

**REPORT
FROM THE
INSPECTORATE**

**City of Leeds
College of Music**

May 1997

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education 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 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.

College grade profiles 1993-96

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	59%	29%	3%	<1%
Cross-college provision	14%	50%	31%	5%	<1%
Overall	12%	54%	30%	4%	<1%

FEFC INSPECTION REPORT 49/97

CITY OF LEEDS COLLEGE OF MUSIC
YORKSHIRE AND HUMBERSIDE REGION
Inspected September 1996-January 1997

Summary

The City of Leeds College of Music is the only specialist music further education college in England. It provides a wide range of further and higher education courses in music for full-time and part-time students, and has made a significant contribution to the cultural and musical life of the city. There are well-managed procedures for the admission and induction of full-time students. Teachers, many of whom are practising professional musicians, are conscientious and teaching is generally well planned and effective. Much teaching on the higher education courses is of particularly high quality. A wide range of up-to-date musical equipment is available to support the development of high standards of musicianship. Students' achievements in examinations vary between programmes. In many areas results are good. The college should: ensure that all students receive equally effective tutorial support; raise levels of attendance and retention on some of its courses; review and evaluate its policies; address the imbalance between male and female teachers; develop quality assurance procedures for cross-college services and part-time courses; and ensure that students have adequate access to computing facilities.

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

Aspects of cross-college provision	Grade
Responsiveness and range of provision	1
Governance and management	2
Students' recruitment, guidance and support	2
Quality assurance	3
Resources: staffing	2
equipment/learning resources	2
accommodation	5

Curriculum area	Grade
Further education foundation	3
Music higher education	1
Music technology	2

INTRODUCTION

1 The City of Leeds College of Music was inspected between September 1996 and January 1997. Enrolment and induction of students were inspected in September 1996. Inspectors visited 66 classes, examined students' written work and college documentation, and held discussions with college governors, college managers, staff and students, parents, employers, representatives of Leeds Training and Enterprise Council (TEC), the University of Leeds, Leeds Metropolitan University, the local authority, and other members of the local community.

THE COLLEGE AND ITS AIMS

2 The City of Leeds College of Music is the only specialist music college in the further education sector. It was established in 1961 as the Leeds Music Centre, providing part-time courses in music. The first full-time students were enrolled in 1966, and the centre became known as the City of Leeds College of Music in 1972. It occupies three Victorian buildings in the city centre. In autumn 1997, the college plans to vacate its present accommodation and move to new purpose-built premises on Quarry Hill, Leeds.

3 The college offers a wide range of courses in music and its associated technologies. It has well-established specialisms in jazz, contemporary and popular music, music technology, Indian music and Afro-Caribbean music. In November 1996, 2,146 students were enrolled at the college, of whom 561 were studying full time. Forty-four per cent of the full-time students were on higher education courses. Of the part-time students, 510 were enrolled on vocational courses, and 1,075 on leisure and recreational courses. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3. The college draws on a large number of specialist part-time staff many of whom are practising professional musicians. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

4 Leeds has one of the largest labour markets in England, with more than 350,000 people in employment from a total population of approximately 725,000. The services sector employs 73 per cent of the workforce. The rate of unemployment is approximately 8 per cent, which is below the regional and national average. Long-term unemployment, however, is high, and is concentrated amongst males. In six of the inner-city wards unemployment rates are between 17 and 24 per cent.

5 The college recruits nationally and internationally. Over 70 per cent of the college's students come from outside the local areas of Leeds, Bradford, and Huddersfield. The city has a strong artistic and cultural life. It is the home of Opera North, the West Yorkshire Playhouse, the Leeds International Concert Season and the Leeds International Piano Competition. There are four general further education colleges in Leeds, a Catholic sixth form college and three other specialist colleges, namely the

Leeds College of Art and Design, the Leeds College of Building and the Northern School of Contemporary Dance. The city has two universities, with which the college has close links. The college is affiliated to the University of Leeds, which validates its higher education music courses. It contributes to the teaching of degree courses for 168 students from Leeds Metropolitan University.

6 The college is organised into four programme areas: higher education music, foundation music, technology, and part-time programmes. The management and teaching of the curriculum is overseen by the director of studies, assisted by two heads of studies who have cross-college responsibility for performance, and for academic studies and development, respectively. Other cross-college roles are undertaken by the principal, the director of resources, the director of finance, and by the heads of student support and external relations. Together with the heads of programme, this group forms the college board of management. Within this group, the principal, and the directors of studies, finance and resources constitute the college's senior management committee.

7 The college's mission is to provide high-quality education and training for musicians, music teachers and associated technologists. It is committed to working in partnership with other organisations, and to developing increased opportunities for all, at all levels of musical ability and aspiration. It regards itself as a significant contributor to the artistic life of the region, while seeking to consolidate and further its position within a national and international context.

RESPONSIVENESS AND RANGE OF PROVISION

8 The college offers a wide range of full-time and part-time courses in music and related technologies from beginners' level to undergraduate and postgraduate levels. It is the largest single provider of part-time music education for adults in the region. Courses cover many different musical styles and include theoretical tuition, music technology, and practical studies on most instruments and for the voice. Some students have progressed from part-time evening classes to degree level. There is also a wide variety of ensembles and choirs, of differing levels of expertise, in which full-time students of the college are joined by part-time students. The Leeds TEC regards the college as committed to the national targets for education and training.

9 The foundation programme, validated by the Open College Network, has two levels of study, intermediate and advanced. The one-year preliminary course, at intermediate level, is used by both school-leavers and adults to prepare for advanced level studies. At advanced level, there is a two-year course offering a choice between Western and Indian music. The Indian music pathway can be studied part time over four years. There is also a one-year access course for adults returning to education. Students on the Western music foundation course take general certificate of

education advanced level (GCE A level) music. All further education students can take general certificate of secondary education (GCSE) mathematics and English and GCE A level English. Individual arrangements with the Leeds College of Technology have enabled some students to take other subjects. The college is seeking to extend its range of GCE A levels.

10 The vocational music programme at advanced level has developed rapidly in recent years. The Business and Technology Education Council (BTEC) national diploma programmes offer a wide choice of musical instrument technologies, popular music and music technology. A course on the production and management of commercial music is due to start in 1997.

11 The Bachelor of Arts in jazz studies is the only one of its kind in the country. The college also offers an undergraduate diploma in music, and a Bachelor of Performing Arts. All three awards are validated by the University of Leeds. In collaboration with Leeds Metropolitan University, the college has developed degree programmes in music technology, media technology, and electronics and music technology. The course leadership and teaching is shared between college and university staff. A higher national diploma in musical instrument technology is planned for September 1997. This will complete progression routes to degree study in all of the college's disciplines except Indian music.

