

Wyggeston and Queen Elizabeth I College

REPORT FROM
THE INSPECTORATE
1999-00

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The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	-
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

Where data on student achievements appear in tables, levels of achievement are shown in three ways:

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

Wyggeston and Queen Elizabeth I College

East Midlands Region

Inspected October 1999

Wyggeston and Queen Elizabeth I College is a sixth form college close to the centre of Leicester. It offers academic and general vocational programmes, predominantly at advanced level, mainly for 16- to 19- year-old full-time students. A particular feature of the college is the high level of recruitment to the science programme area. One-third of its students are recruited from disadvantaged areas. The self-assessment report provided for the inspection was the first one produced by the college. The report was comprehensive and evaluative and made effective use of the statistical data on retention and achievement. The college has taken action to address some of the weaknesses identified in the report. Inspectors agreed with many of the judgements. Some strengths were understated and inspectors identified some additional weaknesses.

The college offers courses in seven of the FEFC's 10 programme areas. Three of the programme areas were inspected. The college is well managed. There is rigorous monitoring and analysis of college performance. The college offers good value for money in the use of public funds and is in a sound financial position. Governors have a wide range of skills and experience and effectively oversee the strategic direction of the college. Quality assurance

procedures are thorough and have produced a significant improvement in students' performance over the last three years. Students are set challenging academic targets and receive very good support in their studies. The guidance and support given to students seeking entrance to higher education is particularly strong. Courses are well managed and much of the teaching is good. Pass rates and retention are high on most courses and many students gain better pass grades than those predicted from their entry qualifications. Most students progress to higher education. Much of the accommodation is good. Recent improvements have enhanced considerably the teaching and learning facilities. The library and IT resources provide good support for students' studies. The college should address: the low retention on courses for adults; some weaknesses in teaching and learning; the development of systems for professional review; operational planning; and some aspects of financial reporting.

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

Curriculum area	Grade	Cross-college provision	Grade
Science	2	Support for students	1
Computing and information technology	2	General resources	2
Art and design	1	Quality assurance	2
English	2	Governance	2
		Management	2

The College and its Mission

1 Wyggeston and Queen Elizabeth I College was established in 1976. It was formerly the Wyggeston Boys' School. The college is located on a site of approximately 22 acres, situated 1 mile from the centre of Leicester, and adjacent to the University of Leicester. The oldest college building was constructed in the nineteenth century and is now the library. Other buildings date from the 1930s and 1960s. The sports fields form part of the main campus. In 1999, a new sports centre and a new student support and study centre were opened. The college also has two Leicestershire Advanced Teleworking Centres, one on the main campus and one in leased premises in Coalville. These centres provide information technology (IT) training for adults.

2 The population of Leicester is approximately 294,000. Of these, 29% are from minority ethnic backgrounds and are mainly of Asian origin. Approximately 70% of the college's 16- to 19- year-old students are from minority ethnic backgrounds. The post-16 participation rate for Leicester is 65% but there are wide variations between wards. In 1999, some 37.8% of year 11 pupils gained five or more general certificate of secondary education (GCSE) subjects at grades C or above in the city of Leicester; well below the average for Leicestershire of 49%. The Leicester Local Education Authority (LEA) is tackling this situation through the reorganisation of schools and the creation of an education action zone. The traditional industries of manufacturing, textiles, clothing and engineering in the city are in decline but service industries such as leisure and tourism, finance and professional services are growing. The unemployment rate for the city of Leicester is nearly 7%. This compares with a national rate of 4.1%.

3 About 80% of the college's 16- to 19- year-old students are drawn from its fourteen 11 to 16 partner schools in Leicester. The remainder are recruited from 26 schools in Leicester, Leicestershire and Rutland. Within

the immediate catchment area there are two other sixth form colleges, two general further education colleges and a range of 11 to 18 and 14 to 18 schools and colleges. In November 1998, the number of 16- to 19- year-old students enrolled was 1,429. Over 99% of these students were full time. During the academic year 1998-99, 1,045 students aged over 19 enrolled at the two Leicestershire Advanced Teleworking Centres. Many of the adults who enrol are returning to learn for the first time since leaving school. The college is successful in widening participation. For example, over 31% of its students live in circumstances described as 'deprived' or 'severely deprived'.

