicester has had an unemployment rate of around 15 per cent over recent years.

4 About 75 per cent of 16 to 19 year old students are drawn from the college's fifteen 11 to 16 partner schools in Leicester. Within the city and immediate area, there are two other sixth form colleges, three general further education colleges and a range of 11 to 18 and 14 to 18 schools and colleges. The number of adult students has increased since 1994. On 1 November 1995, 223 students aged over 19 years were enrolled at the college. Enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. In March 1996 there were 87 full-time equivalent teaching staff and 43 full-time equivalent support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

5 The college's mission is to strive for excellence in its provision of education for the local community and to maximise the achievements of all members of the college. One of the college's prime aims is the provision of full-time general education courses which meet the needs of students from the college's partner schools. In addition, there is an aim to meet the needs of both full-time and part-time students who are over the age of 16.

RESPONSIVENESS AND RANGE OF PROVISION

6 The college is broadening its provision beyond General Certificate of Education advanced level (GCE A level) and General Certificate of Secondary Education (GCSE) full-time courses, in order to meet local needs more fully. Courses leading to General National Vocational Qualifications (GNVQs) at advanced level have been introduced. The college is also giving greater priority to its programme of education for adults. Although the breadth of the college's provision is growing, it is still limited.

7 GCE A level programmes represent the majority of the college's provision. The college offers 29 GCE A level subjects, 10 GCE advanced supplementary (AS) subjects, 25 GCSE subjects and an art foundation course. Music and dance are provided through a collaborative arrangement with Charles Keene College of Further Education and the Leicestershire Arts. The college responds effectively to demands from partner schools for a wide range of GCE A level, AS and GCSE courses. Further expansion of the college's GCE A level programme is planned. The college offers courses leading to GNVQs at advanced level in four vocational areas. Shortage of accommodation is one factor which limits the extent to which the college can extend its range of courses to meet local needs and those of its partner schools.

8 In 1994-95, two off-site training centres, which the college runs through a collaborative arrangement with a training provider, enrolled 326 adult learners on to business information technology courses. This provision has now been brought to the college's main site following the creation of the Leicestershire Advanced Teleworking Centre, supported financially by Leicestershire TEC and the European Social Fund (ESF). The centre offers City and Guilds of London Institute (C&G) information technology units to meet the needs of employees, the self-employed and the unemployed. Attendance is tailored to individual needs and the centre is open from Monday to Thursday each week. Over 300 students have enrolled at the centre since it opened in 1995. The college has successfully bid for further ESF funds to expand this provision. Twenty-three students are also enrolled on two part-time modular C&G courses in photography which are franchised to a local photographic centre.

9 There are other courses during the day for adults but enrolments on these are low. The college does not have flexible timetabling arrangements designed to enable adults to attend college at times which suit them. There are 22 adults taking GCSE and GCE A level subjects. Thirteen students are on an Institute of Legal Executives course which is in its second year of operation. The college offers foundation courses jointly with Leicester University and these can provide entry to some honours degree courses. Enrolments on these foundation courses are increasing and reached 43 in March 1996. There are access to higher education courses in 18 subject areas, which may be taken over one or two years. Enrolments on these are low but are increasing annually. The college runs two evening classes and fewer than 10 students are enrolled on each of these.

10 The college provides an additional studies programme for full-time students. The programme offers 34 activities or courses. It aims to broaden the curriculum for full-time students and further their personal and social development. For example, students can take a course in pharmaceutical sciences, participate in two chemistry research projects with a major company based locally, or study photography, information technology and numerical and analytical methods. The college offers about 20 individual or team sports in the additional studies programme. About 32 per cent of full-time students at the college participate in sports activities. Students who successfully complete some of the courses and activities within the additional studies programme can gain Open College Network credits.

11 Timetabling arrangements allow students a wide choice of GCE and GCSE subjects. The college is developing distance learning for students who work at home or at their place of work. There are currently three students who are studying through distance learning.

12 The college has good links with its partner schools within Leicester and with the local universities. Staff make regular visits to the fifteen 11 to 16 partner schools. The college has established a neighbourhood engineers scheme through the Leicestershire education/business partnership. This scheme aims to promote engineering courses, and engineering as a career, to young people. There are established links with the two universities in Leicester, with well-developed communications and regular meetings between university and college staff. A partnership agreement with Leicester University has led to a number of mutually beneficial arrangements between the two institutions. Students from the college are able to use the students' union, catering facilities, bookshop and banks at the university. Some staff teach on undergraduate programmes. Students have access to De Montfort University library. The college is a partner in the Leicestershire Progression Accord, a progression agreement with schools and colleges in association with the three Leicestershire universities. A specific agreement with De Montfort University assists the progression of some students to the university. Twenty per cent of students going on to university from the college progress to universities within Leicestershire.

13 The college participates in a number of community projects in Leicester. The county council ceased funding an initiative whereby a trailer with 12 computers on board visited local primary schools. Using its own technician support staff, the college has continued to operate this initiative through private sponsorship. There is a programme of community care that is well supported by the students. Over 100 students a year help in a range of organisations such as play schools, primary schools, special schools and senior citizens' groups.

14 Senior managers have constructive links with the Leicestershire TEC. The TEC has provided financial support for the college to develop its information technology facilities and provide training for employers. The college has some useful links with employers. These arise from visits to firms, visiting speakers, support for a small number of students through the education/business partnership, work-experience placements and links with a newspaper and a gas turbine research centre.

15 An outline marketing strategy has been produced. This is not clearly linked to strategic planning. A new director of external relations has recently been appointed with responsibility for marketing. Market intelligence is being gathered, and marketing research into the needs of employers has been carried out with support from Leicestershire TEC. A corporate style for marketing materials is being further refined. There is a comprehensive annual cycle of publicity activities. These events are monitored and an evaluation of their effectiveness is produced. The college gathers the views of adult students on the usefulness of these publicity activities. The college is introducing measures to provide more analysis of the data it collects.

16 There is no formal policy on equal opportunities. In the college's charter, there is a statement of commitment to equal opportunities. A member of staff has responsibility for equal opportunities and the student council has an equal opportunities officer. Governors have approved procedures for dealing with sexual and racial harassment.

GOVERNANCE AND MANAGEMENT

17 Since the arrival of a new principal in August 1994, the structure of governance and management in the college and the associated procedures have undergone substantial changes. During 1994-95 there was a major review of governance and a restructuring of the college's management system. A number of changes are planned which aim to provide greater clarity in practices, procedures and accountability. It is too early to judge the success of the changes which have so far occurred.

18 Many of the members of the corporation have long associations with the college and experience as governors. Governors often visit the college to attend events and meet staff and students. The board has 19 members. There is one vacancy which is in the process of being filled. There are currently 12 independent members, the principal and five nominated members (including a parent, two staff nominees, a student and a nominee of the TEC). Between them, governors have a wide range of expertise. The governing body includes members from business, legal and financial backgrounds, a structural engineer, as well as people from the community and the university sector. The board has considered expanding the membership to 20. Attendance at meetings has been variable. The college has provided little training for governors. There are seven committees of the corporation and these cover: audit, finance, curriculum and guidance, personnel, remuneration, site and strategic planning. Members of the

college's management team attend meetings on a regular basis, according to the nature of the business. Clear papers are presented to meetings of the corporation and its committees, including regular financial summaries. The agenda for board meetings is timed in order to encourage the efficient conduct of business.