12 There is a close working relationship with the community benefits and rights department of Leeds City Council, for which the college has carried out an audit of music-related adult education in the city and a study of the music curriculum for people with learning difficulties. The college's work for the city council has done much to bring music education to the city and to groups which have not usually entered further education. The college's contract with the department includes support for the various ensembles open to the public and a growing number of community ventures. For example, the college provides instruments and tuition for steel bands at the Mandela Community Centre, in addition to general musicianship classes and a choir. The college provides programmes for people in community and day centres and at a hospital. There is an annual series of concerts and recitals involving college staff, students and visitors. The annual Leeds International Music Festival is planned, managed and promoted by the college.

13 The college is an important national centre for Indian music. It has international links with educators and performers. In addition to the Indian music pathway on the foundation programme, the college provides tuition for community centres. Over 90 students are currently preparing for the Sangit Examinations (United Kingdom), and Prayag Sangit Samiti (India).

14 A programme of schools liaison activities is growing rapidly following the appointment of a schools liaison officer in September 1995. There is

an annual college open day. Staff attend local and regional careers events. With assistance from the further education development fund managed by Leeds TEC, the schools liaison officer also organises sessions in college and in schools at which pupils can sample various musical activities.

15 Although there are marketing objectives in the strategic plan, there is no college-wide marketing plan or strategy. The college has been slow to respond to under recruitment in areas of its work, such as the foundation programme. It lacks detailed analysis of census data and there have been only informal assessments of the effectiveness of its publicity. The college is aware of these issues, which are being addressed by recently-appointed marketing staff.

16 Links with the music industry are enhanced by the work of the college's advisory bodies and the many working relationships established by teaching staff who are also practising professional musicians and technologists. Such links helped to inform the college's decision to discontinue the piano element of its musical instrument technology programme. The Bachelor of Arts in jazz studies benefits from extensive overseas links. Students have been placed at institutions in Finland, Holland, Norway and the United States of America. The college is represented at the International Association of Jazz Educators' conference in the United States of America.

GOVERNANCE AND MANAGEMENT

17 The corporation of the college has 16 members, including the principal, student and staff nominees, and a representative from the TEC. Five members of the corporation are women and one of the independent members is of Asian origin. Members bring to the board a wide range of relevant expertise and experience. A number of them have a musical background. The board has committees for audit, finance and general purposes, remuneration, planning, honorary awards and special matters. The governors have devoted a considerable amount of time over the last two years to negotiations on the construction of the college's new premises in Leeds city centre. The finance and general purposes and audit committees have demonstrated financial acumen in overseeing college finances. All committees have agreed terms of reference and most board members belong to at least one committee. The corporation holds four meetings a year. Members receive regular financial reports as well as minutes of the health and safety committee. There is a voluntary register of interests which has been signed by seven of the governors. A code of conduct has been adopted by the corporation. The staff and student governors do not sit on any corporation committees.

18 New governors are provided with an information pack and induction programme. A number of training events have been arranged for governors which have been well attended. Outside speakers have made presentations on a variety of topics, for example, the Investors in People award. Members receive minutes of academic board meetings and have a

good understanding of the specialist nature of college provision. The corporation has approved policies for equal opportunities, health and safety, personnel, and course monitoring. There is no provision for a regular review and evaluation of college policies. The corporation does not receive annual reports on equal opportunities, the college charter or on students with learning difficulties and/or disabilities, in order to assure itself that it is meeting its responsibilities. It has yet to establish criteria by which to assess its effectiveness in the performance of its functions. At the time of inspection, governors were in the process of completing a confidential self-assessment questionnaire on aspects of governance.

19 A college reorganisation was implemented from September 1996 with the purpose of simplifying the management structure and reducing the ratio of payroll costs to income. The new structures have achieved their objectives and are understood by staff. Staffing costs have been reduced, and now account for 74 per cent of total expenditure. Lines of responsibility are defined by organisational charts and job descriptions. All the main groupings of staff have regular meetings which are minuted.

20 The senior management committee provides firm management. Academic leadership is generally effective at academic board, head of study and programme level. Course team review meetings, held termly, consider a range of curriculum issues, including students' progress. The curriculum within each of the three full-time programme areas is managed by a board of study, each of which has student representatives. The boards of study report directly to the academic board. Cross-college committees and working groups meet regularly. Not all committees and working groups have terms of reference. Academic management is hindered by the inability of part-time teachers to attend meetings on a regular basis.

21 The strategic planning process is systematic. A review of the previous year's objectives and targets is conducted by the board of management in November, informing a joint planning day with members of the corporation in January. A draft plan is presented to the academic board for discussion before submission to the corporation for approval. The current plan is fully costed. Owing to the small size of the college, programme areas do not have separate operating plans. Full-time and part-time teaching staff are not always provided with an opportunity to discuss the draft plan either at course team or full staff meetings.

22 Communication between the board of management and staff is effective. The college weekly newsletter Grapevine and a yearly college magazine Voce are distributed to all staff. The principal holds open forums for all staff twice a term. The meetings are well attended. The heads of study have improved the procedures for informing part-time staff of matters relating to their work.

23 Management information is available to heads of study, curriculum managers, teachers and administration staff through the college's computer network. The governing body receives regular reports monitoring the college's budget. The senior management committee

receives detailed monthly income and expenditure accounts, which are provided in summary form to the board of management. The college recognises that reports for teaching staff and academic managers are insufficiently comprehensive or reliable. Teaching staff reported increased confidence in the reliability of the reports available as a result of the reorganisation of the business support unit. A draft information technology policy has been circulated to all staff for comment.

24 The college met its enrolment targets for 1995-96 and anticipates that it will achieve its predicted target for 1996-97. The annual retention rate was 91 per cent for full-time students and 55 per cent for part-time students in 1995-96. The poor retention on part-time courses has been insufficiently analysed. Course leaders collect information on the destinations of students by means of questionnaires. The response from students was variable between courses. The college is reviewing the operation of the current system.

25 The college has diverse sources of revenue. Further Education Funding Council (FEFC) recurrent funding accounts for about 64 per cent of income. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The average level of funding for the college during 1996-97 is £19.69 per unit. The median for art and design colleges is £22.31 per unit.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

26 Prospective students receive advice and guidance through open days, informal visits to the college, visits to schools by college staff and discussions with the admissions tutor or programme heads. Students comment on the friendly welcome which they received on these occasions. The college's information and marketing materials are of high quality, and its applications procedures are clear. All applicants for full-time courses are interviewed and auditioned, and successful candidates are sent comprehensive enrolment and induction information before starting their course. This includes an induction timetable and information on organised house-hunting days. Overseas students receive a comprehensive induction pack developed by the University of Leeds.

27 In September, the college organises a week-long, college-wide programme of enrolment and induction for all full-time students. This includes information about the college and the course of study for which students have enrolled. Tutors are provided with materials and guidelines to ensure that they adopt a consistent approach. Students receive a suitable range of information leaflets and a handbook which they consider helpful and informative. The handbook contains particularly useful information for students living away from home. The induction arrangements do not apply to part-time students, and few part-time courses include a period of induction. Students wishing to transfer between courses receive guidance from course leaders and staff in the student support unit. Only three students have changed course during the current year.