4 The college specialises in academic and general vocational programmes, predominantly at advanced level, for 16- to 19- year-old full-time students. The provision comprises 35 general certificate of education advanced level (GCE A level) courses, 13 GCE advanced supplementary (AS) courses and four courses leading to general national vocational qualification (GNVQ) advanced level. Approximately 95% of the college's 16- to 19- year-old students are following these courses, with the other students following a one-year GCSE programme.

5 The college offers accredited programmes of guidance, additional studies and sport. A specialist team of 27 tutors is responsible for delivering the guidance programme. There is a substantial programme of additional studies, including community care placements and vocational and recreational courses such as medical laboratory science and ceramics. The extensive sports programme contains 23 options. Over 500 students were involved in sport during 1998-99 and college teams and individual students enjoyed success locally, regionally and nationally. The college has developed an extensive range of international links and exchanges. There are regular visits by students to Malta, Holland, Belgium and France, and student exchanges with schools in Norway and Belarus.

Context

6 The college employs 160 full-time equivalent staff, of whom 68 full-time equivalents are support staff. The college management team comprises the principal, three directors of studies, the estates manager, the finance manager, the information systems manager and the personnel manager/clerk to the corporation. The curriculum is managed through 21 subject departments.

7 The mission statement and associated aims were reviewed and clarified in 1997-98. The mission statement is 'to provide challenge, encouragement and support for students in order to maximise their achievements'.

The Inspection

8 The college was inspected during the week beginning 4 October 1999. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other directorates of the Further Education Funding Council (FEFC). For the two years 1997 and 1998, data derived from the FEFC individualised student record (ISR) were used. The college submitted data on

students' achievements for 1999. Inspectors checked data against primary sources such as registers and results lists issued by examining and validating bodies. Data for 1999 were found to be generally accurate. The college was notified of the sample of provision to be inspected in July 1999. The inspection was carried out by nine inspectors and an auditor working for a total of 41 days. Three of the FEFC programme areas were inspected and 56 lessons were observed. Students' work and college documents were inspected. There were meetings with college governors, managers, students, parents and staff.

9 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the 56 lessons inspected, 75% were rated good or outstanding and 4% were less than satisfactory. This compares with figures of 65% and 6%, respectively, for all lessons observed during 1998-99.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	8	20	9	1	0	38
GCSE	0	6	2	0	0	8
Other*	2	6	1	1	0	10
Total (No.)	10	32	12	2	0	56
Total (%)	18	57	21	4	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

*includes vocational courses and additional studies

Context

10 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Wyggeston and Queen Elizabeth I College	14.1	93
National average, all inspected colleges 1998-99	11.2	78

Source for national average: Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report

Curriculum Areas

Science

Grade 2

11 Inspectors observed 22 lessons covering GCE A/AS level, GCSE and additional studies modules in science. Inspectors agreed with most of the judgements in the self-assessment report.

Key strengths

- good teaching and learning in most lessons
- high retention rates on most courses
- high pass rates
- effective support to aid students' progress
- regular setting and effective marking of homework and tests

Weaknesses

- narrow range of teaching methods in some lessons
- inconsistent use of IT by students
- some laboratories in need of refurbishment

12 Science is based in the three departments of biology, chemistry, and physics and electronics. There is a wide range of GCSE and GCE A/AS level courses. In 1998-99, there were over 1,000 subject enrolments on these programmes. There are also additional studies courses such as pharmaceutical science that broaden the science curriculum and effectively support students' career aims.