19 Following a thorough review of the college's governance, a number of key changes have taken place. The governors have now established a much clearer understanding of their strategic role. This is reflected in the establishment of a strategic planning committee, comprising the chairs of all committees and the vice-chair of the corporation. Since the strategic planning committee has only recently been formed, it has not had the opportunity to oversee a full planning cycle. Revised administrative procedures have also been introduced to improve the practices of the governing body. The committee structure was reformed; new terms of reference for committees were established. A member of the board also serves on the college's quality assurance group. A register of interests has been created, but there is no code of conduct for governors. The governors have requested regular briefings from college staff; the first of these was given by the librarian. The board has no formal system to monitor its own performance, although it intends to implement one. Governors have recently identified those areas of the college's performance which they wish to monitor in addition to those covered by the Further Education Funding Council (FEFC) standard performance indicators.

20 A revised strategic planning process has also been introduced recently. This aims to build upon some of the effective elements of the previous process, in particular, the involvement of college staff. The mission statement of the college has been revised. A new set of strategic aims has been approved by the corporation. The revised planning process has yet to complete a full cycle and some aspects of it lack clarity.

21 The college has established appropriate management arrangements for implementing franchise agreements with partner organisations. The college and the University of Leicester signed a formal partnership agreement in March 1995, extending over 25 years. This agreement provides for joint arrangements for courses, the sharing of facilities and site developments. Relations with the university are good at a number of levels within the college.

22 A revised management structure, introduced in August 1995, is establishing itself and resolving some difficulties the college had with its previous system of management. The college's senior management team consists of the principal and the two vice-principals. It is supported by the college's management team. This consists of the principal, the two vice-principals, the three directors of studies, the director of external relations, the three managers responsible for estates, finance and management information, respectively, and the clerk to the corporation. The main changes in the college's management structure resulted in the

creation of posts for directors of divisions. Each division contains a number of subject departments within a broad discipline, such as the arts or sciences, and has responsibility for both the pastoral and academic aspects of students' work. Directors meet regularly with their heads of department and with one another. Heads of department meet occasionally with senior managers. Each head of department has responsibility for a number of staff, including leaders of course teams and, in some cases, support staff. Heads of department manage a budget for consumable items. They are required to produce an annual report on their department, an action plan for its development and a statement of strategic planning which is drawn up in consultation with their divisional director. Some departmental heads have difficulty in implementing these new procedures and in relinquishing aspects of their former autonomy. The directors of studies have begun to identify lines of accountability for their staff. In addition to the departmental structure, the college also has a number of teams, some of them temporary, which assist in the college's strategic planning and give advice on matters of policy.

23 Communications within the college are good. All staff are invited to attend weekly briefings; some are unable to come to these because of other timetabled commitments. Staff in departments and divisions meet regularly. Occasionally, there are meetings of all staff in the college. Minutes, in standard form, are kept of all formal meetings and are widely circulated. Support staff meet with the various course teams with which they work and attend full staff meetings when they can. A college bulletin has been introduced and this is valued by staff. A new handbook for staff has been issued. A vice-principal and staff advisers hold regular meetings with executive members of the students' council and with the students' representative on the corporation.

24 Until recently, few policies and associated procedures were submitted in writing for approval by the corporation. Many procedures were informal in nature and they were not monitored and reviewed. At the time of the inspection, only the health and safety policy had been approved. The college lacks policies on a number of issues, including equal opportunities. A number of draft policies, including one on staff development, have been prepared for submission to the corporation. The personnel committee of the corporation has updated disciplinary and grievance procedures and systems for the recruitment and appointment of staff. These have been approved by the corporation. In addition, procedures relating to child abuse, complaints, racial attacks and harassment and sexual harassment have been approved.

25 The college has achieved its growth targets, enhanced the efficiency of staff deployment and achieved a surplus of income over expenditure. Units of activity have grown by 8 per cent in 1995-96, following growth of some 20 per cent in 1994-95. The average level of funding for the college was £18.73 in 1994-95 and in 1995-96 is £18.38. The median for sixth

form colleges in 1995-96 is £19.37. Teaching time for staff has increased, and over these two academic years the ratio of students to staff has risen from 14:1 to 16:1. The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6.

26 The college has developed appropriate systems for the management and control of finance. Financial procedures and regulations are currently being rewritten to incorporate suggestions from the auditors and to make them more readily understandable. Internal auditors have found controls to be satisfactory and the external auditors issued an unqualified audit report for the year ended 31 July 1995. Financial allocations to departments and other teams are made for consumable items on the basis of a mixture of historical funding and student numbers. The financial allocation does not involve the calculation of unit costs. The historical elements within these allocations are gradually being phased out. Monthly statements are provided by the finance office to show expenditure against allocation. There are clear procedures for the allocation of capital funds which involve departments in a bidding procedure. This system is well understood by staff. The schools information management system finance package is used to generate clear financial information to college management, budget holders and members of the corporation.

27 The college's management information system efficiently generates the data required by the FEFC. The system is well used to provide day-to-day operational information on students, timetables, examinations and destinations. A great deal of data can be provided by the system. If staff require reports, these are provided on request. The difficulty of responding to all requests has meant that some departments have generated their own data. Data are not produced regularly throughout the year to assist college managers. There is no clear strategy for the development and use of the college management information system for planning and in the college's processes of quality assurance.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

28 Links with partner schools are effective and comprehensive. These links have been carefully fostered and they are appreciated by the schools. School leavers are recruited from schools and colleges within the city and from the county. Sixty-four per cent of school leavers are from minority ethnic groups. College staff visit schools regularly. Individual members of staff are assigned to each of the 15 partner schools. They are supported by liaison teams of nearly 40 teachers. As the numbers of applicants to the college increase, staff are finding their liaison duties with the schools more and more time consuming. The college gives information to schools about the progress of their former pupils. The college also holds publicity events such as open days.

29 Comprehensive information on courses is available to applicants to the college. The college produces a colourful, eye-catching prospectus

with clearly-presented information for full-time students. The personal recommendation of the college by students and parents to others, helps to attract applicants. The college receives more applications than it has places for. At the time of inspection, applications for September 1996 stood at a record level. The college is reviewing its criteria for accepting applicants.

30 Every applicant from a school has an interview, at the school or the college, with a member of staff from the college. This interview is rigorous and the member of staff conducting it takes considerable account of the applicant's reference from his or her school. The enquiries and guidance system is largely successful in providing students with clear impartial advice which helps them to make informed choices of subjects and courses. Systems for dealing with late applicants are not well developed. There is consistency across the college in the way initial guidance is provided for applicants. Staff explore all realistic options with applicants. Answers to a questionnaire put to applicants at enrolment show that the wide range of subjects and courses offered and the college's good reputation were high on their list of reasons for choosing the institution. Most students felt welcomed by the college and 85 per cent rated the advice given by personal tutors at enrolment as excellent or good. Both personal tutors and subject teachers provide support and guidance to students who need to change subjects or courses.

31 The number of adult students at the college has increased since 1994. Provision for many of them is made by the Leicestershire Advanced Teleworking Centre which occupies its own building, known as 'The House', on the college campus, and advertises its courses in the local newspaper. It issues an induction handbook to all new students. Financial assistance is available to some adult students who are parents and have to pay for the care of their children in order to attend college. A tutorial system for adults is under review.