28 During their induction, all full-time further education students are screened for basic skills in numeracy and literacy. In 1996, only five were identified as requiring additional help. The college has recognised that basic screening alone is not sufficient and is reviewing the arrangements to improve its ability to identify and meet students' additional support needs at an appropriate level. The college currently lacks the specialist expertise to be able to carry out more sophisticated diagnostic testing. Higher education students' needs for additional support are assessed through their coursework at an early stage of the course, and extra tuition is provided where required. The college makes special arrangements for students needing specialist support. For example, it refers students with dyslexia to an external agency, and arranges tuition in English for speakers of other languages (ESOL) at a nearby college. Few full-time students have learning difficulties and/or disabilities.

29 The college has established a student support unit which offers guidance and information to students on personal and financial matters. The unit is staffed on a part-time basis, some personnel also having teaching commitments. It includes a finance and accommodation officer and a welfare adviser. The college has close links with a city-wide student accommodation service. It also provides a register of accommodation, currently used by over 120 students. Two visiting days are arranged in July and August to enable students to meet and to look for accommodation. There is a planned programme of poster campaigns to promote health awareness, and visiting speakers are invited to college to talk on issues such as HIV/AIDS and drug abuse.

30 Students speak positively about their experience of college life and the good relationships between staff and students. They feel well supported by their teachers in both academic and practical aspects of their studies. They benefit particularly from a great deal of one-to-one tuition and high levels of individual support and guidance. Students keep their own logs which describe the content of lessons and record action plans. Tutors monitor these regularly, and use them to assess and review students' progress. The college aims to encourage students to maintain their national records of achievement, but there is little evidence to show such records are completed.

31 A group tutoring system has been established during the last year replacing the previous system of personal tutors. Full-time further education students are allocated a timetabled weekly group tutorial and have an individual review session with their tutor once a semester. Higher education students are allocated a personal tutor but do not meet as a group for tutorials. A tutorial handbook has been produced to assist group tutors in their work. The quality of the group tutorials varies widely. Schemes of work and planned activity, which are features of some group tutorials, are not shared across the college. Resource materials for group tutors are few. The college recognises that the tutorial system requires further development.

32 A qualified counsellor provides independent personal counselling for those students who need it. The availability of the support is well publicised. The college responds to enquiries for creche facilities and appropriate arrangements can be made off-site. This service is not well publicised, and no requests for creche provision have been made by current students.

33 Students receive careers education and guidance in a variety of ways, within their programmes of study. There is a college careers adviser and valuable advice also comes through informal contacts with practitioners. A careers room contains up-to-date information concerning employment and higher education, and computerised reference materials are available in the library. Students value the guidance they receive when applying for higher education courses. The vast majority of the information concerning careers and higher education relates to music and the performing arts. The college provides little information or guidance about careers in other fields for students who may be reconsidering their choice of career.

34 The college has a paper-based system for tracking attendance. It is not used systematically by all tutors. Consequently, attendance is not rigorously monitored on a college-wide basis. Despite the informality of procedures, students and their parents report that poor attendance is usually investigated and appropriate action taken.

35 The student union is active in its attempt to promote sporting activities amongst students; it organises football, basketball, cycling and walking. It has alerted the college to health concerns and, as a result, the student handbook now contains advice on tendonitis and tinnitus. The college does not subsidise the union. There is a staff-student liaison group which meets on a regular basis and provides an effective channel of communication.

TEACHING AND THE PROMOTION OF LEARNING

36 Inspectors observed 66 teaching sessions. The majority of teaching was judged to be of a high standard. Sixty-eight per cent of the sessions had strengths which outweighed the weaknesses. The weaknesses outweighed the strengths in only 3 per cent of sessions. These percentages compare with figures of 63 per cent and 8 per cent, respectively, for all colleges inspected in 1995-96, according to figures published in the *Chief Inspector's Annual Report 1995-96*. The average rate of attendance at classes was 71 per cent. Attendance varied from 82 per cent on music technology courses, to 55 per cent on foundation courses. The following table summarises the grades awarded to the sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade 1	2	3	4	5	Totals
GCE AS/A level	0	3	1	0	0	4
Access to further and higher education	2	1	1	0	0	4
Other advanced	6	6	7	1	0	20
Higher education	16	9	7	1	0	33
Other	2	0	3	0	0	5
Total	26	19	19	2	0	66

37 In the further education foundation programme, all schemes of work for all four pathways were well written and adequately covered the syllabus. There was a regular schedule for setting, marking and returning work in harmony lessons. A tutorial period provided additional support for those students requiring help. With the exception of the Indian pathway, there was a lack of materials designed to enable students to study effectively on their own. Students following the London Board GCE A level aural examinations were unaware that there were relevant materials which were available commercially. Teachers provided students with few handouts to complement their own notes. The setting, marking and returning of students' work in history and analysis was insufficiently rigorous. With the exception of practical sessions, and a session on the principles of teaching, teachers lectured students in large groups and gave them insufficient opportunities for discussion. There was little debate, and few demonstrations or presentations on the part of students. The teaching failed to take account of the range of abilities within the groups.

38 In music technology and musical instrument technology, teachers provided high levels of expertise. In many sessions, students were encouraged to work independently, with teachers providing effective support whenever required. In three sessions, students worked successfully at music technology workstations. Teachers planned their sessions effectively. Assessment of work was supported by good standardised assignment sheets which gave clear assessment criteria and information for the marking and return of work. Assessment tasks were clear and appropriate. In those sessions where there was general discussion, classroom management was not always effective enough to ensure that all students were sufficiently involved. In some sessions teachers failed to make use of handouts, when these would have been the most effective way of presenting information. In one session, there were not enough scores for two listening exercises. Students on the BTEC national diploma in popular music had few opportunities for ensemble work.

39 The teaching on higher education courses was effective and the work was suitably challenging. A high proportion of lessons had many strengths

and very few weaknesses. Students benefited from the fact that most teachers practised their profession in addition to teaching. The majority of classes were well organised and purposeful. Handouts, audio and video tapes, were used to good effect. Effective use was made by teachers of live performances in order to illustrate aspects of teaching. In one session on jazz composition, the teacher was detailed in his analysis and, despite having a group of over 30 was able to draw students into the discussion of key points. The session was made interesting by references to issues such as the anticipated audience reaction. The session included illustrations played by the teacher on a piano. In many classes, good use of question and answer techniques encouraged students to express their views about the music they heard. The technical content of some classes, especially those dealing with composition and arranging, was demanding and called for a high level of understanding on the part of students. Ensemble and instrumental sessions were purposeful. Teachers paid particular attention to accuracy in playing and other aspects of musicianship. In addition to ensembles, a programme of master classes with visiting professionals has been instituted. In a few classes, teachers were not well prepared and were unclear about their objectives. Students were insufficiently involved in the work and teachers made insufficient checks on their understanding.

STUDENTS' ACHIEVEMENTS

40 Most students are highly motivated and benefit from the wide range of opportunities to develop their creative and technical expertise. The majority have chosen to come to the college because of a strong commitment to their specialist aspect of music and because of the college's national reputation. They demonstrate their energy and enthusiasm both in their response to lessons and in their instrumental performance. They work at their studies with purpose and concentration.

