

**REPORT  
FROM THE  
INSPECTORATE**

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# **Leicester South Fields College**

**June 1996**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**THE FURTHER EDUCATION  
FUNDING COUNCIL**

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

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

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# FEFC INSPECTION REPORT 69/96

## LEICESTER SOUTH FIELDS COLLEGE

### EAST MIDLANDS REGION

Inspected February 1995-February 1996

#### Summary

Leicester South Fields College has achieved its aim to increase significantly student enrolments. The college's vocational provision meets the needs of employers and members of the local community. It is responsive to its customers and is increasing the proportion of students from groups normally under represented in further education. Teaching is generally well planned. Students are given effective advice and guidance. Teachers and support staff are well qualified and enthusiastic. The college has a well-documented quality assurance system. Governors are involved in operational management issues. They have not yet established a common view of their criteria for judging the performance of the college. The college should address: the lack of coherent planning; the inconsistent implementation of a number of initiatives; the absence of a college-wide approach to marketing; the unreliable data provided by the management information system; the need to set and meet realistic performance targets; some poor student attendance and retention rates; low levels of achievement in some examinations; and underdeveloped arrangements for college-wide learning support.

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

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Construction	3	Fashion, footwear and visual studies	2
Business	3	Printing and media technology	2
Catering	2	Teacher education (including exercise teaching)	2
Sport, leisure and tourism	2	Students with learning difficulties and/or disabilities	2
Health, social care and early childhood development	2		
Hairdressing and beauty	2		

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## **INTRODUCTION**

1 Leicester South Fields College was inspected between February 1995 and February 1996. Eighteen inspectors spent 73 days assessing the college's work. Visits were made to 216 classes involving over 2,000 students. Students' work was examined. Enrolment and induction procedures were inspected. Inspectors held discussions with governors, college staff, students, local employers, head teachers, the co-ordinator for the consortium of local schools, the principal of a local sixth form college, and representatives from the city challenge, Leicestershire careers and guidance service and the Leicestershire Training and Enterprise Council (TEC).

## **THE COLLEGE AND ITS AIMS**

2 Leicester South Fields College was established in 1968. The college provides vocational education and training with an emphasis on practical areas of work including construction, printing and catering. In 1993, the college purchased the Andromeda building. In 1995, it disposed of two small buildings on the campus of De Montfort University. The bulk of the college's provision is now provided on three sites: Aylestone Road, Westcotes and the Andromeda building.

3 There are five other further education providers in Greater Leicester: three sixth form colleges and two general further education colleges. Ten secondary schools have sixth forms. In addition, there are a number of other providers of training and adult education.

4 The college recruits approximately 70 per cent of its students from Greater Leicester and 30 per cent from elsewhere, mainly the county of Leicestershire. In November 1995, there were 10,364 students enrolled at the college. Twenty-four per cent of full-time and 18 per cent of part-time enrolments were from minority ethnic groups who form 27 per cent of the population of the City of Leicester. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college has 456 full-time equivalent staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

5 Twenty-nine per cent of the workforce is employed in manufacturing, 25 per cent in the public services and 20 per cent in hotel, catering and distribution. Declining areas of employment include textiles, clothing and leather, construction, mechanical and electrical engineering and food. Areas of growth include education, business services, service activities, hotel and catering, and health and social work. The city has a large number of small businesses. The East Midlands has a higher than average percentage of employees receiving training. In Leicestershire this training is concentrated on the professional, technical, managerial and administrative occupations.

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6 The college's mission states that: 'we help people to achieve a better future'. Priorities are the consolidation of new curriculum areas and management systems, continuous quality improvement and widening access.

### **RESPONSIVENESS AND RANGE OF PROVISION**

7 The college concentrates mainly on vocational provision, and has major specialisms in construction, art and design including printing, catering, hair and beauty, and health and care. There is growing provision in computing, business studies, leisure and tourism and various sports related areas. There are 97 full-time vocational courses and 190 part-time courses. National Vocational Qualifications (NVQs), General National Vocational Qualifications (GNVQs) and equivalents are available as full-time and part-time programmes. The General Certificate of Secondary Education (GCSE) in modern languages, English, and mathematics are designed to complement the vocational programmes. The college offers 15 General Certificate of Education advanced level (GCE A level) subjects and four GCE advanced supplementary (AS) subjects. The only full-time GCE A level programme is in art and design. The lack of a common college timetable limits students' freedom to choose vocational modules from different GNVQ programmes or to link these with GCSE and GCE A levels. There are a number of Business and Technology Education Council (BTEC) higher national courses in catering, printing, graphic design, photography and footwear. There is also a substantial national franchise operated by the college for courses in exercise teaching delivered by the London Central Young Men's Christian Association (YMCA). Programmes in literacy, numeracy and English for speakers of other languages are available to help students progress to other courses. There is one programme for adults wishing to prepare for entry to higher education and a range of teacher education courses.

8 Specific provision is made for students progressing from special schools and for adults with learning difficulties and/or disabilities. The college has a range of programmes, full time and part time, many of which include vocational options or modules. Some of the provision is delivered in Gorse Hill and Glenfrith Hospitals. Funding has been obtained to develop courses aimed at adults from a minority ethnic group in a city community college in a disadvantaged area of the city. There are links with a range of other agencies including a health trust, social services, the Mental Health Trust and some independent care providers.

9 The college has exceeded its targets for growth in enrolments. However, growth has had an adverse effect on quality in some of the new areas. In some instances, resources were inadequate and staff were not fully prepared. In some of these areas there were low retention rates and low levels of achievement.

10 There are links with a range of local educational institutions. Most school links are co-ordinated through a consortium which operates across

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the city. The school link programme involves both pre-16 and post-16 pupils and the college currently caters for half the students involved in the city programme. College staff are members of the consortium management committee and are active in user groups and co-ordinator meetings. Pupils attend the college to gain experience of vocational courses and can receive credits within the Leicestershire Vocational Framework. The college also participates in the Leicestershire Progression Accord, which is a scheme to promote students' progression into further and higher education. Useful links with higher education are formed as a result of courses offered jointly with, or franchised from, three local universities. The close relations with Nottingham Trent University have provided college staff with opportunities to exchange information and course materials with university staff and to attend university staff-development events.

11 Links with the local education authority (LEA) have become weaker since the withdrawal of LEA funding for the community education programme. There is strong co-operation over progression arrangements for pupils with learning difficulties and/or disabilities and the provision of a programme for pupils permanently excluded from school. The college liaises with the planning and transportation department of the Leicestershire County Council in providing training for unemployed people.

12 Relations with the TEC are good. The college is represented on the TEC council and college principals group. It also participates in a number of employer advisory groups. Joint conferences have been organised with the TEC and employers on construction industry training issues. The college operates a managing agency. It is involved in: the modern apprenticeship scheme in printing; the career choice programme for 16 to 19 year olds to enable them to taste a vocational area of their choice; the Gateway guidance project and the training credits programme. Bids for other funds held by the TEC such as competitiveness and local initiative funds have been less successful than the TEC anticipated.

13 Links with employers are generally effective. There are 14 advisory committees through which employers contribute to the development of the main areas of college work. The college has provided guidelines for these committees to improve their effectiveness. Employers contribute views on the development of courses and associated resources; they review examination results and assist in the search for sponsorship. In some committees, there is little discussion on the development of the curriculum and appropriate standards. Some have difficulty in attracting employers to represent the full range of local interests. Together, the advisory committees, the TEC employer advisory committees and the contacts that staff have with employers while students are on work experience placements enable the college to obtain a satisfactory level of informal feedback from employers on training issues. Full-cost courses for industry are provided by several faculties and the college responds effectively and flexibly to demands for training. Given the vocational focus of the college, the range of full-cost work is small.