13 Inspectors agreed with the self-assessment report that curriculum organisation and management are good. Most lessons are well planned and well taught. In most lessons, teachers are enthusiastic and make the objectives of lessons clear to students. All lessons were well attended, although in many there were instances of poor punctuality. Many lessons were well managed and teachers used

informative handouts effectively. In the best lessons there was a good balance between teaching and practical work. Teachers used a range of learning methods to motivate students, took care to ensure that all students were involved in the activities, and made good use of questions to consolidate students' understanding. In some lessons, teachers used too narrow a range of appropriate teaching methods and made insufficient checks on students' learning. Most practical lessons were well managed and students worked well in small groups. In a few lessons, students had to wait for laboratory facilities to become available. Inspectors agreed with the self-assessment report that careful attention is paid to safe working practices. Homework is set and marked regularly and students are given extensive practice at preparing for examinations. Students' progress is rigorously monitored and subject support is provided for those who need it.

14 There are isolated examples of the effective use of IT. For example, students on the pharmaceutical science module made good use of IT and the Internet in an investigation on drugs. In general, however, the key skills of communication and IT are not developed systematically on GCE A level courses.

15 Inspectors agreed with the college's self-assessment report that some laboratories are in need of refurbishment. Those with fixed benches are not particularly suitable for group work or for students to work on their own. There are inadequate IT facilities for students in the science area. Staff and physical resources are effectively deployed and managed. Teachers are appropriately qualified and experienced. Technicians provide efficient and high-quality support. The college library contains a good selection of textbooks, periodicals and CD-ROMs.

16 Students develop appropriate scientific skills. Their folders are well organised and they produce some high-quality reports on practical

Curriculum Areas

projects. Each year a few students are successful in reaching the Physics and Biology Olympiads and some have achieved success at national level. The science departments have strong links with universities. For example, 'The Challenger Learning Centre', a simulation of the North American Space Agency (NASA) Mission Control Centre, sponsored by the University of Leicester is available to college students and staff.

17 As indicated in the self-assessment report, most students who enrol on science courses are successful. At GCSE level, overall retention rates for the last three years have been well above the national average for sixth form colleges. With occasional exceptions, GCSE examination pass rates were also well above

average. Retention rates on most GCE A level courses were above the national average, although in human biology and physics they have occasionally been lower. Examination pass rates have improved steadily over the past three years and are now above the national average for sixth form colleges in all subjects. The flexibility to transfer between GCE A level and AS courses allows some students, who would otherwise have failed, to achieve an AS pass. In electronics the pass rate has been 100% over three successive years. The proportion of students achieving the higher grades A to C has increased each year to well above the national average in biology, chemistry and electronics. Most students achieve higher grades on GCE A level courses than would be predicted on the basis of their previous GCSE achievements.

A summary of retention and achievement rates in science, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE sciences (biology, chemistry, physics)	2	Number of starters	144	118	93
		Retention (%)	96	89	97
		Achievement (%)	55	67	59
GCE A level biology (including social/ environmental biology)	3	Number of starters	173	226	204
		Retention (%)	90	89	84
		Achievement (%)	90	93	96
GCE A level human biology	3	Number of starters	*	23	14
		Retention (%)	*	86	64
		Achievement (%)	*	62	90
GCE A level chemistry	3	Number of starters	140	180	175
		Retention (%)	95	91	83
		Achievement (%)	90	94	97
GCE A level physics	3	Number of starters	90	73	108
		Retention (%)	94	89	69
		Achievement (%)	86	94	95
GCE A level electronics	3	Number of starters	16	15	20
		Retention (%)	81	73	95
		Achievement (%)	100	100	100

Source: ISR (1997 and 1998), college (1999)

*course not offered

Curriculum Areas

Computing and Information Technology

Grade 2

18 Inspectors observed 12 lessons covering computing and IT. Inspectors agreed with most of the strengths and weaknesses identified in the college's self-assessment report. However, they considered that the report did not identify all the key strengths and weaknesses and that, in some areas, the report was excessively critical.