41 Students achieve high standards in practical instrumental and ensemble sessions. There is clear evidence that practical sessions are effective in helping students to gain in confidence and musical ability during the course of their studies. At the time of the inspection, 21 bands had been formed and were being run by students. They perform regularly in college, for example at lunchtime concerts, and the standard of performance is sometimes outstanding. Students are appreciative of each others' efforts and there is a strong climate of mutual encouragement. The college has a large symphony orchestra and a choral society which give public concerts on a regular basis, often with nationally-known soloists.

42 Higher education students achieve high standards in their performance, composition and written work. They show good understanding in their responses in lectures and seminars. Standards of coursework on national diploma courses are generally good. The practical work in music instrument technology is of high quality, and some of the written assignments in music technology are unusually accomplished and

mature. Neither teachers nor students give sufficient emphasis to the development of information technology skills.

43 Students' achievements in examinations vary considerably between programmes. In 1996, 94 per cent of students who completed the Bachelor in Arts jazz studies, and the BTEC national diploma in music technology, gained the award. One hundred per cent of the small number of students taking additional GCE A level and GCSE English have been successful for the last two years. Part-time students taking GCE A level music achieved results above the national average. However, of the full-time students on the foundation programme who entered for GCE A level music, only 25 per cent achieved a pass at grade C or above. Many performed badly on the history and analysis paper. Pass rates were also low on the part-time Associated Board and Rock School courses: of the 176 students enrolled on one-year courses in 1995-96, only 32 gained their intended qualification.

44 Rates of retention also vary considerably. On the higher education courses they are good. For example, of the 60 students originally enrolled on the three-year Bachelor of Arts jazz course, 50 completed the course. The retention rate over two years for the BTEC national diploma in musical instrument technology course was 85 per cent in 1994-96. The access foundation course also shows good rates of retention. Retention rates on other courses are less satisfactory. For example, only 67 per cent of students enrolled in 1994-96 on the BTEC diploma in music technology completed their two-year programme, and only 62 per cent of foundation students continued into the second year of their course in 1996. Retention rates on part-time vocational courses are poor.

45 Most students progress to employment or higher education. A survey of 44 higher education graduates carried out six months after completing their course showed that only 5 per cent were unemployed. Twenty per cent were employed in the music profession, mainly as teachers, 36 per cent were self-employed as performers or teachers, and 39 per cent were pursuing further study. Seventy per cent of students completing the national diploma in music technology progressed to higher education in 1996, and a high proportion of those completing the musical instrument technology course were successful in finding suitable employment. A survey of all students who left the college in 1996 showed that 24 per cent progressed to employment in music, 3 per cent to other employment, 23 per cent to higher education, and 4 per cent to further education. Eleven per cent were unemployed or taking a year off before pursuing their career or further study, and destinations of 7 per cent were described as 'other'. The destinations of a further 28 per cent of leavers were unknown.

QUALITY ASSURANCE

46 The college has a quality assurance policy which states that quality issues are the responsibility of every member of staff. It outlines a code of

practice which identifies a wide range of cross-college aspects within which it intends to specify standards and undertake monitoring. Responsibility for seeing that the policy is implemented rests with the academic board and its committees. The main element in the quality assurance process is the system of course monitoring and review for full-time courses which is, in turn, monitored by the board's academic audit committee. Quality assurance for cross-college aspects is the responsibility of the board's institutional services committee. Both committees report to the main board, where quality issues are discussed. Governors receive the minutes of the board and an annual report which includes information on new course developments, enrolments and completion rates. They do not, however, receive a comprehensive quality assurance report covering all aspects of the college's work.

47 Each course team produces an annual course monitoring report, which is submitted to its board of study and then to the academic audit committee in November each year. The committee was established in 1996 to replace and improve the previous arrangements. It has performed its task assiduously. After scrutinising the reports for 1996, it sent all of them back to the boards of study for amendment and resubmission. In many cases, this was because action plans lacked timescales or failed to identify the staff with specific responsibilities for taking action. The reports are written to a common format, revised for 1995-96, which includes the enrolment and retention rates of students and their achievements and destinations. They contain evidence from external moderators, a response to issues from previous reports, an analysis of students' views on the content of the course and the quality of teaching, and an action plan. Part-time courses that received funding other than from the FEFC were subject to those funding bodies' quality assurance procedures. Part-time courses were not represented by a board of studies. There are some weaknesses in the format: for example, no provision is made for comment on the quality of tutorials or on students' attendance. The reports do not contain quality standards or targets other than for enrolment. The opportunity has not been taken to link the reports explicitly to the college's strategic priorities.

48 Most of the course monitoring reports are completed to a good standard. They provide evidence that issues have been identified and addressed. Resulting improvements include syllabus modification and the following up of students' concerns. Many reports have clear and specific action plans. The report for the Bachelor of Arts in jazz studies is particularly thorough and detailed, containing rigorous analysis which is graphically presented. Some reports, however, lack detail, and some contain action plans which are insufficiently precise. The information on students' destinations in the musical technology report is thin. Insufficient attention is paid to poor retention or achievements in some reports. For example, the foundation course report lacks evaluative comment or proposed action resulting from the poor GCE A level results in 1996.

49 Higher education courses validated by local universities are subjected to a process which concentrates on the demand for the course and the ability of the college to resource and teach it properly. This includes a five-yearly review at which course teams are required to justify the continuance of the programme. The most recent five-yearly review was extremely thorough. College staff adopt a rigorous approach to the review of higher education courses, and ensure that the needs of the validating bodies are fully met and in some respects, exceeded. They attach considerable importance to external examiners' reports. The college has benefited from its experience of higher education validation and review procedures in designing its own systems for academic review.

50 Quality assurance for cross-college services is less well developed. Few of the standards referred to in the quality assurance code of practice have been specified. There is some good practice. For example, the student support unit issues questionnaires to students on admissions, induction and counselling, and has introduced some service standards relating to these aspects of its work. The counsellor issues termly reports to the head of the unit. The student support unit has identified the need for the establishment of targets linked to performance indicators. The library and the academic support unit are currently planning to introduce service standards. However, in general, the standards referred to in the quality assurance code of practice have not yet been specified. Although these service areas report periodically to the institutional services committee, they are not subject to a regular or systematic review of their activity.

51 Students' views are sought in a variety of ways, and have been influential in promoting changes. For example, the length of the induction programme was shortened as a result of responses to the 1995 induction questionnaire. Each board of study has a student representative who contributes to the course monitoring reports. Students are also represented on the governing body, the academic board, and a staff-student liaison group which meets monthly. Students on 31 of the part-time courses were asked to complete questionnaires to establish their degree of satisfaction with the course. However, these questionnaires are not aggregated to provide an annual summary of students' views, as recommended in the national charter for further education. There is no survey to measure the perceptions of employers or other external users of the college.