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14 The college has helped people from groups which are under represented in further education to continue their training. More suitable timetables have been developed. A day nursery is provided on one site and a crèche on another. Additional funds have been provided to support particular initiatives including a successful 'women into construction' scheme, other courses for women wishing to return to work, and training for the unemployed. The college has been successful in a bid for European Social Funds to support the participation of a wider range of students in education and training. The college is developing its outreach work in the local community.

15 The college is in the Leicester City Challenge area and is represented on the city challenge policy group. It is participating in two major projects aimed at increasing the skills of people in the local community to the levels required by local businesses and has attracted substantial sponsorship. The National Print Skills Centre is a training facility for upgrading skills in the print industry. The initiative has the support of the local business community and operates on college premises. A second initiative is the Employment, Education and Training Access Centre which provides a range of services including employment and benefits advice, a business links surgery and a number of training programmes. A recently-created committee with community representatives has met to plan new activities and debate issues.

16 The college's central marketing unit is responsible, in conjunction with the faculties, for promoting the college to potential students. The unit has its own budget and there is an annual plan that sets out the main marketing events. Liaison between the central unit and the faculties is effective. The unit provide a useful service for designing and producing advertisements. Analysis of the effectiveness of particular events and advertisements has resulted in better focused publicity. Some aspects of marketing are not effectively co-ordinated. The faculties have responsibility for analysing market trends and identifying potential needs. They have their own marketing budget for this. Faculties tend to focus on their own portfolio of provision without regard to the whole portfolio of college courses. There has been varying success in marketing new courses. The college's main provision is reviewed in the light of demand. There has been some rationalisation of course provision. Courses have been closed and course structures have been modified because of reduced demand.

17 The college's equal opportunities policy is comprehensive. It addresses major issues affecting students and staff and is supported by appropriate procedures and practices. An equal opportunities group carries out a periodic review of policy and practice. A useful induction pack is used by tutors with students. A change of staff responsibility for equal opportunities as a result of restructuring has led to delays in monitoring aspects of students' recruitment.

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## GOVERNANCE AND MANAGEMENT

18 Currently, the corporation board has eight business members, two staff members, two co-opted members and the principal. The stated intention is to reduce the membership from 13 to 12 by having only one staff nominee. The search committee is now seeking new members with professional financial experience. It also wishes to recruit a member from the Asian business community. Attendance at monthly board meetings over the year from February 1995 has averaged less than 70 per cent. Members attend occasional Saturday meetings to discuss single issues such as their roles and responsibilities as governors and matters affecting the college's strategy. The college has created a post of clerk to the corporation and academic board. The clerk's responsibilities include other matters to do with internal administration and procedure. Her precise role in the college's management structure is not sufficiently clear.

19 Governors have not yet established a common view of the criteria to be used in judging the success of the college. The board adopted a cycle of monthly meetings in order to address serious financial issues facing the college. It has assumed the functions of the finance and general purposes committee which has therefore ceased to meet. The audit committee, which includes a co-opted member who is a qualified accountant, continues to meet regularly. Board members intended their involvement in operational matters to be temporary although there is no indication of when, and in what circumstances, it will end. Agenda items for the board's meetings are clearly identified as being for information, decision or monitoring. Matters are conscientiously followed through from one meeting to the next but there is no established cycle of issues to ensure that important deadlines for college business are met. The financial impact of issues upon which the board is making decisions is not always sufficiently clear. An evaluative commentary on financial information is presented by the director of finance.

20 A planning framework is still being developed. Board members first became involved in October 1995. They worked with senior staff to draw up a revised mission statement and the broad aims associated with it. Corporate strategic objectives have been set in areas of finance, human resources, marketing and curriculum, but not accommodation. Two specific objectives for governance have also been identified. Parallel to the development of corporate strategy, teams of staff were constructing their own development plans. Faculty objectives are not clearly linked to corporate objectives and the college's planning cycle is not yet synchronised effectively. Consideration of the college's finances, accommodation, equipment and human resources is not fully integral to the planning cycle. Quantitative information is not used sufficiently to inform planning, the setting of targets and the evaluation of progress made. Some of the targets set in the corporate operational plan for 1995-96 have already slipped. An extended period has been allowed for consideration of the strategy document for 1995-98 and the operational plan for 1995-96.

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21 The college has exceeded its ambitious targets for growth before and since incorporation. Growth since 1990 has been rapid. For example, the target of an 8 per cent growth in 1994-95 was exceeded by a further 8 per cent. During this period, managers have become increasingly responsive to opportunities, committed to change and flexible. However, they have not given enough time to ensuring that all policies and procedures are coherent and effectively implemented. The franchise with the YMCA makes a significant contribution to the college's units; currently it is an estimated 16 per cent. The franchise is confirmed by a formal signed agreement. Its operational management is efficient.

22 The college has undertaken a restructuring of its management. Many managers are new in post. The core group of senior managers has not yet formed a cohesive team. The five faculty managers have considerable autonomy and barriers between them are being reduced as they develop a shared perception of priorities. The curriculum board forms a useful common forum for debate. The reorganisation of the faculties' schools has also helped to break down the barriers which reduced collaboration in the past. A common report form is used for all college meetings; this ensures that there is a record of decisions, recommendations and actions.

23 Communications within the college have been improved. There is an informative newsletter. Staff appreciate the increased frequency of briefings from the principal and there are sound procedures for ensuring that course and section teams are well informed. However, communications with part-time staff and between staff on the various sites still need further development. Staff members have opportunities to influence policy formation through membership of the academic board and its various subcommittees. All college policies come to the academic board for approval

24 The college's average level of funding for 1995-96 is £16.36 per unit. The median for general further education colleges is £17.84. The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. Staff at all levels are aware of the need for financial prudence. The newly-appointed finance director has established clear objectives for the development of financial procedures. The efforts of heads of school and faculties to control their budgets are now supported by an increasingly valued central finance function. Monthly monitoring statements are produced, discrepancies are resolved and managers receive help in budget setting. The college plans to increase its income from sources other than the Further Education Funding Council (FEFC) but has not yet established realistic targets for the generation of such income. Faculty managers have begun using the FEFC-funding methodology for planning provision and monitoring course costs.

25 The college has a great deal of data at its disposal. However, the links between those who generate the data, principally members of the course teams, and the centre are not sufficiently robust. The college has recognised the need to improve this aspect of its performance. For

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example, the lack of reliable information on students' achievements which was evident during the specialist inspections was being addressed, at least in part, by the time of the team inspection six weeks later. The information that the college holds centrally about its clients, its resources and students' progress through the college is not sufficiently complete or reliable. There are current difficulties in submitting an accurate demand-led element claim to the FEFC. The tracking of students' progress within the YMCA franchised provision is sound. The college undertakes audits and tutors are given a handbook which sets out the administrative requirements.

### **STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

26 A new centralised system for enquiries and applications was introduced in September 1995. There is a new enquiries unit and a computerised enrolment database. The system goes some way to improving initial guidance procedures although not all its elements are, as yet, operating smoothly. Staff are well informed and deal with initial enquiries promptly. They are supported in their work by a comprehensive information pack containing initial information on courses. Welfare staff from student services provide financial advice if required. Interviews are conducted by teachers from the relevant faculties. The volume of activity during the summer 1995 peak period meant that the central admissions area was frequently overcrowded. In order to reach staff from the advice and guidance services, potential students had to pass through the library security system, which caused some confusion. The advice and guidance area has been reorganised recently. It now provides a more appropriate place for applicants' initial contacts with staff. A review of the procedures for central admissions has been completed and changes are in train for the next academic year.