Key strengths

- mainly good-quality teaching
- above average achievement rates for all courses
- above average retention rates for GCE A level and computer literacy and information technology courses
- high-quality flexible provision for adults
- access to good-quality specialist hardware and software

Weaknesses

- low retention rates for adult programmes
- narrow range of courses

19 The college offers City and Guilds of London Institute (C&G) 7261 courses for adults in the two Leicestershire Advanced Teleworking Centres and GCE A level computing, a computer literacy and information technology course, or a more advanced Open College Network South East Midlands IT award, for college-based students. The college did not identify in its self-assessment report that the overall range of computing courses is narrow. Although the GCE A level course in computing is very successful, alternative IT courses, at GCE A/AS level or GNVQ advanced are not offered.

20 Inspectors agreed that the provision for adults in the two Leicestershire Advanced Teleworking Centres is of high quality. Students are able to enrol throughout the year on IT courses at an appropriate level and can attend at times to suit themselves either during the day or in the evenings. Individual guidance is given to the students prior to the course to ensure that they are joining the most appropriate programme. Students have individual tutorials in order to monitor their progress and to agree future action. Detailed records of individual students are kept by each of the centres.

21 All college students are given the opportunity to develop basic skills in IT. After an initial discussion, students work towards the computer literacy and information technology qualification or the more advanced Open College Network South East Midlands award. The provision is effective in enabling students to develop the IT skills that can be used in other subjects. However, because of previous resource constraints a number of students have not been able to begin to develop their basic IT skills until they have reached the second year of their studies.

22 Inspectors agreed that most teaching is good. All lessons were well planned. Teachers gave good clear explanations, especially during group work. They frequently supported their lessons by giving detailed typed notes to the students. During practical work the students were highly motivated and made good progress in the tasks they were undertaking. In one second-year GCE A level lesson, the students worked effectively on their individual projects. These projects were based on realistic situations and the students demonstrated good understanding of the work. Most students were enthusiastic about their work. However, in some lessons not all students were working conscientiously and in some classes homework was not completed regularly by all students.

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During all lessons in the two Leicestershire Advanced Teleworking Centres and in lessons covering IT key skills, students worked well at their own pace and were well supported by high-quality learning materials. Although detailed schemes of work have been developed for the GCE A level course, these do not include suggestions for teaching methods or identify the resources required.

23 As the self-assessment report identifies, all computing students have good access to high-quality computer hardware and software. Access is provided to a common range of software on a college-wide network of computers. Students are able to use these during the timetabled practical periods and on a casual 'drop-in' basis. Accommodation is well decorated and furnished though several of the rooms become crowded when used by the larger student groups. Teaching staff are appropriately qualified.

24 The college's self-assessment report identified students' achievements as a strength and inspectors agreed. Achievements for all of the courses over the last three years exceed the averages for sixth form colleges. Pass rates for

the GCE A level course have been particularly good over the last three years and the proportion of students gaining the higher grades of A to C has also been higher than the national average. Retention rates have been above average for the GCE A level and computer literacy and information technology courses but this strength was not included in the self-assessment report. However, a relatively high proportion of adult students in the two Leicestershire Advanced Teleworking Centres fail to complete their courses. Some of these students obtain employment before the end of the course. Retention rates at the centre based in Coalville are particularly low. This was not identified as a weakness in the college's self-assessment report.

A summary of retention and achievement rates in computing and information technology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Computer literacy and information technology	1	Number of starters	178	228	175
		Retention (%)	97	96	92
		Achievement (%)	58	72	*
C&G 7261	1, 2 and 3	Number of starters	504	752	713
		Retention (%)	45	66	55
		Achievement (%)	79	93	81
GCE A level computing	3	Number of starters	55	86	66
		Retention (%)	93	77	77
		Achievement (%)	95	97	97

Source: ISR (1997 and 1998), college (1999)

*data from awarding bodies incomplete

Curriculum Areas

Art and Design

Grade 1

25 Inspectors observed 10 lessons covering the full range of art and design courses provided by the college. Inspectors agreed with most of the judgements in the self-assessment report but found that some of the strengths were understated.