52 Responsibility for staff development is delegated to the staff-development and research committee, which considers all applications and approves funding for both teaching and non-teaching staff. The college allocates 1.9 per cent of its staffing budget to staff development. However, only 52 per cent of the allocation was spent in 1995-96. Over the last two years, the college has supported 11 full-time staff studying for degrees and higher degrees, including payment of tuition fees. This has been significant in maintaining the college's academic profile, updating teachers'

knowledge and responding to the validating universities' requirements for research activity. Approximately half of the full-time academic staff attended external staff development in 1995-96. Training days on specific issues, primarily for those in management positions, take place approximately once a term.

53 Managers responsible for promoting staff development take account of the needs arising from planned developments in the curriculum and other areas of the college's work. They encourage applications from individual teachers for staff development which will benefit both themselves and the course on which they are teaching. Those applying for staff development are required to state how the proposed activity will benefit the college. There is no formal plan for staff development which anticipates training needs arising from the college's strategic objectives. The recent restructuring of college management has highlighted a need for further management training in aspects such as financial budgeting, which has not yet been met. Despite the college's commitment to equal opportunities, no training has taken place to raise the awareness of staff and to help them implement policies. The college is currently developing a more active approach to staff development. It is in the process of preparing a staff-development plan which will link the needs of individuals, expressed through appraisal documents, with those of the curriculum, expressed in the course monitoring reports.

54 A formal six-week induction programme for new full-time staff was introduced in 1996. It includes a review of individuals' needs for further development and support. New part-time staff are invited to introductory meetings and are issued with a 'welcome pack'. The college introduced an appraisal system for full-time staff, on a two-year cycle, in September 1993. As a result of delays in implementing the scheme, only 60 per cent of full-time staff have so far been appraised. The process is based on the college's line management structure, includes observation of teaching and learning, and identifies staff-development needs. It is generally regarded by staff as supportive.

55 The college produced a charter in line with the national charters for higher and further education, and has revised and considerably improved it in 1996. The charter sets out the college's commitments to students, employers and the community but it has no formal mechanism for monitoring the extent to which these commitments are met. Although the college's self-assessment report states that the charter is an important part of its quality assurance strategy, it is not mentioned in the quality assurance strategy document. The college does not issue students with a copy of the charter, but informs them during induction that a copy is available in the library. No reference is made to the charter in the students' handbook.

56 The college's self-assessment report, produced for the inspection, consisted of a series of position statements and summaries for each curriculum area and cross-college aspect. Although these contained much

information which was useful for the inspection, they were not sufficiently rigorous in their analysis, and provided insufficient evidence to support the judgements made.

RESOURCES

Staffing

57 The college employs 26 full-time academic staff and 103 part-time teachers, some of whom are on fractional contracts. Since 1995-96, the number of full-time teachers has been reduced by five and the number of full-time equivalent part-time teachers has been reduced by just under one. The full-time teaching staff are well qualified. Over 60 per cent are qualified at least to degree level and the majority of these have postgraduate qualifications in music. Many of the remaining full-time teachers have qualifications from specialist music colleges. Two teachers have achieved training and development lead body qualifications and a further three are working towards this goal. Less than half of the teachers have a teaching qualification. This is a lower proportion than is generally found in further education colleges. Many full-time teachers regularly perform in public and have a record of broadcasts, recordings and publications. For example, in 1996 one member of staff published a substantial critical and analytical study of the composer Witold Lutoslawski; another contributed a chapter to the Cambridge guide to the clarinet; a third toured as an accompanist for the internationally known singer Marian Montgomery; and a fourth made recordings as a member of the Indian music group Shiva Nova.

58 The college relies on, and greatly benefits from, the employment of part-time teachers. About 25 per cent of part-time teachers are primarily employed to provide academic tuition while the remainder focus mainly on instrumental tuition and the development of performance skills. An analysis of part-time teachers' qualifications and experience reveals that they generally hold fewer qualifications than full-time staff. However, many of them are active professional performers who have day-to-day involvement with developments in the music profession.

59 Most part-time teachers make an effective contribution to the work of the college. However, arrangements for their recruitment have, in the past, been informal. Teachers were frequently engaged on the basis of personal knowledge or recommendation. This has not necessarily ensured that all those engaged are both competent players and teachers, or that college policies for matters such as equal opportunities are observed. The recent restructuring of the college has provided an opportunity to address this issue through rationalised arrangements for engaging part-time teachers, a task now shared between two senior managers, who take responsibility for academic and practical work appointments, respectively.

60 There are few female teachers: only one of the 26 full-time teachers and 25 of the 103 part-time teachers are women. Although the college is sensitive to this issue, it does not have an agreed strategy for addressing the imbalance.

61 Teaching and learning is well supported by technical staff. Two work in the musical instrument technology areas maintaining facilities, acting as demonstrators and providing informal assistance for students undertaking project work. Another technician supports the use of information technology equipment, the recording facilities and other electronic devices. The duties of this person include provision of support for the college's administrative systems, and general assistance to students and staff who need help. This diverse workload sometimes results in conflicting demands when several systems need simultaneous attention. In addition to technical support staff, considerable assistance to students and staff is provided by five premises attendants who ensure that all rooms used for classes, rehearsals and performances have the required equipment and layout. The attendants play a major part in setting up the college's programme of public concerts and provide a valuable service for students by transporting equipment to external performance venues, often in the evening, and checking electrical supplies.

62 Since the college's reorganisation, administrative staff have worked energetically to develop new systems and new ways of working. The library team of four is led by a recently-appointed chartered librarian who has instituted a range of improved procedures. The student counsellor has appropriate professional qualifications, as have other administrative staff, including the director of finance. The musical ethos in the college is strong and a notable feature of the administrative team is that about one-third of them participate in music on a regular basis.

Equipment/learning resources

63 Teachers have access to a wide range of audio, video replay and overhead projection equipment to support their lessons. Most teaching rooms are either permanently equipped with these facilities or are provided with them by arrangement. Equipment is maintained in good condition but many rooms lack adequate blackout facilities and some have blackboards or whiteboards in need of refurbishment or replacement.

64 The college has 40 upright pianos and 13 grand pianos in practice and teaching rooms, including a Steinway concert grand which is used on occasion by performers of international repute. There are sufficient pianos to meet the needs of staff and students and these are maintained regularly, under contract. Two rooms equipped with a total of 19 full-size electronic keyboards are used for group teaching. These useful facilities are configured so that teachers can monitor each student's playing, or work with small groups of students, without disturbing others in the room. A specialist keyboard room contains a chamber organ, two harpsichords, a spinet and a clavichord.

65 A substantial collection of over 250 instruments and items of equipment is available for students to use or borrow. This ensures that students have an opportunity to learn to play a variety of instruments without having to spread substantial sums of money; for example, electric bass players can extend their experience and technique by borrowing a double bass. It also ensures that students who play, for example, the electric guitar do not always have to bring their own amplifiers to college. In addition to more than 150 wind, brass and stringed instruments, the collection includes 26 instruments for playing Indian music; over 20 electronic keyboard instruments; 10 full drum kits; and about 50 amplifiers. Over the last two years, 27 purchases have been made to replace or update the stock. As many as 50 items are loaned to students each day and an effective booking system ensures that losses are low.