32 There is a variety of programmes for introducing students to their subjects; departments vary in their thoroughness in implementing these. In art and design, students are introduced to specialist terminology, the expectations their teachers have of them, health and safety procedures and assessment systems. Induction was not evident as a high priority in the English department. The politics department has designed a new induction booklet for students and the history department organises a formal induction programme for new students which includes library tours, a small research project and familiarisation with facilities. There are induction programmes for French students but not for German. Each student receives a copy of the college's charter and a comprehensive students' diary. This diary contains much important information about the college and is a focal point in the induction provided by personal tutors.

33 Students and parents are highly appreciative of the support and care provided by personal and senior tutors. Senior tutors consult and support

the personal tutors. Nearly all full-time teachers, except those who are managers, are personal tutors. The new divisional structure is successfully integrating teaching and pastoral care for students. Full-time students are allocated to a personal tutor during the whole of their stay in the college. Tutorial groups are made up of about 20 students taking different subjects and courses. Tutorial groups meet daily for a short time in order for the students to register and be given any important information. At specific times in the year, students have extended, individual interviews with their tutor when they discuss their progress, and in particular, reports from their subject teachers and their own self-assessment. In many instances, tutors fail to provide their students with clear recommendations on the actions they should take to improve and monitor their progress. Students told inspectors that they found the self-assessment repetitious and questioned its usefulness. The college has set up a working party to look at issues related to the students' self-assessment. There are three parents' evenings for the parents of students on two-year courses and one for those whose children are on one-year courses. In the students' diary, the college invites students to talk to their tutors in 'complete confidence'. Some students said that they were not sure that their tutors were entirely clear about the implications of confidentiality. The college is heavily dependent upon the effective working of personal and senior tutors. The staff-development needs of tutors have not been clearly identified. Although the college offers opportunities for tutors to further their professional development, it does not require them to undertake any training in listening, interviewing, counselling and understanding issues related to confidentiality. The work of personal tutors is neither monitored nor evaluated. The college offers students services by external, specialist counsellors but students were unaware of these. In the next academic year, the college will implement a system whereby students may request, and refer themselves to, the services of external counsellors.

34 The college provides additional support with learning for those students who need it. There is a full-time equivalent staff complement of 2.6 who provide this support across a range of subjects. The college does not carry out any formal assessment or diagnosis of the students' needs for additional support. These needs are identified by personal tutors. The students may also refer themselves for additional support. Good records are kept on those students who receive additional support; 357 students received support in 1994-95. Seventy-four students required only a small amount of support for four weeks or less. The additional support team has produced a series of helpful study skills leaflets which are available to all students. There are also specific study skills courses accredited by Leicestershire Open College Network for second-year GCE A level students. There are subject specific support courses for second-year students of GCE A level biology, chemistry and physics, which they may take if there is cause for concern after their performance in the first year of the course. Following their performance in mock and internal examinations, some students are referred to the learning support team. Such support, however,

occurs relatively late in their college career and is seen by some students as a mark of failure. Class teachers provide help to individual students after a lesson, during timetabled tutorial blocks or in their own time. Students who do not have a grade C or above in GCSE mathematics or English are required to retake these subjects. Additional support for learning is not provided within an overall framework and lacks co-ordination. A review of support for learning, undertaken by an external consultant in December 1995, addresses these issues and is currently being discussed by the college management team with a view to implementing improvements.

35 The attendance of students is monitored closely by subject and personal tutors and appropriate action on students' absence is taken where necessary. Students are well aware of this monitoring of their attendance. Departmental review of students' attendance takes place each term. There is, however, no overall analysis of students' attendance. There is an effective procedure for ensuring that all staff are informed when a full-time student leaves college during the year. The college identifies the reasons why students leave but does not collate or analyse them.

36 The college is developing personal and social guidance for students through a programme led by GNVQ health and social care students. These students successfully ran a health promotion day in March which attracted over 400 students and they plan to offer similar events. Students regard the college's social facilities as inadequate as the numbers of students at college increase. They welcome the opportunity to use the facilities at Leicester University. There is no base or accommodation for the students' union. The Wygggeston Foundation provides funds to help students in need and to finance activities such as field trips. The college has a Christian society. Muslim students can use facilities for prayer at Leicester University. Surveys of parental opinion carried out in 1993 and 1994, indicated that parents were overwhelmingly against the provision, by the college, of any act of collective worship for their children.

37 Effective careers advice is available to students. It is provided by a team of careers advisers in a suite of rooms, including two which are used for private interviews. Students have access to careers advisers and to materials and information on careers, some of which is on computer software. The Leicestershire Careers and Guidance Service spends over 100 days a year in the college advising students. One of its officers is permanently based in the college. Much of the guidance provided relates to courses in higher education. Last year, 90 per cent of second-year students applied for places in establishments of higher education; 72 per cent were successful. The college gives considerable support to students when they are making their applications to enter higher education. Visits to universities are arranged. The college issues a clear guide to first-year students each May on how to apply to universities and establishments of higher education in their second year.

TEACHING AND THE PROMOTION OF LEARNING

38 One hundred and seventy-five lessons were inspected. Of these, 71 per cent had strengths which clearly outweighed weaknesses. In less than 5 per cent, weaknesses outweighed strengths. The average attendance of students in lessons was 83 per cent. The following table summarises the grades given to the lessons inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		37	47	23	5	0	112
GCSE		7	8	10	2	0	27
GNVQ		4	5	1	0	0	10
Other vocational		1	4	7	1	0	13
Other		4	8	1	0	0	13
Total		53	72	42	8	0	175

39 In science and sports studies, teachers display a good command of their subjects. They have high, but realistic, expectations of their students. Students are well prepared for their examinations. There was excellent practice in some lessons in which teachers encouraged students to build upon their earlier experience and achievements, tackle new concepts and develop and demonstrate a variety of skills. Teachers paid particular attention to the importance of practical work. They provided their students with an appropriate variety of activities, including individual assignments and working in small and large groups. The quality of teaching on chemistry related courses within the additional studies programme, is particularly high. Staff put a great deal of effort into ensuring that courses are well organised and into the preparation of learning materials. In some instances, however, these learning materials were unsuitable for the topic being studied. Some marking of students' written work was insufficiently detailed or constructive. Some lessons failed to excite the students' enthusiasm and interest. In a few instances, teachers failed to organise the time available to them properly; their lessons went on beyond the length of the period allocated and ended inconclusively.

40 There are good schemes of work, with clear objectives, for computing and mathematics. Most schemes of work in mathematics adequately cover the topics on the examination syllabus. In computer studies, teachers make good use of assessment and marked work as an aid to learning by exemplifying strengths and weaknesses in the students' performance. In mathematics lessons, teachers demonstrated skills of working effectively on the board. In the best practice, they constantly checked that students understood what was being taught. The teachers kept their students well informed on their progress. The teachers' assessment of the students' work was thorough and of an appropriate standard. In computing, there

was sometimes insufficient dialogue between the teacher and the students. Teachers did not question the students enough to check their understanding of the lesson. In some lessons in both mathematics and computing, teachers failed to challenge the more able students sufficiently. They also missed opportunities to vary the learning activities by encouraging students to work in groups or develop the skills of working on their own. In some instances, teachers also missed opportunities to relate mathematics to realistic situations in everyday life.