27 There is a computerised system for tracking students' progress through the enrolment process. The design of the system is satisfactory but the quality of printouts is poor. Software designed to automatically print students' details onto enrolment forms for checking was not working during enrolment. The system had not been properly tested; nor had staff been sufficiently prepared and briefed. Information on enrolment targets is not provided and there is a failure to separate information on enquiries from information on applications.

28 Course interviews are well conducted. Details of courses are clearly presented and options discussed. Students are not always fully briefed on the costs of the material, equipment and clothing they will need when they embark on their course. The college has a policy and guidelines for the accreditation of students' prior learning. Currently, eight members of staff are accredited to provide this service which mainly affects students entering courses in printing, construction, catering, and health and social care.

29 Induction is well planned but not always effectively implemented. There is a mandatory framework of topics which includes health and safety

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issues. In addition, each course provides its own programme. Most vocational course teachers introduce practical work to stimulate students' interest. The induction programme in September 1995 provided a good balance between matters of general interest and course-based activity. In catering, second-year students provided good support to new students. There were a few occasions when other students were required to sit, listening to teachers, for very long periods or left waiting in practical sessions because teachers had not prepared the materials. On several occasions timetabling problems and room changes led to students and staff being in different places and sessions being missed.

30 Tutorial support is provided inconsistently. Guidelines for the conduct and content of tutorials are optional. There is no requirement, for example, that tutors cover health education or careers. The college plans to review its tutorial systems, but has set no time frame. Currently, all full-time students are allocated a personal tutor who is normally one of their teachers. They are timetabled for an hour of tutorial support each week. In many instances the support is good, particularly for the development and monitoring of students' individual action plans and work schedules. Students who attend tutorials are told how they are doing in their studies and this encourages meaningful discussion. The absence of written comments on their progress means that students on those courses which do not offer tutorials receive no feedback. All new tutors undertake a short training programme and there has been some staff development for existing tutors, including an introduction to counselling skills. Tutors can call on the services of others, such as careers advisers, but these opportunities are not widely taken up. Individual students are frequently referred to specialist staff for advice on welfare and other matters. The service is good, but there are no systematic procedures for ensuring that personal tutors are subsequently informed about relevant issues.

31 The monitoring of attendance and withdrawals is weak. The responsibility for following up absence lies with personal tutors and attendance is monitored first by course team leaders then by heads of schools and ultimately by heads of faculty. However, procedures are not implemented consistently. Heads of faculty do not use attendance figures as performance indicators and attendance requirements are not built into students' learning agreements. The college has recently drafted a policy on attendance and retention.

32 Many of the systems for college-wide learning support are not fully developed. The college has identified a number of weaknesses, but progress in rectifying them has been slow. Learner support is provided at all three main sites, and there are college co-ordinators for English, mathematics and English for speakers of other languages. There are specific guidelines for supporting students with dyslexia. There is a full-time support clerk at each site to act as the first point of contact for students and to liaise with staff. During, or shortly after, induction all

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students undertaking more than eight hours study a week complete a test designed to identify those who require learning support for literacy and numeracy. In September 1995, 37 per cent of students were identified as needing support with literacy and 52 per cent with numeracy. This learning support is arranged very slowly in some cases. A system involving action plans and reviews of progress for students receiving learning support is in place but many of the action plans are incomplete. The model adopted for the provision of learning support relies for its success on close links between teachers and learning support tutors. In most vocational areas, such links have not yet been established and support needs are being neglected. Where support is provided, the standards of classroom work are often high. Learning support provided outside formal classes is less effective; attendance at such sessions is very variable. Learning support is not included in course evaluation and the published responsibilities of personal tutors contain no mention of their role in organising and monitoring learning support.

33 Younger students, particularly, benefit from the extensive facilities on the Aylestone Road site. They include: a purpose-built youth wing which houses the students' union; a coffee bar; a well-equipped sound studio; a photographic darkroom and a student lounge. The wing is funded from the local authority youth work budget. It is run by youth workers and used by young people from the local community as well as students. Approximately 350 young people use the facilities daily. Apart from providing opportunities for recreation and social interaction, youth workers provide personal support and arrange special activities and outings. The recently-formed student council is keen to make the students' union more active. A member of staff acts as student-staff liaison officer. It is intended that members of the council will have termly meetings with governors' representatives, the designated head of faculty and the liaison officer. As yet, there is no common understanding of the purpose of the meetings. The college provides good, well-managed nursery and creche facilities on two of its three sites. There is a designated quiet room which meets the dual purpose of providing a non-denominational place for religious worship and a rest room. The college recognises the need to provide an appropriately appointed prayer room. It is planned for in their accommodation strategy.

34 The college has a confidential personal counselling service which is available to students and staff. The two full-time qualified counsellors introduce the service to all students during their induction. Two sites have designated counselling rooms; at the third, Westcotes, a less than ideal interview room is used. There is a reciprocal arrangement with Charles Keene College for staff counselling. Links have been established with local community and specialist agencies such as Leicestershire Aids Support Services and Haven, a hostel and safe house for young Asian women. Use of the counselling service has increased by 50 per cent since 1993 and is continuing to grow.

35 Students with learning difficulties and/or disabilities receive effective guidance and support. Individual interviews with students ensure that they are placed correctly. All students receive an induction programme but it is rather long and involves too much paperwork. Students who have physical and sensory support needs are particularly well catered for by specialists from external agencies. There is an effective tutorial system. All students on specially-designed programmes have individual action plans with clear learning objectives. The Royal National Institute for the Blind provides specialist support to partially-sighted students. A specialist teacher of the deaf is available through the local authority service. Students with disabilities have a full and detailed assessment and levels of support are monitored and regularly reviewed.

36 Advice and guidance on careers is available on all three sites, each of which has a comprehensive careers library. The college has a service level agreement with Leicestershire careers and guidance service for four advisers to work in the college for half a day a week each. Three of these advisers have been allocated to particular faculties and the fourth works with students who have learning difficulties and/or disabilities. Records of the volume of activity are kept and some analysis is undertaken. There is no detailed recording of the nature of enquiries, which might inform future planning. The college recognises that its present provision for careers education requires improvement. Support for students going on to higher education is well developed and effective.

#### **TEACHING AND THE PROMOTION OF LEARNING**

37 Of the 216 teaching sessions inspected, 70 per cent had strengths which outweighed weaknesses. In only 6 per cent of classes, the weaknesses outweighed the strengths. The following table summarises the grades given to the sessions inspected.

##### **Teaching sessions: inspection grades by programme of study**

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE AS/A level		1	3	2	0	0	6
GCSE		1	5	1	0	0	7
GNVQ		8	14	15	5	0	42
NVQ		3	36	16	4	0	59
Other vocational		15	34	12	3	0	64
Basic education		5	5	2	0	0	12
Higher education and access to higher education		2	3	1	0	0	6
Other		8	8	3	1	0	20
<b>Total</b>		<b>43</b>	<b>108</b>	<b>52</b>	<b>13</b>	<b>0</b>	<b>216</b>

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38 The level of attendance was low in many of the sessions inspected: the average rate of attendance in the classes inspected was 70 per cent. Attendance at classes within each of the programme areas ranged from 46 per cent in leisure and tourism to 89 per cent in provision for students with learning difficulties and/or disabilities. Punctuality was poor at many lessons.

39 Teaching was generally well planned. In the majority of areas, schemes of work were well devised. Lessons were carefully prepared and structured. In some instances, aims and objectives were made clear to students at the outset of each lesson. Schemes of work for printing courses were often displayed in classrooms and workshops and students were able to check their own progress. In lessons across all areas, teachers introduced a variety of activities. Teaching resources were generally of good quality. On most courses good relationships between staff and students helped to make learning more effective. In most situations, teachers provided good support and guidance.