66 Facilities for recording music are extensive and up to date. Students are able to make 24-track digital or analogue recordings and have access to a wide range of good-quality electronic processing and synthesis equipment in the control rooms associated with the college's recording studio. In the multitrack digital recording suite, recordings can be made directly onto computer disk and, in the digital editing suite, there are facilities to transfer recordings onto compact discs. The college has recently acquired portable equipment for making eight-track digital recordings. This enables students to gain experience of recording in a variety of formats, using a range of equipment. There is a laboratory with 15 workstations, each of which includes a computer which runs sequencing software, a sound module, an effects module and a controlling keyboard. An electro-acoustic studio provides students with experience of analogue electronic music and an opportunity to broaden their compositional techniques.

67 Equipment to support musical instrument technology includes a large stock of handtools and an appropriate range of machines. Many of the machines have been purchased within the last 10 years and the recent acquisition of items, such as a new planer/thicknesser and a bandsaw, is evidence that the college is committed to regular improvements in these facilities. Specialist technicians maintain handtools and ensure that machine tools are working safely, to specification.

68 The college library has a stock of about 4,400 books; a similar number of records, compact discs and videos; and over 9,200 items of music including scores and sets of parts. An extensive specialist periodical list includes 42 titles and there is a small collection of 14 compact disk read-only memory (CD-ROM) databases. The library resources are well regarded by staff and, although opening hours are limited to 50 hours per week in term time only, they are well used by students. Data from computerised records indicate that, for example, during October to December 1996 over 5,800 loans were made to 21,500 users. The budget of £15,000 in 1996-97 represents £16.62 per full-time equivalent student, a significant increase compared with the previous year. Liaison with

departmental staff is effective. Budget allocations are made to support specific areas of the curriculum; information about possible and actual acquisitions is circulated to academic staff; and a library committee, with membership from across the college, oversees developments. A good example of co-operation between academic and library staff has been the recent development of keyword search facilities for the computerised catalogue to support research into Indian music.

69 In addition to the main library resources, the college has a substantial jazz archive. This contains many historical jazz recordings, articles and periodicals, ephemera and a unique collection of musical arrangements in manuscript. As yet, the archive is uncatalogued although it is regularly used for research purposes.

70 Despite recent investments, the college has only 36 computers available for students' use, excluding three which do not meet current standards. This represents a ratio of full-time equivalent students to computers of 25:1 which is significantly worse than the majority of colleges inspected in the further education sector. Of the 36 computers, only six are general purpose machines available for students to use at their convenience. These are in the library and include two with multimedia facilities and one with access to the Internet. In addition, the library houses a multimedia machine which holds careers data and a high-quality commercial system for creating and manipulating musical scores. The remaining machines are primarily associated with electronic music or are part of the equipment in recording or editing suites. Limited networking enables computers to share printing facilities. The college has an arrangement which enables 38 of the students on the foundation programme to gain tuition from the Leeds College of Technology and to use its computing facilities. The current lack of access to general information technology is detrimental to students' experience and learning. The college has recognised this and has developed a strategy for improving information technology provision.

Accommodation

71 The college occupies three buildings which lie in close proximity to each other in the centre of Leeds. It is due to move into new purpose-built premises in the summer of 1997. None of the accommodation currently used by the college was designed with the specialist facilities required for music teaching in mind. The Woodhouse Lane building, originally a Methodist centre built in 1887, houses the administrative offices, the library, and the electro-acoustic and music technology studios, as well as staff, teaching and practice rooms. The college occupies 57 per cent of the Leeds Institute building, the freehold of which is owned by the Leeds City Council. The Institute is a Grade II* listed building, dating from the mid-nineteenth century, notable for its Victorian theatre auditorium, with seating for over 500, which is run by the council's leisure services department. The building has a mixture of teaching, performance and

practice rooms, some staff rooms, and specialist facilities such as a recording studio and musical instrument technology workshops for stringed, wind and brass instruments. Musical instrument technology facilities for electric guitars and pianos are located in rented workshops in the Leeds College of Art and Design which is between the Woodhouse Lane and Leeds Institute buildings.

72 The overall state of repair and decoration of the Institute building is very poor. In many rooms paintwork is peeling or dirty, and there is general evidence of decay throughout the premises. Some lessons take place in rooms with inadequate heating; others take place in rooms with leaking roofs. Soundproofing is generally ineffective, room acoustics are often poor and access to many rehearsal and practice rooms is awkward for those moving large instruments or items of equipment. Although many lessons take place in rooms of an adequate size, rehearsal rooms frequently become overcrowded. Facilities for teaching large groups of students are inadequate. Many students attend lectures in a room which doubles as a concert venue and has no desks. The general state of decoration in the Woodhouse Lane building is slightly better than that of the Leeds Institute but the layout of the building is awkward, with many convoluted, narrow corridors leading to dingy rooms. This building also has problems with rain water entering in places. The library is housed in what was originally a chapel. Scope for its development is very limited and it is too small for the number of students enrolled at the college, despite the addition of a mezzanine floor.

73 General facilities for students and staff at the college are minimal. The college has no refectory, although there is a bar associated with the theatre in the Institute building in which sandwiches and a limited range of hot snacks may be purchased. The Woodhouse Lane building has some vending machines in a poorly-furnished, small common room. Students who want a refectory service use facilities in The Leeds College of Technology, which is situated next to the college sites. Access to most areas in the college is difficult or impossible for wheelchair users.

74 Despite the many significant shortcomings in the current accommodation, the college and its students make good use of the premises although no accurate surveys have been carried out since 1992. Classes and rehearsals occur until 21.30 hours on most evenings, practice rooms are well used, courses and other events take place during weekends and a varied programme of public concerts is offered throughout the year.

75 Over the last two years, the main focus for the college's building maintenance programme has been to ensure that health and safety requirements are met and that security is improved. This strategy was adopted in response to a survey of college accommodation carried out by external consultants in 1994. Their findings resulted in a decision by the governing body to sell the Woodhouse Lane site and invest approximately £4.7 million in developing new accommodation for the college at another

location in the city centre, next to the Yorkshire Dance Centre and the West Yorkshire Playhouse. At the time of the inspection, the new site was scheduled to be completed and occupied in time for the 1997-98 academic year.

76 Facilities in the new premises have been designed to meet stringent acoustic specifications and will include: two large rehearsal studios, one of which is large enough for a symphony orchestra; two recording studios; a lecture room which can also be used for recitals with raked seating for over 100; a servery for snacks in an area suitable for informal performances; a common room; a computer room which will accommodate music synthesis systems; digital editing and electro-acoustic studios; a large musical instrument technology workshop; over 20 practice/instrumental tuition rooms; and a variety of staff, teaching and ensemble rooms. The college library, on the top floor of the four-storey building, will comprise study and work rooms, an aural training and learning resource room, and the jazz archive. The college, in partnership with other organisations, is exploring ways of funding a concert hall, to be linked to the new building, which will serve the needs of the college and the community.