41 Teaching is sound across the range of subjects in business studies. Schemes of work and lesson plans are carefully prepared. Learning materials are up to date and, in many instances, have been produced by staff using skills of information technology. Careful records of students' progress and achievement are maintained. In most lessons, teachers successfully engaged the interest of all students, often by making good use of current events to illustrate points of theory. Teachers provided adults, working on their own on Leicestershire Advanced Teleworking Centre courses, with careful guidance. Business studies at GCE A level and GCSE programmes were enlivened by a well-structured programme of activities including access to young enterprise, outside speakers, visits to organisations and a European residential visit. The size and layout of some of the rooms used for business studies made it difficult for students to work together in small groups on assignments. Although the aims of most lessons were clearly conveyed, insufficient attention was given to explaining the structure of the lesson at the outset, or establishing links with the preceding or subsequent lesson. In some cases, handwritten handouts were not well presented. Some of the materials produced for students on Leicestershire Advanced Teleworking Centre courses contained errors of spelling or the misuse of words. Some of the commercially-produced study materials are too detailed.

42 Teaching staff in art and design, photography and media studies are enthusiastic, creative and skilled. Standards of teaching are generally good and, at best, excellent. The best teaching promoted enthusiasm, a sense of discovery and critical judgement. Technical issues and processes are taught well. Students were encouraged to think clearly and develop their ideas. Literacy and numeracy as well as self-appraisal are built into courses. The lack of textile facilities and limitations imposed upon some aspects of print-making through lack of resources, restrict the range of learning activities, particularly for foundation course students. Lessons in the performing arts were well structured, stimulating and designed to fulfil the aims and objectives of the syllabus. Students worked in an appropriate variety of ways, individually, in pairs and in groups. Students were encouraged to be disciplined in their approach to work. Lessons were lively and met the needs of all students. The use of working notebooks in GCE A level theatre studies was valued by the students and provided them with a useful reference tool. Essay work was clearly marked and students were encouraged to extend their reading. Problems with

accommodation limited the scope of group and performance work in drama.

43 In English, students value the commitment and enthusiasm of their teachers. Lessons were lively and well structured and fully engaged the students' interest. Teachers provided their students with an appropriate variety of activities, including role-play, work with video, group discussion and working in pairs. Teachers often encouraged students to relate literature and texts to their own personal experiences. The programme of study for GCE A level language is organised particularly well. In the best lessons, teachers respected the students as their equals and ensured that everyone in the class was encouraged and enabled to voice ideas. In some instances, however, activity centred on the teacher rather than the students; opportunities were missed for the students to learn through exploring and discovering ideas for themselves. Other lessons lacked a clear sense of purpose and appropriate variety in terms of activities and presentation, and they failed to sustain the students' interest. Foreign languages are taught by experienced staff who require strong commitment from their students to their work. In lessons, there was thorough coverage of grammatical and contextual aspects of the languages being taught. Programmes of work in German were tightly organised around the use of textbooks, listening activities and tasks involving the use of computer software. All French, and some German and Spanish lessons, were conducted in the language being studied. All students were given appropriate amounts of homework; this was marked thoroughly and teachers provided students with information on their performance and progress. Lessons were well planned and had clear aims but not all teachers shared these with their students. In some instances, teachers did not encourage students sufficiently to draw, appropriately, upon their own experiences to explore or exemplify a particular point in the lesson. Teachers made good use of satellite television and information technology as learning aids. Students of French had restricted access to the use of the language laboratory.

44 Teachers of the social sciences have clear schemes of work and lessons plans. Lessons had clear outcomes, were lively and provided students with an appropriate variety of activities. Teachers encouraged students from culturally diverse groups to draw upon their personal experiences. Students were provided with some excellent exercises involving group work and they were given opportunities to contribute and explore their ideas in discussion. Teachers used well-presented handouts, gave their students challenging and imaginative tasks and used directed questioning techniques skilfully. There was a strong emphasis on the requirements of the examination syllabus in teaching. Teachers monitor the attendance and retention rates of their students carefully. They give their students clear information about their progress and help them draw up plans of action for improving their work. The quality of marking by teachers is high. They encourage their students to use information

technology where possible in their learning. In some of the less successful lessons, there was poor questioning by the teacher, ineffective use of video materials and extended dictation of notes by the teacher.

45 Teachers of geography, geology, and leisure and tourism displayed expertise in, and enthusiasm for, their subjects. Their teaching engaged the students' attention and interest. Teachers made enterprising and imaginative use of learning aids and resources in their lessons. They provided students with a variety of fieldwork. Teachers gave help and support immediately to any student who had difficulty with, or who expressed uncertainty about, the work in hand. Teachers used an appropriate variety of learning activities in their lessons to sustain the students' enthusiasm and interest. Handouts and learning materials were appropriate for the tasks the students were undertaking. Teachers ensured that there was a clear relationship between the examination syllabus, schemes of work, lesson plans and assessment. Students went away on two residential field work courses each of one week's duration, and these supplemented day trips. These activities helped to engender an excellent and productive relationship between teachers and classes and to establish a strong group identity for students. There are comprehensive schemes of work for history, government and political studies. Teachers prepare their lessons with exemplary thoroughness and make good use of carefully-selected learning aids. Lesson plans have clear aims and objectives. A range of appropriate activities was used in the teaching of history, government and political studies. These challenged the students, were designed to suit differing abilities in classes and engaged the full participation of everyone in the class. There was an appropriate balance in lessons, between presentation by the teacher and tasks carried out by the students. In some instances, there was insufficient reference to current events as a means of illustrating particular points in the lesson.

46 There is more emphasis on the acquisition of key skills, such as those of number, communication and information technology, in some areas of the college's work than others. The use of group work, where students have to communicate effectively with each other, is well developed in many subjects. In modern languages, not all students are given sufficient opportunity to work collaboratively in pairs. In the teaching of business studies, an appropriate emphasis is given to the skills of number, communication and information technology across different courses. GNVQ students, in particular, make effective use of the information technology facilities available in developing the core skills which are built into their course. In geography and geology, mathematical and information technology skills are developed by students throughout their courses. In science and sports studies, teachers give appropriate emphasis to oral work by their students. In some lessons, however, insufficient attention was paid to the importance of correct spelling, precision in graphical work and the use of information technology. In computing, students are given insufficient opportunities to develop a broad range of skills, other than

those of information technology, such as communication and the ability to work with others. Little use is made of information technology in the teaching and learning of English and mathematics.

STUDENTS' ACHIEVEMENTS

47 The majority of students are well motivated and speak enthusiastically about their studies. The retention rate in the 1994-95 academic year reflects the students' commitment. Ninety-six per cent of students enrolled at 1 November 1994 completed their year of study. Many participate in the range of voluntary additional creative, cultural and sporting activities that are offered by the college. The performance and successes of the college's sports teams and individuals are high. In team sports, the college has regularly entered a range of senior schools and county championships and won nine trophies in five different sports in 1994-95.