40 The majority of assignment briefs were clear and comprehensive, although some did not include assessment criteria. Printing assignments often included contributions from employers, both at the design stage and subsequently. Assignments in leisure and tourism made good use of locations concerned with local and regional heritage and tourism. Assessment of work was generally accurate and consistent. Most tutors made detailed and helpful comments on marked work and it was returned to students within a reasonable timescale. Internal verification procedures were generally effective. Verification in the business area was well behind schedule because students' work was incomplete and had therefore not been submitted for assessment.

41 In construction, there were examples of good teaching, learning support, and assessment, and records of students' progress were well maintained. The quality of learning in some classroom sessions suffered because of teachers' lack of drive and enthusiasm. Students were not always sufficiently challenged. Additional support was provided by specialist teachers of mathematics and communication skills. However, students' abilities in these areas were often not taken into account when setting individual action plans and, in consequence, many students were aiming for unrealistic learning goals.

42 Standards of teaching and learning in business varied widely. Some lessons were well structured and students' interest was maintained by appropriately varied activities and methods of working. Teachers gave students appropriate help. Some of the lessons on the GNVQ programme in business were lively and stimulating, but elements of the programme were poorly integrated. Units were not put into a business-related context and there was no work experience for students. Additional study units on business courses were poorly subscribed and commanded little respect and attention from the students. Part-time programmes were generally much better structured and teachers made good use of students'



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experience. A number of the information technology workshops for part-time students were well organised and effective. Students received helpful support and guidance from teachers.

43 Teaching in hotel and catering was conscientious and, at times, enthusiastic. Theory lessons were particularly effective. They were carefully structured and there was an appropriate variety of methods of working. Good use was made of learning aids and in most cases, the work was related to professional practice. In most of the sessions which took place in simulated working environments effective teaching and learning was combined with good industrial practice, particularly in the bakery. A cake decoration class benefited from skilful and committed teaching. The work in some practical lessons was not sufficiently challenging and a number of professional cookery classes did not reflect up-to-date practice in the trade.

44 Teaching was effective in the majority of sports studies lessons. Teachers' references to previous learning helped students to develop their knowledge and understanding. Students were encouraged to work purposefully together and to take some responsibility for organising their own work. In a minority of lessons, time was wasted when teachers failed to intervene effectively. Students' understanding of what was being taught was not always monitored effectively. The quality of much of the teaching on leisure and tourism courses was high. Extensive use was made of group work, role-play, simulations and presentations, and students responded well to these methods of working. Occasionally, in GNVQ lessons, teachers failed to ensure that all students had grasped what was being taught, or students were allowed to work at too slow a pace. There is no work experience for GNVQ or NVQ students but a travel shop provides them with some opportunity to experience a realistic working environment. On the NVQ course there is an unusual emphasis on classroom-based activities and insufficient attention was given to the assessment of competence in a work environment. Students were able to gain accreditation in information technology skills.

45 Teaching and learning on the health and social care and early childhood development programmes were frequently of high calibre. Teachers employed a good range of teaching methods and students were involved in their work. Where appropriate, tutors made use of their own experience as practitioners. Some lessons were too long for students to sustain their concentration. In other lessons, tutors failed to maintain students' full attention, to check their understanding, or to ensure that all had the opportunity to answer questions or join in discussion. Staff placed a strong and effective emphasis on multicultural issues and anti-discriminatory practices. Wherever possible, work placements form a part of childcare courses and an adequate range of placements is available. Guidelines for placement providers are issued, together with copies of placement-related assignment work. Placement opportunities in the field of health and social care are limited.

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46 On hair and beauty courses, students' worked with excellent facilities including those provided in the college's external salons. Their training prepared them well for employment in industry. Learning goals were clearly defined. However, the pace of learning was not always fast enough to ensure that students could qualify within a realistic timescale. Students were not set homework or revision to support their learning. Developing and assessing competence relies on clients and models. In nearly all sessions, there were too few clients, although the range of clients was wide. There was good support for adult students. Adult classes were organised in a suitably flexible way.

47 Art and design classes were generally well organised. Teachers used questions to check students' understanding and to encourage them to express their views. Students were articulate in their responses. There was a good range of methods of working. In a national diploma graphic design class, students exhibited a broad and mature knowledge of the topic. A ceramics demonstration was highly effective and included the expert use of many pre-prepared samples. Life and object drawing is recognised as important in the development of drawing skills, and is well taught.

48 In the area of fashion and footwear the overall standard of teaching and learning was high. The high number of mature students had a positive influence on class activities. The teaching was at a pace and level appropriate for the students. It had a strong vocational relevance and encouraged the development of sound technical and creative skills. Classes were sometimes very small which allowed tutors to provide good individual support. Teachers coped effectively with the high proportion of mature students and with overseas students who had varying levels of language skill. On one footwear course, students were required to work creatively in groups on a business planning assignment. The presentation of the work was of a very high standard and involved students using highly specialist computer-aided design and manufacture facilities.

49 Teaching and learning on printing and graphic communication courses were effectively managed. Teachers had up-to-date knowledge of the printing industry. There was a good balance of theoretical and practical work and theory was used effectively to underpin practice. Teachers were successful in encouraging students to work together in small groups. The work was appropriately challenging; students knew what was expected of them, and their knowledge and skills were extended. A session in print finishing for modern apprentices instilled in students the need for quality in the finished product and high standards were achieved. Weaknesses on these courses included occasional lack of guidance for students and theoretical work on the first diploma course which was pitched at too high a level. Teachers in media and photography ensured that students prepared thoroughly for the practical work which they were to carry out on their own. There were frequent practical exercises to monitor learning;

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students were regularly informed of their progress and targets were set for improvement. Students did not learn very much from the few teachers who read verbatim from the handout that students had in front of them.

50 Teacher education provision was of high quality. Written work was relevant and appropriate. Classroom observation was conducted professionally and teachers' feedback to students was sympathetic and helpful. Some assignments were designed by students using an outline specification and drew on their own teaching experience. Students reviewed their progress with tutors on a regular basis. Poor spelling, punctuation and grammar were not routinely the subject of comment in assessed work. Training for teachers of fitness and exercise courses is provided through a franchise scheme with the London Central YMCA. Theory was applied in a practical environment and related to the students' experience and activities. Excellent facilities for practical work contributed to purposeful learning. Some of the classrooms used for theory lessons were too small and this made it difficult for students to concentrate. Students should be encouraged to take notes when staff summarise points.

51 Students with learning difficulties and/or disabilities are provided with a suitable range of learning experiences. Courses are structured to allow them to join at any point and to progress as far as they are able, ultimately into mainstream courses. Teaching and learning were of a high standard. There were good levels of support for students following specially-designed courses and those on other courses. Use of vocational facilities helped to enrich the curriculum. Students were assessed regularly on the basis of their individual action plans. There was good progress towards achieving the underlying aims of developing students' advocacy and independence. Classroom teaching was of sufficient variety to be stimulating and enjoyable. Where teaching did not meet the generally high standards, this was due to the lack of attention given to quieter students, poor preparation or deviation from planned activities. For most students with learning difficulties and/or disabilities, work experience is not available until the second year and then only takes place on one day a week.

52 Additional learning support in English was provided skilfully. Teachers used a wide range of teaching methods and students were learning effectively. Teaching sessions in mathematics and numeracy were generally well organised. The work matched individual needs. Materials and apparatus were used effectively to develop numeracy skills. Students were clear about their tasks. Where mathematics was being taught separately, teachers provided some imaginative activities. Workbooks and handouts were generally of satisfactory quality. Poor attendance at learning support sessions is an issue, particularly where staff are waiting to work with individual students. On two occasions during the inspection no students arrived for their mathematics sessions.