CONCLUSIONS AND ISSUES

77 The City of Leeds College of Music is making significant progress towards achieving its mission. Its strengths include:

- a wide range of music provision for full-time and part-time students
- the unique nature of its specialist provision
- its contribution to the cultural and musical life of the city
- strong and supportive leadership
- well-managed procedures for admission and induction for full-time students
- teaching which is generally well planned and effective and, in the case of higher education courses, of particularly high quality
- the promotion of high standards of practical musicianship
- good procedures to assure the quality of higher education courses
- conscientious and supportive teachers, many of whom are practising professional musicians
- a wide range of up-to-date musical equipment.

78 If it is to continue to improve its provision, the college should address:

- the lack of a regular review and evaluation of its policies
- inconsistencies in tutorial support
- poor procedures for monitoring attendance and retention on some courses

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- underdeveloped quality assurance procedures for cross-college services and part-time courses
 - the imbalance of male and female teachers
 - insufficient access by students to computing facilities
 - the poor quality of accommodation.

FIGURES

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- 1 Percentage student numbers by age (as at November 1996)

 - 2 Percentage student numbers by level of study (as at November 1996)

 - 3 Student numbers by mode of attendance and curriculum area (as at November 1996)

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

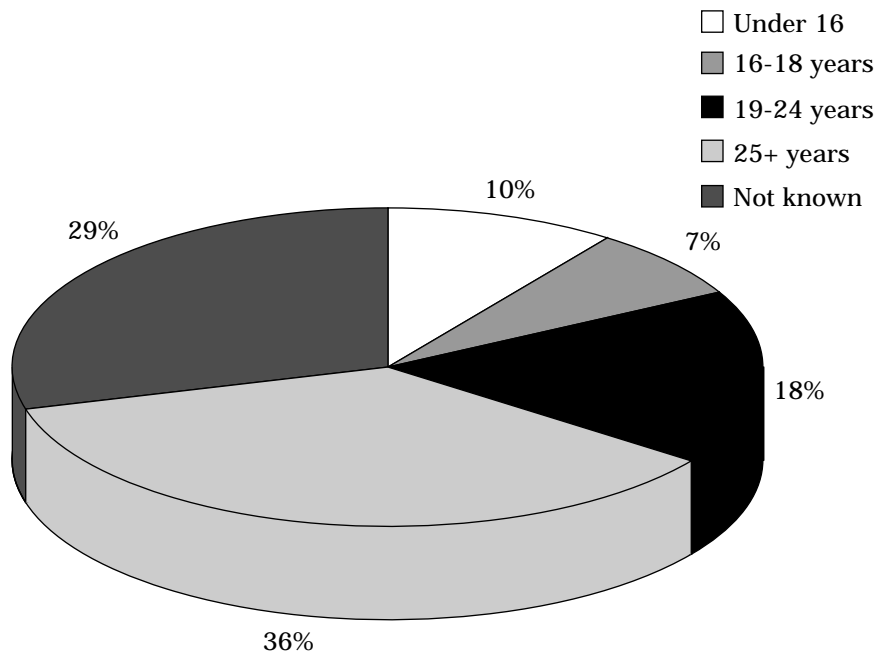
 - 5 Income (for 12 months to July 1996)

 - 6 Expenditure (for 12 months to July 1996)

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

Figure 1

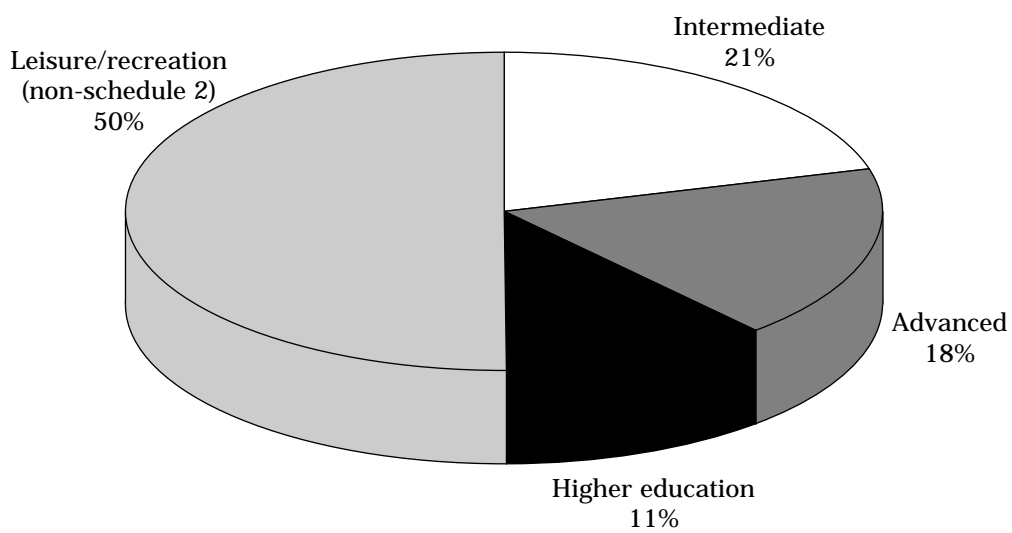
City of Leeds College of Music: percentage student numbers by age (as at November 1996)



Student numbers: 2,146

Figure 2

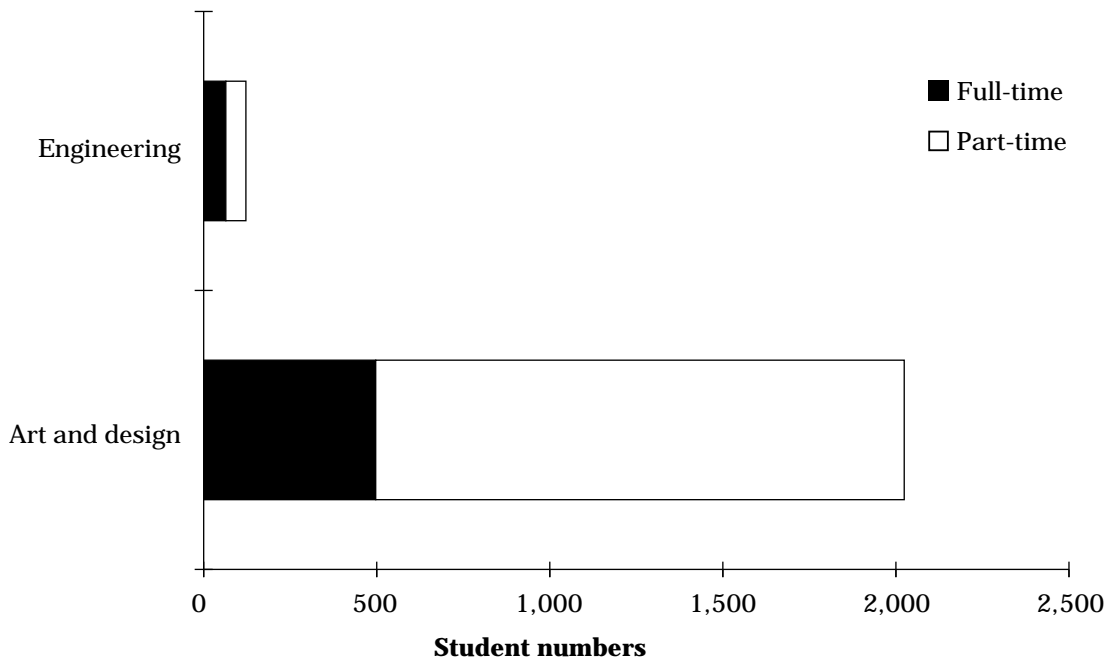
City of Leeds College of Music: percentage student numbers by level of study (as at November 1996)