Key strengths

- lively and effective teaching
- well-managed courses supported by thorough documentation
- well-devised and challenging assignments
- high pass rates on most courses
- good retention rates on most courses
- good opportunities for students to display their work publicly
- well-developed work ethic and a good range of practical skills
- effective technical support
- good specialist staff and resources

Weaknesses

- some deficiencies in accommodation

26 The college offers a good choice of specialist courses at GCE A level in art, design, textiles and graphics, and all recruit well. There are also an established GNVQ advanced course in art and design and a post GCE A level foundation to higher education course, although enrolments to both are low. Students on full-time courses can extend their knowledge of theory by studying a GCSE in critical studies. Inspectors agreed with the judgement in the self-assessment report that courses are well managed. Team meetings are documented, although actions taken are not always minuted clearly. Schemes of work are comprehensive and well supported by lesson plans and a detailed student handbook.

27 Teaching is lively and effective.

As identified in the self-assessment report, teachers use an appropriate variety of teaching methods. Most lessons include a careful mix of activities that motivate students. Effective use is made of visual aids and handouts. For example, one teacher made good use of a CD-ROM and a video to introduce students to a project involving the design and making of a radio. The key points from the video were summarised and this formed the basis for a demanding task which involved students in identifying key design features of radios from different eras.

Assignments are well designed and challenging, and have clear instructions and appropriate assessment criteria. A project in which students used charcoal and rubbers to create different visual effects encouraged them to be bold in their use of line and shape. Teachers regularly monitor and assess work and students are well informed about their progress. For example, there is a 'national sketchbook day' at three-weekly intervals where art students present their work in progress for assessment.

28 There is a good range of specialist teaching rooms for graphics, textiles, art, design and ceramics that are suitably equipped and generally fit for purpose. Workshops and art rooms have appropriate space for students to work on individual projects. There is a good range of equipment, including IT, which provides opportunities for students to explore different media. There is an adequate supply of consumable materials. Technicians have a wide range of skills and work effectively with teachers and students on practical projects. The curriculum is updated regularly by experienced teachers. The library is well stocked and students make good use of specialist books and articles which are kept in the department. These strengths were not clearly identified in the self-assessment report. There are some deficiencies in the accommodation. Access is poor for students with restricted mobility. Sound travels between open plan rooms and is

Curriculum Areas

distracting. Some spaces are not large enough for the number of students timetabled to use them. The length of lessons in the standard college timetable is insufficient for practical lessons to be set up and for cleaning-up time. These weaknesses were not identified in the self-assessment report.

29 Students' work is of a good standard. This was underemphasised in the self-assessment report. Attention is paid to the development of basic drawing skills in most courses. Effective use is made of mixed media and texture. Experimentation is encouraged and students' work is often innovative. Students are able to display their work publicly in the college gallery and at venues outside the college. Students are highly motivated and new students settle quickly into the positive work ethic that is

characteristic of the department. This was not specifically identified in the self-assessment report. There have been consistently high pass rates on GCE A level courses during the last four years with many students achieving high grades on some courses, as identified in the self-assessment report. Many students have achieved grades significantly above those predicted at the start of their course. Pass rates on GCSE courses, the foundation course and the GNVQ advanced course in art and design are good. Retention rates have usually been good on most courses. Where there has been a decline in a particular year this has been rectified subsequently. There are good rates of progression to further and higher education courses.