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## STUDENTS' ACHIEVEMENTS

53 The majority of students were well motivated, spoke positively about their experiences on their courses and were committed to their studies. In group tasks they worked co-operatively and productively. The group work in health and social care was approached particularly enthusiastically and resulted in clear and effective presentations to the rest of the class. In media courses, students preparing and creating video productions were developing good team skills. Leisure and tourism students did not always make constructive use of the time given over to group activities and this adversely affected their ability to meet their assignment schedules.

54 In most curriculum areas, students gained appropriate levels of knowledge and understanding to carry out their practical tasks competently. Tasks were frequently completed in a realistic context. In construction craft courses, most students were working on appropriate tasks to meet national lead body standards. In the college bakery, students produced a wide range of products to a commercial standard; their work reflected the high-volume production of a retail bakery shop. Hairdressing and beauty therapy students were developing practical skills of an appropriate industry standard. Students on printing courses achieved high standards of print production within an industrial environment. In media and photography the work was well planned and experimental projects stretched students' creative ability. Some of the work of students on the national diploma in graphics course and the art foundation course was of a particularly high standard. Teacher education students' individual written work was of high quality. Students on part-time programmes in supervisory studies showed good levels of understanding and their assessed work was well presented and relevant.

55 The quality of work which GNVQ and NVQ students collected in their portfolios was good. In particular, some hair and beauty portfolios were of excellent quality. Art and design students generally developed good portfolios and foundation course students in particular made effective use of sketchbooks to record the development of their ideas. In business and in leisure some GNVQ students' portfolios were not well organised and some NVQ students lacked sufficient understanding of the use of portfolios as evidence of the competences they had achieved.

56 The extent to which students develop the core skills of communications, numeracy and information technology varied from course to course. Assignment work in many courses revealed good use of information technology skills. For example, leisure students made effective use of spreadsheets and presentation packages in their assignments. In business studies, some students failed to appreciate the value of information technology as a business tool. On most courses, there is an appropriate emphasis on the development of study skills. Some construction craft students have insufficiently developed skills to make effective use of the recently-introduced learning materials and resource centres.

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57 Many students retake GCSE English and mathematics as a part of their study programme. Results in both subjects in 1995 were below the national average for general further education colleges, with 38 per cent achieving grades A to C in English and 18 per cent in mathematics.

58 The Department for Education and Employment's 1994 performance tables record that 85 per cent of the 62 students aged 16 to 18 in their final year of study on vocational courses were successful. This placed the college in the middle third of colleges in the sector. In 1995, 39 per cent of the 246 students included in these tables were recorded as successful. This figure placed the college in the bottom 10 per cent of colleges in the sector on this performance measure. However, the college submitted an incorrect figure for the 1995 performance tables and have since calculated that their pass rate was 73 per cent. The number of students included in these tables is small compared with the total numbers taking such qualifications at the college. In 1994, 1,700 students were enrolled on the final year of vocational courses and 56 per cent achieved the award. In 1994-95, there were 3,558 students and 66 per cent achieved the award.

59 In 1994-95 the college's average retention rate was 81 per cent. On full-time courses only it was 79 per cent. Retention on individual full-time courses ranged from 54 per cent on the NVQ level 2 brickwork, 53 per cent on the leisure assistants programme and 57 per cent on the floristry NVQ level 2 to 96 per cent in the second year of the national diploma in fashion design, national diploma in media and the GNVQ advanced business programmes. The college's figures for 1995-96 show an improvement in retention rates generally.

60 Completion and success rates on business courses vary widely. On GNVQ business courses in 1994-95, the pass rate at intermediate level was 21 per cent of those enrolled on the course. At GNVQ advanced level in business 37 students enrolled in 1993, 22 students completed the final year of the course and nine were successful. Forty-one per cent of those who completed the course, and 24 per cent of those who started it, gained the award. Results for NVQ business administration at all levels show good pass rates.

61 In the construction faculty the overall pass rates for both full-time and part-time courses have shown a steady decline over the last three years. However, a number of course results have been good and there are examples of outstanding individual success. In 1995, one craft student won a national competition for shopfitting. Many results have shown considerable variation from year to year. Many of the NVQ results have been below the national figure of 54 per cent, quoted in the NVQ Monitor (autumn 1994). Bricklaying results for both full-time and part-time courses are generally poor. Overall, retention rates in construction have declined from 97 per cent to 71 per cent over the past three years.

62 In catering, many of the pass rates for national awards were above average for the sector. The remainder were generally satisfactory. There

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have been excellent results in the travel training competency examinations. The GNVQ results for leisure and tourism at intermediate level were poor but at advanced level pass rates were similar to the national average. Students completing the intermediate GNVQ in leisure and tourism achieved a 21 per cent pass rate and there was a poor retention rate of 45 per cent. At GNVQ advanced level 34 students started the course, 19 enrolled for the final year, 15 completed and 12 were successful.

63 Results in health and social care for 1994-95 were variable. There was a pass rate of 100 per cent for the national diploma in nursery nursing, 63 per cent for the GNVQ advanced health and social care, and 29 per cent for the intermediate GNVQ. The results for hair and beauty therapy were generally good. Pass rates on all NVQs exceeded National Council for Vocational Qualifications' statistics. Some hair and beauty students failed to complete their programme of study within the normally expected timescale. The retention rates were good except on the theatrical make-up course.

64 Most students on the art foundation and GNVQ advanced art and design courses successfully complete their courses. Some 73 per cent progress to higher education. The GNVQ intermediate course was less successful in 1995 with a 50 per cent retention rate. The pass rate in the national diploma in photography was good at 80 per cent. The few students who sat GCE A level photography gained excellent grades. In media only 50 per cent successfully completed the national diploma in 1995. Overall levels of achievement in footwear and fashion are good with most courses exceeding the rates normally found in the sector.

65 There are very high levels of success in teacher education courses. All four courses had a pass rate of 86 per cent or over. Retention rates are also good, the lowest is 90 per cent.

66 The college lacked an effective system for providing an accurate picture of students' destinations. Some statistics were collected and published by the college but there were a high number of students whose destinations were unknown. The following table shows these published destinations for full-time students completing courses in 1995.

**Published destinations for full-time students completing courses in 1995**

<b>Destination</b>	<b>Students (%)</b>
Higher education	10
Further education	4
Employment	25
Other	3
Unknown	58

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## QUALITY ASSURANCE

67 The college has developed a range of quality assurance procedures and the business plan includes quality improvement objectives. However, there is no regular sequence of reporting to the governing body on quality matters and no systematic reporting on quality to senior management or to the academic board. Annual reports published by each faculty include a section on the outcome of quality reviews and quality audit reports are submitted to the principal, vice-principal and the governing body. Minutes of course team meetings are copied to managers of cross-college services if specific issues relating to these services are identified. The academic board has established a quality assurance subcommittee which deals with such matters as the appraisal process, review and evaluation procedures and monitoring of action points arising from meetings. The role of this committee has not been defined by the academic board. Managers at all levels understand their responsibility for quality assurance but it is not included within all relevant job descriptions.

68 The college has a quality assurance manual which contains a comprehensive set of policies, procedures, guidelines and documentation. These cover such aspects as review, evaluation and development planning; procedures for course teams to follow; guidelines for equal opportunities; quality audit; verification and appraisal arrangements. Staff are aware of the manual and it is highly regarded by those with responsibility for aspects of quality assurance. It provides an effective framework for managers.

69 The quality assurance system incorporates a self-evaluation process which is carried out at faculty level. The extent of the evaluation varies. The college's self-assessment report is developed from these faculty evaluations and is written to the headings in Council Circular 93/28, *Assessing Achievement*. It provides a fair picture of the college on a wide range of issues but does not include any analysis of the reasons for the weaknesses identified or any action plans to address them.