48 Overall, GCE A level and AS results are good. Students in the 16 to 18 age range who were entered for these examinations in 1994-95 scored an average of 5.2 points per entry (where grade A=10 points, E =2). This was an improvement over the previous year's 4.9 points and places the college in the top 10 per cent of colleges in the sector on this performance measure, based on the data in the 1995 performance tables published by the Department for Education and Employment. The average points score per entry for sixth form college students in 1995 was 4.8. In 1994-95 there were 1,313 entries in 29 GCE A level subjects. The average pass rate was 82.8 per cent. There was a 100 per cent pass rate in eight of the examination subjects. There were 114 entries in 10 GCE AS subjects. The average pass rate was 82.5 per cent with 100 per cent passes in four subjects. The college's analysis of GCE A level results for 1995 indicates that in 25 out of 27 departments, the students' actual results were the same or better than might have been expected, on the basis of their previous achievement in GCSE. This is an improvement on a similar analysis carried out on the 1994 results.

49 In 1995 there were 982 GCSE entries in 25 subjects. The average attainment rate of grades A to C was 55.1 per cent. This compares with a national figure for sixth form colleges of 48 per cent. In 19 subjects the attainment rate of grades A to C was above the national figure for sixth form colleges. There were four subjects where results were below the figure for sixth form colleges.

50 Twelve full-time students, 1 per cent of all students in the college entered for vocational awards in their final year of study. Of these, 58 per cent gained their qualification within the timescale anticipated in the Department for Education and Employment's 1995 performance tables. The college is in the bottom third of colleges in the sector based on this performance measure. Twenty-six out of 111 adult students attending outreach provision in information technology, gained a full award in the academic year 1994-95.

51 In science, examination results are generally above those for sixth form colleges nationally and they are improving. Students produce some excellent work across the courses that demonstrates the care and effort they take with their studies. There are examples of good scientific method in practical work. In some instances, the organisation of students' notes is poor. In computing, students' examination successes have remained substantially below those nationally for sixth form colleges. The quality of students' work ranges from excellent to poor. There is insufficient regular monitoring of standards of achievement throughout the computing course. Mathematics results at both GCSE and GCE A level are above those nationally for sixth form colleges. However, the students' presentation of homework is sometimes poor in mathematics.

52 Students' successes on GCSE business courses match those of sixth form colleges nationally. The pass rate in GCE A level business studies was 63 per cent in 1994-95. This was below the national average of 83 per cent. The overall successful completion rate for students studying for the GNVQ advanced award in business is poor. Fourteen students started the GNVQ advanced course in 1993. At the end of the second year, eight were still attending, but two of these did not complete their course. GNVQ portfolios are not well organised or clearly indexed.

53 Overall standards in art, design, graphics and photography are high. GCE A level results are significantly better than the national average. Much of the work is innovative, well presented, demonstrates a good standard of drawing and shows an awareness of commercial issues. In some instances, GCSE students did not fully understand the reprographic techniques used. In theatre studies, results have improved and match the national figure for sixth form colleges. At GCE A level, there is now an appropriate emphasis on analytical skills and interpretation of text to performance. In media studies, the work is variable and the standard of some written work is poor. Although not extensive, there is some modest and poor foundation course work and examples of some sound but uninspired GCSE art.

54 With few exceptions, the GCE A level and GCSE results in the humanities are above the national statistics for sixth form colleges. In GCE A level English literature, the college results were below the national figure for sixth form colleges. Students studying foreign languages achieve high examination pass rates. At GCE A level, they are at or above the national average. All students taking GCSE languages, have obtained grades A to C in recent years. Students on the first year of the RSA Examinations Board (RSA) courses are developing the skills and knowledge they need in order to be successful in their examinations. The students enthusiastically carry out accomplished fieldwork in geography and geology. Fieldwork files are well organised and well illustrated. GCSE travel and tourism results are significantly below the national figure for sixth form colleges. History and politics students do well in examinations, with the exception of GCSE history. In the social sciences, the results at

GCE AS/A level and GCSE are, in most instances, above the national figures for sixth form colleges. The results in psychology, at both GCE A level and in the GCSE have been consistently above the national averages for the last three years.

55 The college records the destinations of students. Overall destinations for students in the summer 1995 are listed in the table below.

Students' destinations for summer 1995

	Higher education	Further education	Employment	Other	Unknown
Per cent	50.0	24.2	6.5	5.7	13.6
Numbers	317	153	41	36	86

QUALITY ASSURANCE

56 There is no overall college policy or framework for quality assurance. The corporation and the college's management team are committed to developing such a policy and framework. A quality assurance team has been set up which is led by the principal and includes representatives of the corporation, staff and students. Its remit is to design a system which builds on existing good practice and to consult with all staff at each stage of its development. An initial consultative document on quality assurance has been circulated. The team is also charged with reviewing equal opportunities policies and procedures and integrating them with those for quality assurance. After consultation, the team will report to the strategic planning committee of the corporation. Although most staff recognise the need for a more formal and structured system of quality assurance in order that they may achieve continuous improvement of the students' experience of learning, not all are yet convinced of the need for one.

57 A system of review and evaluation for all departments and teams was introduced in September 1994. Departmental planning and reporting processes are being developed. A reporting format for annual departmental reviews has been introduced which requires that action taken on the previous year's report shall be the starting point for new reports. There is considerable variation in the quality of analysis in reviews by subject departments. Most cross-college team reviews are well presented. Many departmental reviews are descriptive and lack clear targets. Only a few subject departments have begun to develop performance indicators and to use them to monitor progress towards objectives. There is a lack of rigour in evaluating performance in order to inform planning. Few reviews relate to the strategic objectives of the college. Development plans are not sufficiently detailed or specific. There is no mechanism for the internal assessment of the quality of the teaching or the students' learning experience. Generally, students are not provided with structured opportunities to participate in the review of their courses.

58 Currently, examination results are the main performance indicator used across all departments to assess the quality of the provision. The college has a declared aim to promote high levels of academic achievement for its students. A considerable amount of data is collected and analysed and compared with local and national published figures. Students' performance in periodic tests and mock examinations is monitored and used to indicate whether or not students need additional support with their learning. The college also subscribes to an external, independent system for measuring students' qualifications at entry and then comparing these with their achievements on completion of their college programmes. By making this comparison, the college is able to determine the value that has been added in terms of the extent of a student's achievement at the college. In some departmental reviews this 'value-added' information is used to evaluate the performance of classes and of individual students. This detailed information is used effectively to highlight areas where improvements need to be made and also to indicate areas of good practice which can be built on and shared. In some instances, although the information is collected, it is not fully utilised in this way. It is merely used as a demonstration of achievement and not as a tool for effecting continuous improvement.

59 The college has no comprehensive system for finding out the students' views of the college and its provision. Some departments obtain students' views on their courses, including the effectiveness of the teaching and learning methods employed. Such opportunities to express their views are not made available to all students. In the autumn terms of 1994 and 1995, questionnaires about enrolment and the first few weeks of college life were circulated to a sample of students. Their responses were collated and analysed and modifications to enrolment procedures were made as a result. The college participates in a national attitude survey to elicit the confidential views of students on their rating of their experience at college and on elements of provision, such as personal development opportunities and the quality of resources available to students. Results from this are used to inform the planning of future developments. The results of one report resulted in the setting up of an outward bound club and the organisation of activities leading to the Duke of Edinburgh award.

60 Data on the progression and destinations of students are comprehensive. The retention rates of students on courses are closely monitored.

61 The college's charter sets out what students can expect from the college. It emphasises the college's commitment to equality of opportunity. However, the commitments lack specific targets against which compliance can be measured. The charter assures students that they will have their opinions on the college and its courses taken into account. There are procedures in place for monitoring and dealing with students' complaints.