A summary of retention and achievement rates in art and design, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE critical studies (grades A to C)	2	Number of starters	*	20	36
		Retention (%)	*	95	84
		Achievement (%)	*	95	87
GCE A level art studies/fine art	3	Number of starters	44	35	32
		Retention (%)	80	89	72
		Achievement (%)	94	97	100
GCE A level design (non-industrial)	3	Number of starters	58	45	30
		Retention (%)	88	89	70
		Achievement (%)	96	100	100
GCE A level graphics	3	Number of starters	32	32	26
		Retention (%)	88	78	78
		Achievement (%)	100	96	95
GCE A level textiles	3	Number of starters	*	*	11
		Retention (%)	*	*	82
		Achievement (%)	*	*	100
GNVQ advanced art and design	3	Number of starters	9	9	9
		Retention (%)	100	89	100
		Achievement (%)	83	63	100

Source: ISR (1997 and 1998), college (1999)

*course not offered

Curriculum Areas

English

Grade 2

30 Inspectors observed 12 lessons covering GCE A level and GCSE English language and English literature. The inspection confirmed most of the strengths and weaknesses identified by the college's self-assessment report but also identified a number of additional strengths and weaknesses.

Key strengths

- well-planned teaching and learning
- effective support for individual students
- the high quality of work of many students
- high retention rates and good achievement rates on some courses
- effective subject management
- very extensive library bookstock

Weaknesses

- insufficient variety in some teaching
- below average results in GCE A level English literature
- insufficient use of IT
- inadequate response to some issues identified in the self-assessment report

31 As noted in the self-assessment report, the courses are efficiently managed and the work is well co-ordinated. There is effective sharing of responsibility for course management within the teaching team. Meetings of the whole department and individual course teams are business-like and well recorded. The team works well together in sharing ideas and developing resources. The department has been slow to address some of the weaknesses identified in the self-assessment report, such as the below average results in GCE A level English literature and the inadequate use of IT in courses.

32 Inspectors agreed with the college's self-assessment report that teaching and learning is well planned. In most lessons, teachers provide an appropriate variety of activities for students to express their ideas. There is effective use of group work. In one GCE A level English literature lesson, students worked in groups to examine the first meeting of Kate and Petruchio in *The Taming of the Shrew*. They responded well and understood clearly the way that these characters were presented through the dialogue. Visits to theatres and conferences enrich students' work. In some lessons, as the self-assessment report noted, teachers do not use a wide enough range of teaching methods and give insufficient opportunities for students to participate in the work.

33 Teachers set interesting and challenging tasks. They mark students' work very carefully, using agreed methods of assessment. They provide useful advice for students on how they might improve their performance in the detailed comments they make on assignments. The value of this is not recognised in the self-assessment report. There are regular reviews of students' progress. Additional lessons are available for students who have particular difficulties. Students receive informative course handbooks which describe the courses and assessment methods and give useful advice about how they should study. The support given to students is underemphasised in the self-assessment report.

34 In most lessons, the quality of students' ideas and their willingness to express them contribute much to the effectiveness of teaching and learning. The self-assessment report does not acknowledge this. In their written work students often present a good range of ideas effectively, and show real interest in the subject. Groups of students in a GCE A level English literature lesson worked well together to produce comprehensive collections of writing on the key themes explored in Alan Bennett's

Curriculum Areas

Talking Heads. Many students use wordprocessors to write assignments, but little support is provided for them to use IT for research activities.

35 Teachers are well qualified and very experienced. The identified staff development need of IT training has not yet been met. The library has an impressive bookstock relevant to English courses. There is also an extensive range of fiction. The self-assessment report does not identify this strength. The three teaching rooms used for most lessons provide an attractive base for the subject. Good display, including students' work, creates a strong subject identity. Another teaching room used regularly by English classes is in a different building. The self-assessment report correctly identifies this room as unsatisfactory. It is too small for many groups and it restricts the range of teaching methods which can be employed.

36 The retention rates for all courses are above the average for sixth form colleges and, in some cases, substantially higher. Achievement on the GCE A level English language course is good with a 98% pass rate in

1998 and 1999. In GCSE English literature the pass rate at grades A to C from 1997 to 1999 has been considerably above the average for sixth form colleges. The self-assessment report identifies these strengths, but fails to give due emphasis to the below average results obtained in GCE A level English literature, or the relatively poor achievement in GCSE English language.