70 New course proposals are submitted to a recently-formed internal validation committee. The committee had dealt with one proposal at the time of the inspection; the process had been rigorous and had resulted in provisional approval of the proposal. The college has also set up an internal quality audit process to help improve all curriculum and support areas. Each audit is undertaken by a team which includes members of college staff who have been trained as auditors and an auditor from an external consultancy.

71 There are appropriate quality assurance procedures for the work franchised to the London Central YMCA. The systems include an extensive tutor training programme, feedback from trainees and a centre vetting procedure. London Central YMCA employs a team of quality assurance tutors who undertake quality audits of the provision. The college employs a manager, a member of the YMCA curriculum group, who also acts as a YMCA quality assurance tutor. The manager undertakes a regular audit

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visit to all sites to ensure there is proper use of FEFC funding. This is a particularly well-structured and well-documented operation, which is effectively monitored.

72 Faculties have discretion to vary quality procedures with the agreement of the appropriate senior manager. This allows the system to be responsive to local circumstances. For example, the school manager has adapted the review process for students with learning difficulties and/or disabilities, because the standard system is inappropriate for the majority of students in that school. Course team meetings in some schools are attended by all the course team leaders in the school. The interaction between the team leaders has benefits for all teams in the curriculum area. Students sit as representatives on most of the course teams.

73 Quality assurance procedures do not include any statements of the standards or targets to be achieved. The college's management information system provides a wide range of reports, but the data are insufficiently accurate for use by the faculties. This has resulted in the faculties developing their own information systems causing a great deal of additional work for the faculty staff. The absence of targets and reliable college-wide data significantly reduces the overall effectiveness of quality assurance.

74 The college charter contains commitments to students, employers, the local community and visitors. Its development involved wide consultation in the college and approval from the governing body. The charter is complemented by an informative student handbook. The college conducts surveys of students' opinions three times a year, and forms are always available at a number of locations within the college which enable students to provide comments on the college and its courses. An external organisation was retained to undertake an evaluation of students' perceptions. This was a valuable contribution to the quality review process. Employers are provided with an opportunity to make their views known about services provided by the college. However, the college does not make a summary of its findings available to employers as required by the charter for further education. All full-time staff and most students receive copies of the charter as part of the induction process. The charter is comprehensive, but it does not contain any quantifiable service level standards. It does not therefore challenge the college to improve the quality of the services it provides.

75 The college provides induction for new full-time employees. Part of the process is a formal induction programme, comprising eight half-day sessions, which is run three times a year. Only half of the eligible full-time staff and very few of the part-time staff take advantage of the induction programme. The programme starts too long after staff first join the college, and it is spread over too long a period of time. According to college policy, each new employee should be allocated a mentor. Good mentors were providing invaluable support. However, not all new employees had the benefit of an effective mentor.



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76 The college has published a staff-development policy which is supported by statements about organisation and processes. The prime responsibility for its implementation rests with the academic board's human resources subcommittee. The policy requires staff-development resources to be used to support achievement of the college's corporate objectives. There is a commitment to in-house and external programmes for developing managers. Many staff-development activities are taking place in response to needs identified at annual staff appraisal meetings. Some are promoted on a college-wide basis. Every member of staff who is employed for 200 hours a year or more has an annual appraisal with their line manager. The appraisal system is important to the staff and they speak highly of it. The published documents on appraisal include classroom observation as part of the system. There is no classroom observation at present. In 1993, the college committed itself to achieve Investor in People status. Progress has been slow but there is now an itemised action plan which incorporates target dates. Management responsibility for this project is unclear.

## **RESOURCES**

### **Staffing**

77 Teachers and support staff are committed, enthusiastic and professional. Employers talk of their flexibility and responsiveness in meeting the changing needs of industry. Forty-four per cent of teachers have a qualification at NVQ level 4 or above and 74 per cent are teacher trained. All the staff involved in the delivery of NVQs and GNVQs hold appropriate assessor and verifier awards. A number are involved with national awarding bodies on subject committees or examination panels. The support staff involved in direct learning contact provide valuable help with teaching and learning. Technical support in the college has not always been able to keep pace with developments. This has sometimes resulted in complex machines standing idle or, in isolated cases, students' work being lost. This points to a training need which is not yet being addressed. The college acknowledges a need to increase the number of clerical and administrative staff to meet the changing character of the institution. This need has yet to be quantified. Since incorporation, the college has built up a number of cross-college functions including student services, central admissions, marketing, finance, personnel, curriculum support and estates. The staffing of these services has struggled to keep pace with developments within the college and demands from outside organisations.

78 Considerable efforts have been made to develop coherent personnel policies although these are not yet complete. There are clear appointment procedures. Staffing is analysed by gender, ethnicity, disability and age. The analysis shows that the college has an almost equal number of men and women employees at all levels. Despite the efforts made to recruit staff from minority ethnic groups, the current proportion of full-time

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minority ethnic staff is under 4 per cent. This is low given the cultural diversity of the area. The college has recruited four staff with registered disabilities.

### **Equipment/learning resources**

79 In most vocational areas, equipment is of industry standard. In print production and some aspects of catering this is not the case. Across the college, there are insufficient computers for specialist and general use. Recent investment has resulted in a ratio of one computer to 20 students. The general classroom equipment is good although access to audio-visual aids is not always adequate. The college has had considerable success in obtaining industrial sponsorship. The National Print Skills Centre is an impressive centre of excellence for commercial industry training which has received the bulk of the sponsorship. However, state of the art equipment is currently not available to vocational students other than for demonstrations and some limited work experience. Catering facilities have been augmented by a cellar room established with sponsorship from a local brewery. The art, design and technology faculty has re-equipped its sewing room with new machines supplied by a local manufacturer. The areas of construction and professional studies obtain considerable sponsorship of materials. Other areas such as the external hairdressing salons have also attracted sponsorship.

80 The college's telephone switchboard is too small to cope with all the traffic. The fact that the Andromeda site is on a separate number causes additional expense and delay in communications. The college is addressing this as a priority. It is at an advanced stage of discussion with a cable operator to link the three sites with a network.

81 The overall level of library resources is inadequate to meet the needs of students. The college's main library is based at the Aylestone Road site. New libraries have been established at the Andromeda and Westcotes sites, the latter being a shared community facility. Despite these investments, there are not enough study spaces. There is an urgent need to clarify the college's strategy for developing methods of learning in which students work on their own using resources designed for the purpose, and the role of the library and learning resource centres in relation to this. Adequate provision has not always been made for new courses owing to lack of forward planning. The college is seeking to address this problem through the course approvals and validation procedure. The library service is well managed. Staff hold appropriate qualifications and are committed to providing a high-quality service. Evening opening hours are restrictive and this is a cause of student dissatisfaction and a limiting factor in improving the use of the library. There is no Saturday opening.

### **Accommodation**

82 The college buildings are pleasant and fit for their purpose. They are clean, and free from rubbish and graffiti. The decor is also of a good

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standard. The college has established its own highly regarded maintenance team and the estates staff provide managers with a monthly report on progress.

83 The college occupies three sites, two on the edge of the city and one approximately one mile from the centre. The Aylestone Road site houses central administration, marketing, human resources, management information, curriculum support and estates. It is an island site surrounded by busy main roads and there are limited car parking facilities. The faculties of active, creative and therapeutic studies; construction and professional studies; community access and student services are also on this site. The accommodation was purpose built in 1964 and is gradually being refurbished. Braille signing is a feature of the site. Access for people who use wheelchairs is not possible on some parts of the site.