Student numbers: 2,146

Figure 3

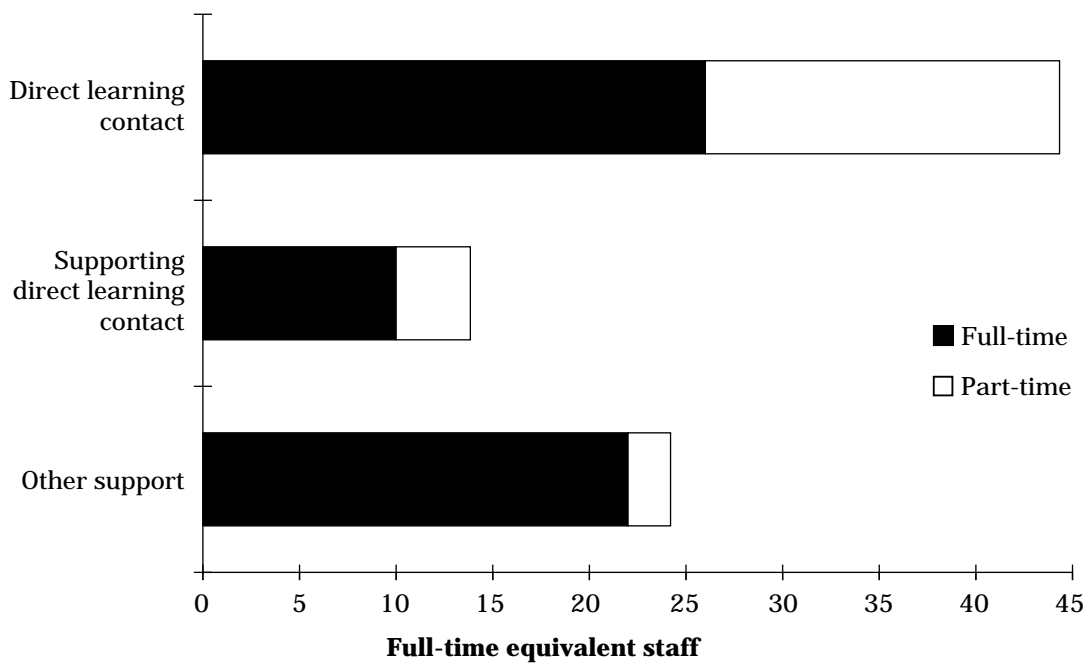
City of Leeds College of Music: student numbers by mode of attendance and curriculum area (as at November 1996)



Student numbers: 2,146

Figure 4

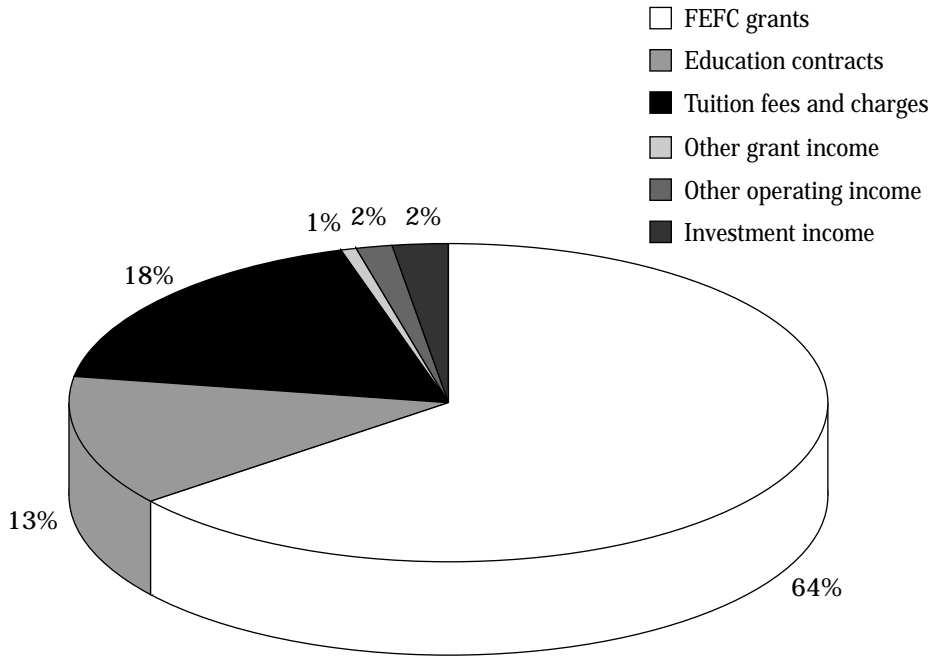
City of Leeds College of Music: staff profile – staff expressed as full-time equivalents (as at November 1996)



Full-time equivalent staff: 82

Figure 5

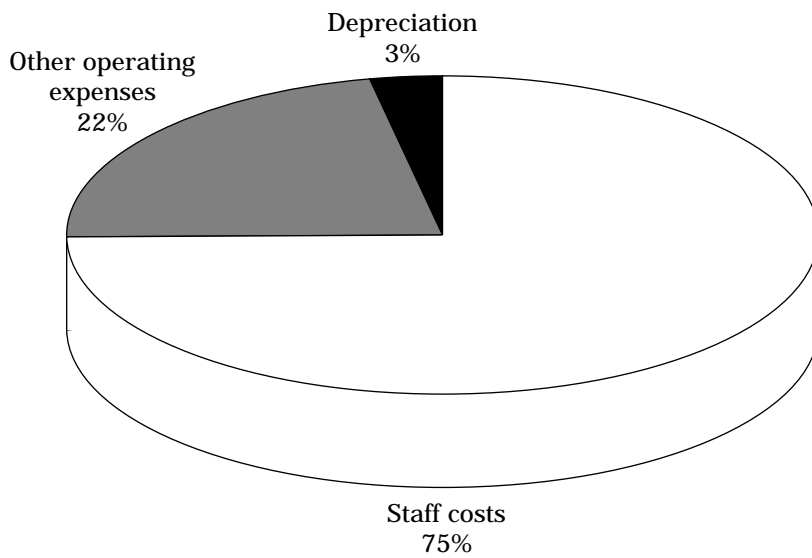
City of Leeds College of Music: income (for 12 months to July 1996)



Income: £2,733,000

Figure 6

City of Leeds College of Music: expenditure (for 12 months to July 1996)



Expenditure: £2,767,000

Published by the
Further Education Funding Council
May 1997