A summary of retention and achievement rates in English, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE English language	2	Number of starters	135	177	106
		Retention (%)	97	92	95
		Achievement (%)	42	66	53
GCSE English literature	2	Number of starters	32	30	26
		Retention (%)	100	87	85
		Achievement (%)	88	100	86
GCE A level English language	3	Number of starters	42	55	56
		Retention (%)	90	95	89
		Achievement (%)	95	98	98
GCE A level English literature	3	Number of starters	139	138	131
		Retention (%)	86	86	83
		Achievement (%)	96	87	90

Source: ISR (1997 and 1998), college (1999)

Cross-college Provision

Support for Students

Grade 1

37 Inspectors agreed with the strengths and weaknesses identified in the self-assessment report. Some of the identified weaknesses have been remedied since the self-assessment report was written.

Key strengths

- well-established and appropriate guidance, enrolment and admissions procedures
- effective liaison with partner schools and parents
- rigorous system for review and support of individual students' academic progress
- extensive and effective support for students progressing to higher education
- responsive and effective variety of additional support for individual students
- good support for students on personal matters

Weaknesses

- lack of appropriate careers advice for some students

38 Inspectors agreed with the college self-assessment that there are appropriate guidance, enrolment and admissions procedures. Publicity material is attractive, comprehensive and informative. The admissions policy clearly describes the entry requirements to GCE A level, GNVQ and GCSE programmes. The schools liaison team has a consistent approach and is effective in its recruitment from local schools. As the self-assessment report states, there is good liaison with partner schools. Publicity materials are produced to take account of the needs of each school and include detailed information about the achievement and destinations of past pupils. At enrolment, students are given further

opportunities to confirm their choices and seek independent advice, if necessary. There are effective arrangements for the general induction of students into the college and into individual subjects. Adult students enrolling for Leicestershire Advanced Teleworking Centre courses are given guidance interviews, a tour of the appropriate centre, and an induction that includes basic technical skills.

39 Parents feel involved in the education of their children. They receive a parents' handbook, which has useful information about key events in the college, and regular written reports on students' academic progress. Parents are able to express their views through the regular parents' evenings, through the parents' focus group, which any parent is welcome to join, and through the parent governor.

40 Inspectors agreed with the strength identified in the self-assessment report that students' academic progress is supported effectively through a rigorous monitoring and review system. A minimum GCE A level grade based on a student's previous academic achievements is set as a minimum expected grade for each student, although this can be renegotiated up or down with the subject teacher. Progress is monitored closely. Individual action plans address any weaknesses and are reviewed regularly. Both students and parents feel that the system gives them valuable information about progress and achievements. An electronic register system is used effectively to monitor students' attendance at lessons and use of various other college facilities. Attendance at lessons is generally high. Adult students on Leicestershire Advanced Teleworking Centre courses have regular progress tutorials.

41 Inspectors agreed with the college that the extensive and effective support provided for students progressing to higher education is a strength. The careful and detailed guidance given to students applying to higher education

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results in the majority obtaining a place and 80% achieve their first choice. Students are assisted in obtaining university places locally through the Leicestershire Progression Accord that allows students to obtain additional credits recognised by the three local universities. While few students complete all modules for a full award, most complete the guidance module as part of their preparation for application to higher education. Students retaking GCSE courses have appropriate careers and progression advice built into their tutorial programme. The minority of students studying for GCE A levels who do not progress to university, do not receive an appropriate level of guidance. This weakness was identified in the self-assessment report. Students can have individual interviews with advisers from the Leicestershire Careers and Guidance Service. Students can also attend group careers education sessions but attendance is voluntary.

42 Inspectors agreed with the self-assessment report that responsive and effective additional support is provided by the learning support team for individual students in mathematics, English and science. Students can refer themselves or are referred by their tutor or subject teacher. There is specialist support for dyslexic students. Additional help for students for whom English is a second language is also available. The college has been particularly successful in working with students with hearing impairment. The majority of students also found the additional support provided through subject tutorials extremely helpful. In a few departments, the irregularity and poor quality of subject tutorials make them less effective in supporting students' progress. This weakness was identified by the college in its self-assessment report.