84 The Westcotes site, formerly a school, was allocated to the college in 1984 and has been redeveloped for its use. It houses the faculty of business, care and early education together with photography. A mobile classroom has been adapted for use as a creche catering for 20 children. A small outside play area was created in 1994. The Employment, Education and Training Access Centre has been developed recently as a centre for the local community to enhance employment opportunities. The college received £275,000 in order to extend the building to create a library and work rooms. The extension is of high quality. Parts of the site are not accessible to those in wheelchairs.

85 The Andromeda building was purchased by the college in 1994. It is well located and provides a significant additional resource comprising some 10,000 square metres of commercial standard office space. Staff have basement car parking facilities. The college has now refurbished three floors of the building which house most of the faculty of art, design and technology. There are impressively large studios and some excellent industry-standard computer hardware. It is hoped to complete the refurbishment of the top floor as soon as funding permits so that the whole faculty can be housed on one site. Photography has had to remain at the Westcotes site. The movement between sites has caused difficulties to both students and staff. Arrangements for the privacy of the art life classes are not satisfactory. The student refectory is small and unsatisfactory. There has been a considerable overrun on the cost of refurbishment to date.

86 The college lacks a curriculum-led accommodation strategy although this is being developed. A recent survey of room use, based on a measure defined by outside consultants, showed that some rooms had a low rate of occupancy. The policy of allocating respective responsibility for major projects, general estate matters and security to three managers has proved unhelpful and is being addressed.

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## CONCLUSIONS AND ISSUES

87 The strengths of the college are:

- vocational provision which meets the needs of employers and members of the local community
- responsiveness to customers
- the increased recruitment of students from groups not previously involved in further education
- well-planned teaching
- a clearly-documented quality assurance system
- well-qualified, enthusiastic teachers and support staff
- effective advice and guidance for individual students.

88 The college should address:

- governors' lack of criteria for judging the performance of the college and their involvement in operational management
- the lack of coherent planning
- the inconsistent implementation of initiatives
- the absence of a whole-college approach to marketing
- the unreliable information provided by the management information system
- the lack of realistic performance targets
- poor attendance and retention rates
- students' poor levels of achievement on many courses
- underdeveloped college-wide learning support.

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## FIGURES

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- 1 Percentage student numbers by age (as at November 1995)

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

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

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  - 4 Staff profile – staff expressed as full-time equivalents (1995-96)

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  - 5 Income (for 12 months to July 1995)

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  - 6 Expenditure (for 12 months to July 1995)

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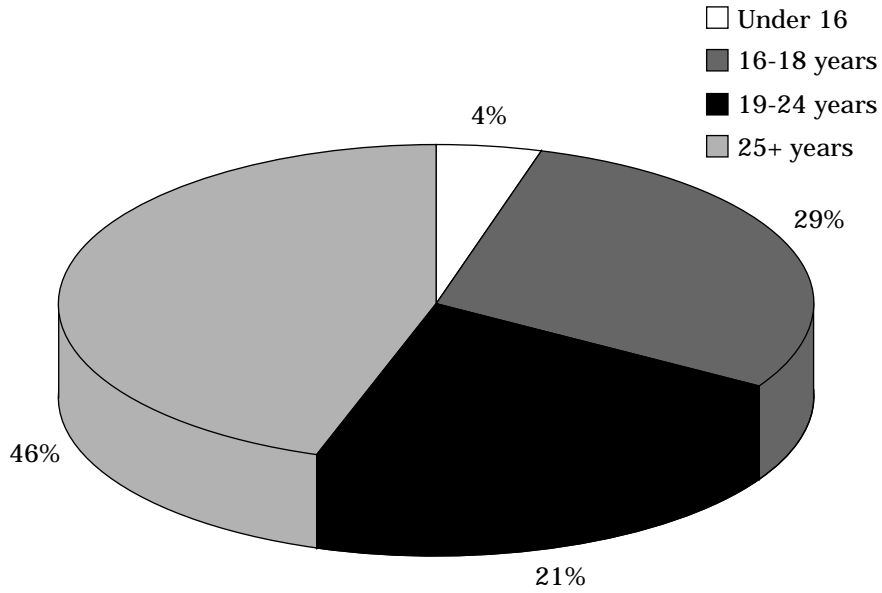
**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