62 The college works closely with European Business and Vocational Training Ltd, to which it has franchised the operation of Leicestershire Advanced Teleworking Centre, in order to monitor the quality of the provision made by the company. Quality assurance and control are implemented through regular internal and external inspection, self-evaluation through quality maintenance reports, internal verification and monitoring of assessment, of students' views surveys and tracking and monitoring students' progress and retention rates. During their induction period, it is explained to students at the centre that the college charter commitments are applicable to them; copies of the charter are available to them.

63 In the college's self-assessment report, the information is presented clearly under the headings outlined in Council Circular 93/28, *Assessing Achievement*. The report is a summary of material from departmental reviews which have helped to inform the college's operating statements. Strengths and weaknesses are presented in the self-assessment report. The main strengths have been highlighted and emphasised but some of the weaknesses are less realistically identified. The report makes no reference to the college's strategic plan or to many aspects of the college's operating plan.

64 Expenditure on staff development has increased significantly in the last two years. It now stands at 0.5 per cent of income. A draft policy on staff development has been written. Much of the college's staff-development activity is prompted by the requirements of examination syllabuses, external bodies and examining and validating bodies. The planning of staff-development activities seldom relates to the college's strategic plan. The college does not monitor effectively staff-development activity nor carry out an analysis of its costs and benefits. The college plans to use information it has obtained through an audit of the professional skills of staff, to devise a more focused and structured programme of staff development. The college also intends to provide more staff-development activities on its own premises. Some such activities have already been successfully undertaken such as those relating to pastoral care, tutoring, counselling, child protection and drug abuse. Five members of staff have assessor awards of the Training and Development Lead Body.

65 Currently, there is no system for the appraisal of staff nor any formal mechanism for staff to discuss their needs for professional development. There is no formal structure for the induction of new staff. Draft guidelines have, however, been drawn up on existing induction procedures. Currently, new staff are given a general briefing by the vice-principal and a more specific and detailed briefing by their head of department. Newly-qualified teachers are allocated to an experienced personal tutor whom they shadow for a year before being given their own tutor group. They can have their teaching observed or request opportunities to observe experienced colleagues.

RESOURCES

Staffing

66 Teaching staff are well qualified. Ninety-five per cent of all the teaching staff have a degree level qualification. Approximately 35 per cent have a higher degree. Seventy-eight per cent of all teaching staff have a teacher training qualification. Forty-four per cent of teachers have fewer than five years' service in the college. All members of the college management team have some teaching duties. This includes the staff who provide support functions such as the estates manager, the personnel officer, and the finance manager; professional consultants are used, when required, to support these staff. In total there are 130 full-time equivalent staff in the college of whom half are male. Eleven are from minority ethnic groups. Two of the 11 staff in the college's management team are female.

67 Staff costs as a percentage of income have been reduced over the last three years from 68 per cent in 1993-94 to 62 per cent in 1995-96 and the number of hours staff teach each week has been increased. Job descriptions from course team leaders upwards, have been rewritten and approved.

68 Technicians have been employed to support teaching staff in some specialist areas such as science, and have been introduced to provide support in other areas such as art and design. In some areas there is a shortage of technicians. A demonstrator is used in physics for the franchised university courses. Teaching notes and handouts are provided by the college's well-resourced print office. Other support staff discharge administrative and catering duties and maintain the buildings; they have a suitable range of skills for their tasks. A review of the support staffing is being undertaken.

Equipment/learning resources

69 Some of the equipment to support specialist areas is of good quality whilst some, although fit for purpose, is dated. Photography and media studies are poorly equipped. Performing arts students have access to good equipment in the Leicestershire Arts Centre. Modern languages has a satellite television and a 14-booth language laboratory although this is now too small for the current group sizes. Audio-visual aids are provided by departments. Some areas are well resourced, but in other areas there is a limited provision of overhead projectors and video players. A video-viewing room can be booked for specialist use.

70 There are 110 computers for student use and some 68 per cent have modern processors. The computer suite is timetabled for a limited amount of time. Students have open access to 16 computers at other times. The room is locked outside normal teaching hours for security reasons. In addition, there are 18 machines in the library learning centre and another four in the library's multi-media area. A further 15 computers

are allocated to various individuals and staff rooms across the college, including the main staff work area. The majority of computers are networked within their own areas but there is no college-wide network. There is sometimes over demand for use of computers. Software has been standardised on an industry standard package which contains a wordprocessor, a spreadsheet, and a database. A desktop publishing package is also available. There is a systems manager and there are two technicians, one for hardware and one for software support. Some subject areas do not have a computer. In modern languages, there are some high-quality computer-assisted language learning programmes that have been developed by modern languages staff.

71 The library is housed in its own building and is on two floors. The building was refurbished recently and it provides a bright, modern learning environment. The ground floor houses the main bookstock, an area for periodicals, and a computerised catalogue. The upper floor houses reference books, and has 116 study spaces for the 1,400 students. There is no silent study area. There is a room which can be booked for group work. Access to the library is via an electronic swipe card. The use of this and the fully computerised book control system, facilitates the keeping of key statistics on the use of the library. The library is open during the college's working day. There has been a substantial financial investment in the library stock during the last two years. In 1994-95 the total allocation to the library was £85,500 and in 1995-96 the allocation is approximately £60,000. There are 16,000 books with 6,000 added in the last 17 months. The library is well used and at certain times during the day study space is at a premium. The bookstock is good in biology, physics, electronics, English, history, politics, modern languages and mathematics. Subject areas usually purchase their own stock of text and reference books. There is an increasing selection of software available to students in the library. There are both general encyclopedia and subject compact disk read-only memory (CD-ROM) databases which support a number of subject areas.

Accommodation

72 The college is located on a single site on the southern edge of the Leicester city centre, next to the University of Leicester. It has a mix of 14 buildings dating from the 1830s to the 1960s. On two sides of the site there are extensive playing fields. There is no clear main entrance area to the college buildings. An accommodation strategy has been developed by external consultants. Future plans include extending the library and building a new sports complex.

73 Accommodation for subject teaching is of variable quality. Some science laboratories have been adapted to provide a more modern learning environment. Others become crowded during practical sessions, have a poor layout and lack storage space. Mathematics classes are timetabled in three good-quality rooms but also in other rooms which are unsuitable and uninviting. Part of the art and design provision is located in a

mezzanine floor area. It is cramped and has poor lighting. The nearby metal workshop is used as a work space for the production of larger paintings. A studio in another building has natural lighting and is suitable for its purpose. The photographic studio, housed in a mobile, is in a poor state of repair. Drama has a studio in a mobile hut but this is drab and uninviting. A large area, the Attenborough room, is also used for drama but it lacks sound equipment and changing facilities. The good facilities of the Leicestershire Arts Centre are also used for dance. The accommodation for English is generally appropriate and attractive and is decorated with plants and posters. There are some modern business studies classrooms in the courtyard block but other rooms used for sociology and mathematics are in poor decorative order; access to some of them is by steep and worn wooden stairs. General teaching spaces are being improved systematically. A number of rooms have been redecorated and subject areas have been created.