**Leicester South Fields College: percentage student numbers by age (as at November 1995)**

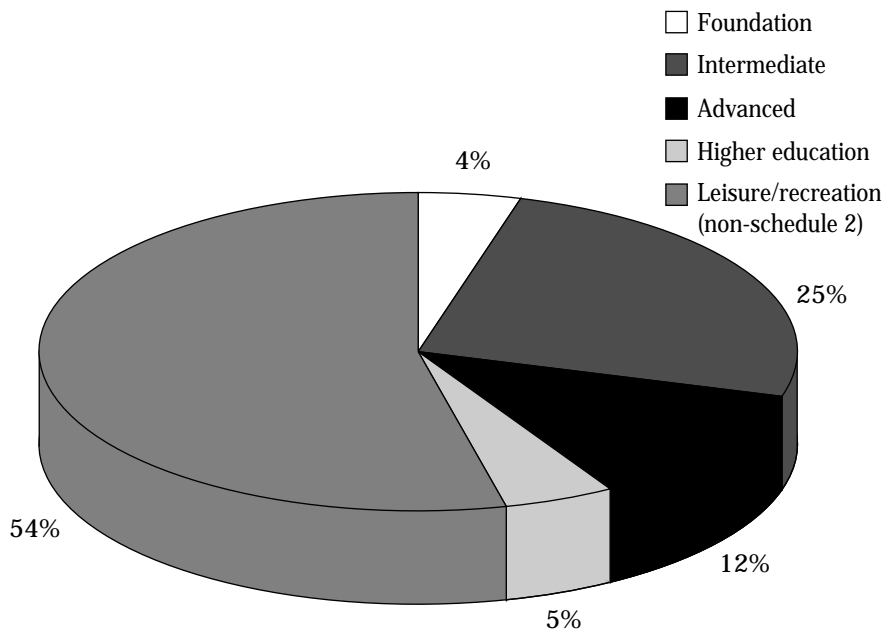


Student numbers: 10,364

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**Figure 2**

**Leicester South Fields College: percentage student numbers by level of study (as at November 1995)**

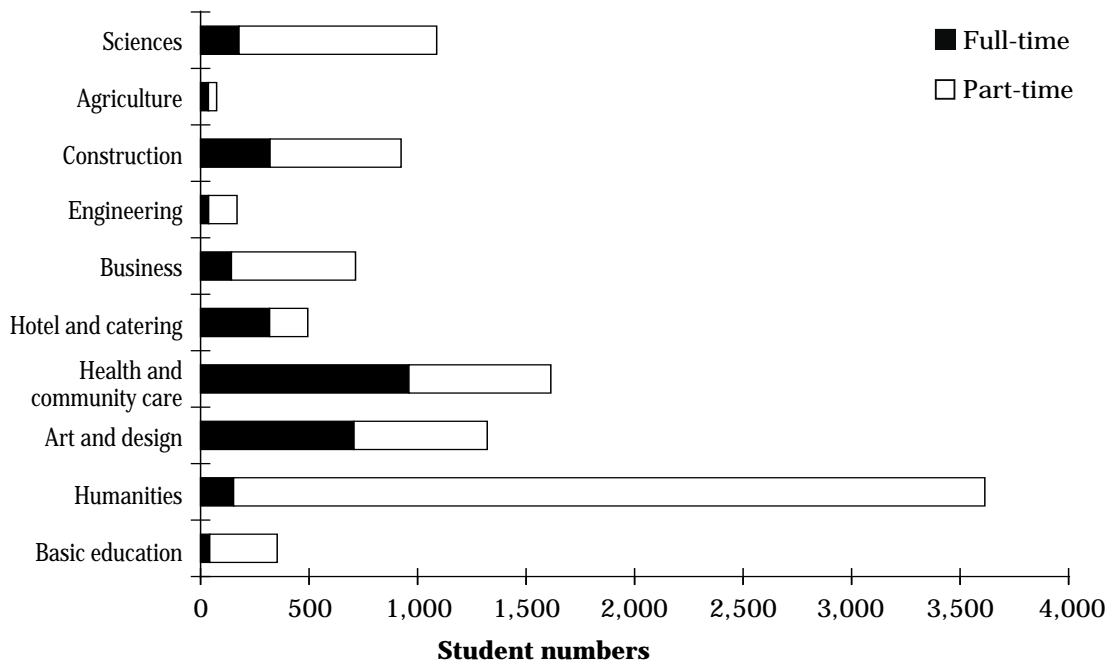


Student numbers: 10,364

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**Figure 3**

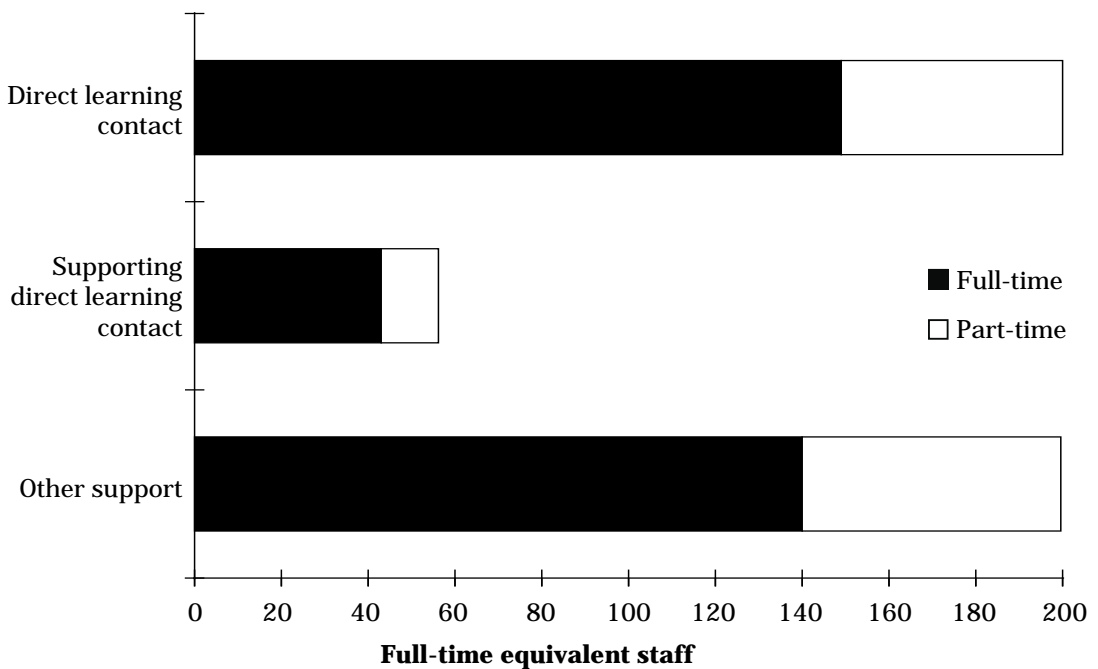
**Leicester South Fields College: student numbers by mode of attendance and curriculum area (as at November 1995)**



Student numbers: 10,364

**Figure 4**

**Leicester South Fields College: staff profile – staff expressed as full-time equivalents (1995-96)**



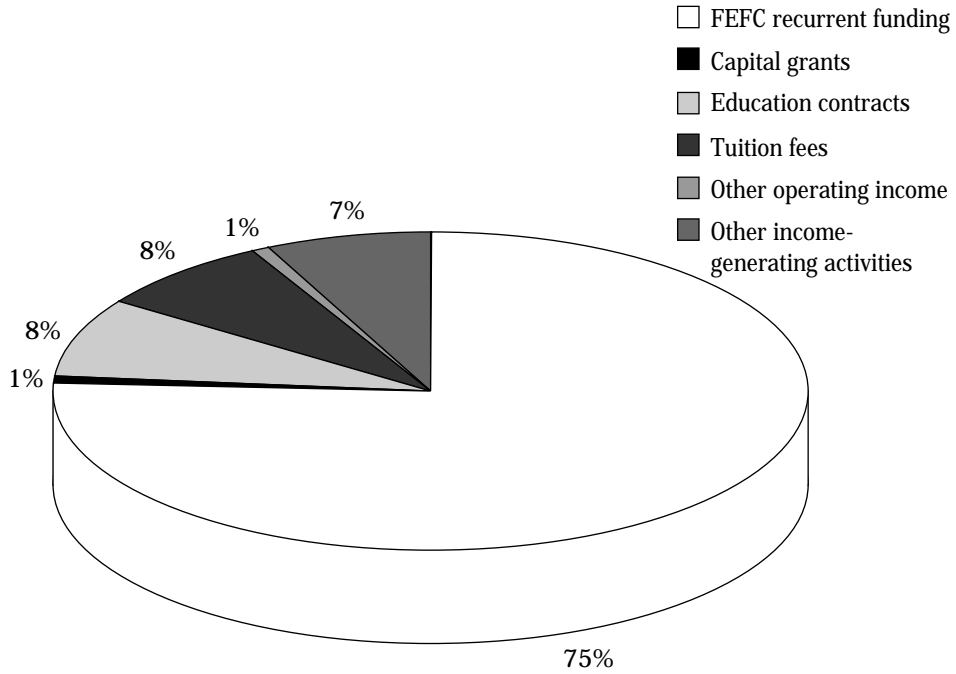
Full-time equivalent staff: 456

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**Figure 5**

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**Leicester South Fields College: income (for 12 months to July 1995)**

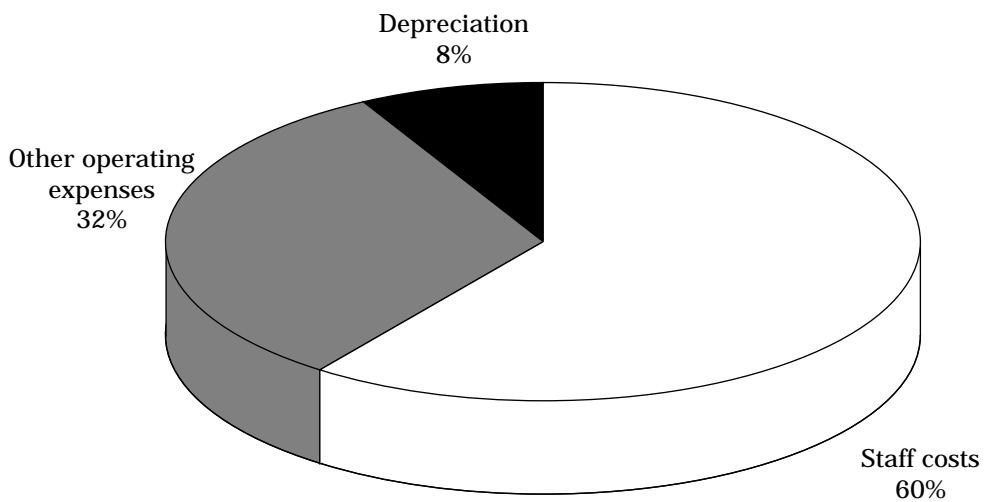


Income: £11,927,000

**Figure 6**

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**Leicester South Fields College: expenditure (for 12 months to July 1995)**



Expenditure: £13,013,000



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