74 There is a modern student lounge area and the refectory has been redecorated recently. These areas are extremely crowded during break times and provide a poor environment. The great hall provides a large space which is used as a meeting area, for college events such as open evenings, and it has been let at weekends for events such as weddings. Indoor sports facilities are available in the gymnasium and in the great hall. The foyer of the building which houses the Leicestershire Advanced Teleworking Centre has limited facilities for adult students. Students have access to the University of Leicester campus and the services provided by the students' union. The sports field is used by the college, county schools teams, a junior school and local clubs. There is a pavilion with good-sized changing rooms and a social area. The changing rooms provide basic facilities and are in need of refurbishment.

75 There is a reasonable level of accommodation utilisation. The teaching day runs from 08.45 to 16.00 hours on four days and to 15.00 hours on Wednesdays. The premises are little used outside these hours. The overall utilisation of the accommodation based on a 35 hour week is 61 per cent. The utilisation of rooms is 80 per cent. The timetable has been adjusted recently to improve room utilisation. Computer software has been developed in the college to improve the timetabling process. A number of rooms are too small for the current group sizes. Rooms are being refurbished and adapted systematically to provide a better match to the group sizes. The amount of circulation space is above average for the sector at 21 per cent.

76 A condition survey was completed in July 1994. This has identified the existing condition of all college spaces and their likely maintenance needs. A planned maintenance programme has been developed and money allocated in the budget for its implementation. A number of collaborative arrangements for facilities management are being discussed with the University of Leicester. These include a common traffic management scheme and security arrangements, the joint purchasing of

utilities and the common management of the catering facilities. Some joint building projects are being considered including the provision of a space centre for the university which would be built on the college's land.

77 Access for wheelchair users to many buildings is poor and sometimes impossible. There are different levels in and between buildings. There are no lifts to allow access to facilities above the ground floor, including the first floor of the library. Measures, such as painting the edges of steps, or siting audible and visual warnings, have not been taken to improve the accessibility of buildings to students with sight or hearing impairment.

CONCLUSIONS AND ISSUES

78 The particular strengths of the college are:

- students' achievements at GCE A level
- the breadth of the additional studies programme
- links with partner schools and local universities
- the review of governance
- effective operational management
- the well-established system for analysing achievement
- well-qualified teaching staff
- the library and its associated services
- the quality of pastoral care of students.

79 The college needs to address:

- the range of courses and the flexibility of provision
- the lack of a policy and framework for quality assurance, including staff development
- insufficient strategic use of management information
- the lack of a policy on equal opportunities
- the lack of co-ordination of additional support for learning
- the poor condition, and inadequacy of, some accommodation.

FIGURES

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- 1 Percentage enrolments by age (as at November 1995)

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

 - 3 Enrolments by mode of attendance and curriculum area (as at November 1995)

 - 4 Staff profile – staff expressed as full-time equivalents (as at March 1996)

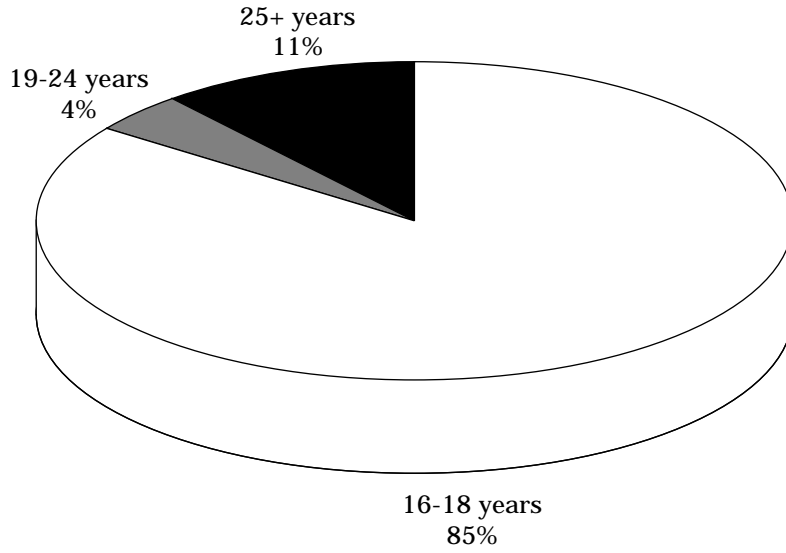
 - 5 Income (for 12 months to July 1995)

 - 6 Expenditure (for 12 months to July 1995)

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

Figure 1

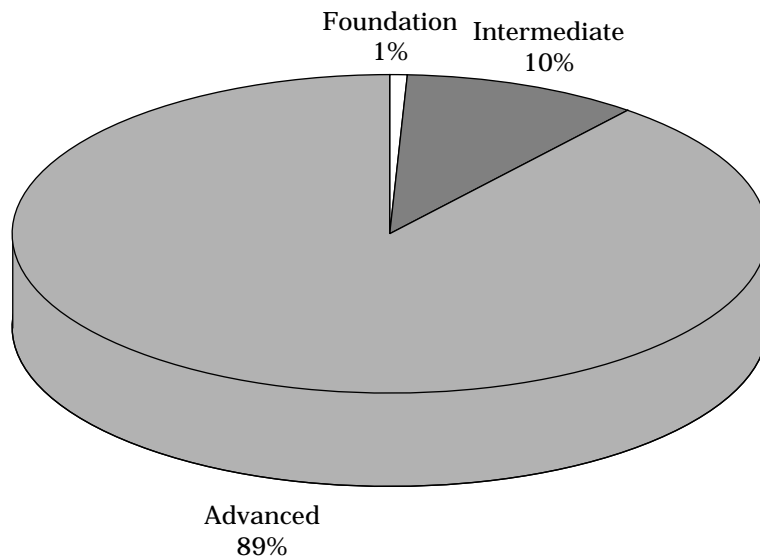
Wyggeston and Queen Elizabeth I College: percentage enrolments by age (as at November 1995)



Enrolments: 1,478

Figure 2

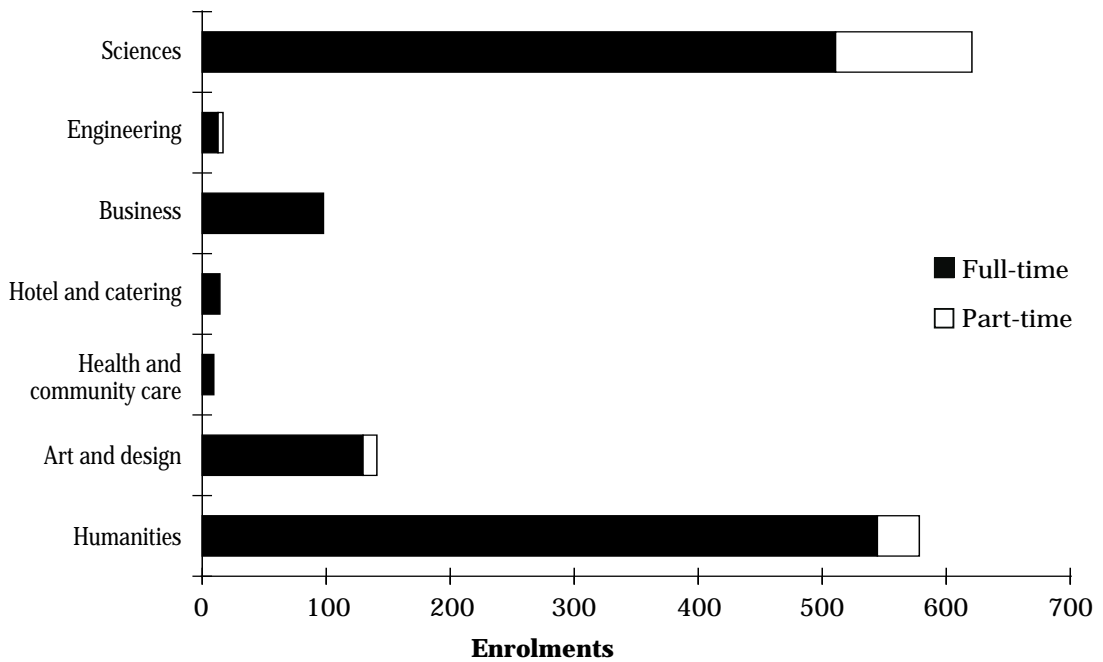
Wyggeston and Queen Elizabeth I College: percentage enrolments by level of study (as at November 1995)



Enrolments: 1,478

Figure 3

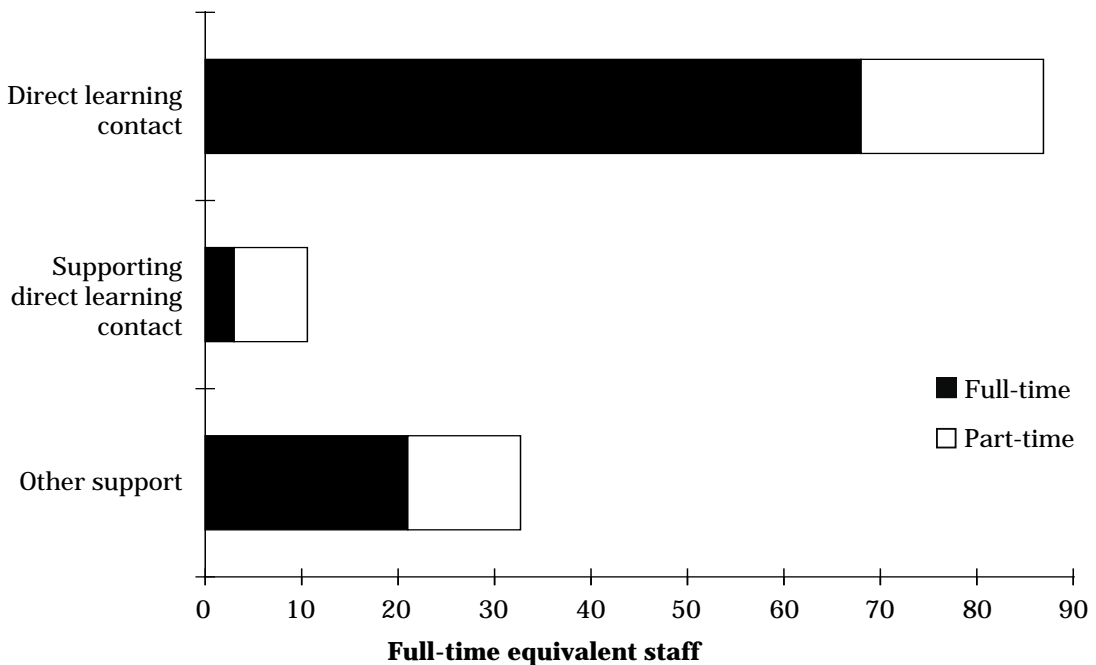
Wyggeston and Queen Elizabeth I College: enrolments by mode of attendance and curriculum area (as at November 1995)



Enrolments: 1,478

Figure 4

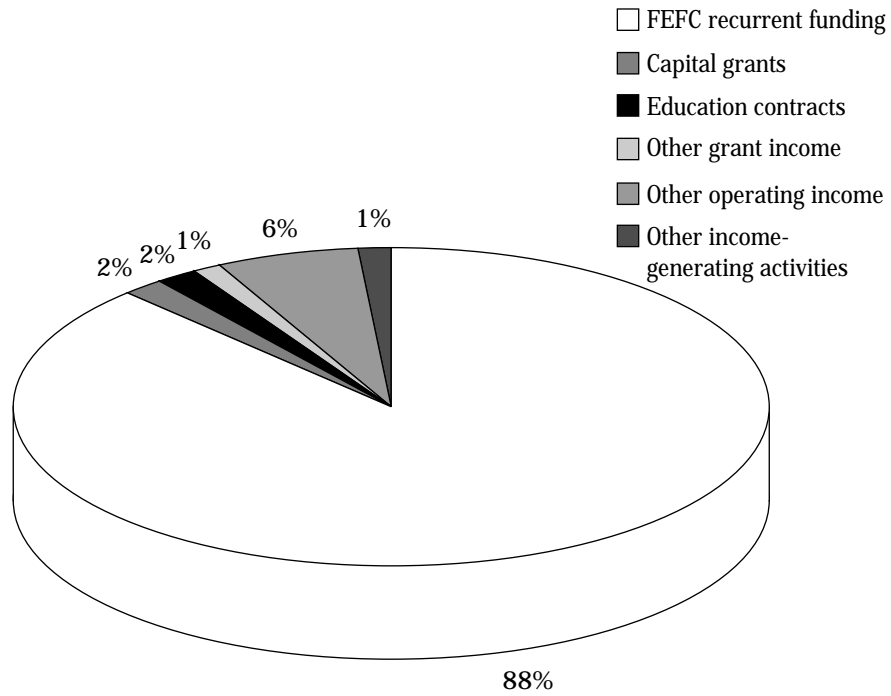
Wyggeston and Queen Elizabeth I College: staff profile – staff expressed as full-time equivalents (as at March 1996)



Full-time equivalent staff: 130

Figure 5

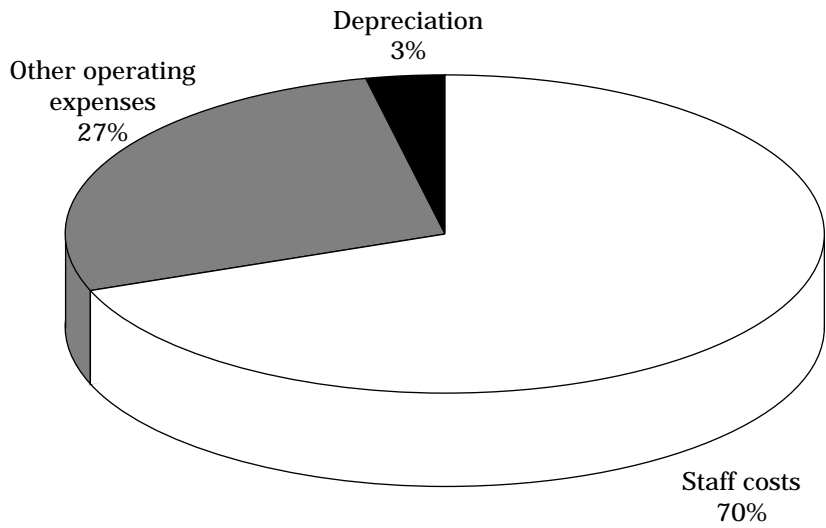
Wyggeston and Queen Elizabeth I College: income (for 12 months to July 1995)



Income: £4,267,000

Figure 6

Wyggeston and Queen Elizabeth I College: expenditure (for 12 months to July 1995)



Expenditure: £4,119,000

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