43 Students are able to enrich their studies through an accredited additional studies programme. The majority of students take at least one option. As a part of the scheme students can take part in a community care programme. Students have access to a broad

range of sporting activities and some 30% participate. Study trips and visits are an integral part of many courses.

44 As the college states in its self-assessment report, there is good support for students on personal matters through tutors and more specialist staff. A student support officer is always available for advice on personal matters such as welfare or finance. There is a confidential counselling service. Students speak highly of the support received. The college is working towards accreditation as 'A Healthy College' through contributions from students and staff to a structured programme of health promotion. The college does not provide for a collective act of worship. A Christian fellowship and a Muslim forum are actively supported by staff and students. Arrangements have been made for prayer facilities for Muslim students.

General Resources

Grade 2

45 Inspectors agreed with most of the strengths and weaknesses identified by the college, although they considered that a number of the aspects identified were not key strengths and weaknesses. Inspectors identified an additional strength that was not recognised by the college.

Key strengths

- the new sports centre
- the new student support and study area
- the improvements to some aspects of the accommodation
- the well-resourced library facilities
- the high level of support for IT

Weaknesses

- some accommodation requiring updating
- the lack of access to many parts of the college for students with restricted mobility

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46 The college is located on a campus adjacent to the University of Leicester and close to the centre of Leicester. The site includes extensive and well-kept sports fields. A number of corporate objectives relate to improving the quality of the accommodation and include better access for students with physical disabilities. The corporation site committee has maintained a close overview of accommodation matters and is currently discussing the additional accommodation requirements to implement 'Curriculum 2000'.

47 The self-assessment report recognises the improvements made to the accommodation since the last inspection. Two major new building projects have been completed. A new sports centre has been built using funds obtained through the private finance initiative. The college has dedicated teaching spaces within the centre, including a sports laboratory, a large sports hall, and a fitness room. A further building project has created a new entrance to the college, a new study centre, associated student support facilities and extra classrooms. Accommodation has been reorganised so that most teaching and administrative areas now have a coherent focus. A range of other improvements such as the refurbishment of some science laboratories has had a positive effect on teaching and learning. The college is kept clean and tidy. The approach to the college benefits from external landscaping but directional signs for visitors are not clear. The self-assessment also recognises that there are further areas requiring improvement. Inspectors agreed with the self-assessment that the 84% seat occupancy rate during the day is high and that the overall workplace utilisation at 53% is good.

48 Inspectors identified that the library provision is a strength. This was not explicitly stated in the self-assessment report. The library is situated in a separate two-storey building. The main bookstock is located on the ground floor. The upper floor houses a large quiet study area and a collection of reference books,

CD-ROMs and audio tapes. The books are generally up to date and relevant and the quantity is close to the number recommended by professional library bodies. The reference collection is particularly well used. The number of study spaces is adequate for the number of students in the college. The library catalogue is available over the computer network. The careers library in the student services centre contains a comprehensive range of relevant and current careers information.

49 Inspectors agreed with the self-assessment report that the general support for IT is a strength. Most of the 153 computers for academic use are now linked on a common network. There are a further 73 computers in the specialist Leicestershire Advanced Teleworking Centres. Modern office software is available across the network. An open access computer suite has been created in the recently completed study centre. There is an effective programme for continually upgrading computers. The Internet is accessible through many of the study centre computers and some computers in curriculum areas. The college is developing an intranet to provide subject-specific support through materials developed by curriculum areas such as chemistry and through links to Internet sites for students' research.

50 The University of Leicester provides the catering service for the college and students can also use the university catering facilities in addition to their own. The large dining room in the college is crowded and noisy at lunchtimes. There is no student common room. The self-assessment report recognises that security has been much improved and is now at a satisfactory level since the introduction of measures to control access to college buildings. The annual spend on maintenance work is £375,000. Substantial sums are spent on maintaining the fabric of the buildings. Reprographics facilities are well equipped for the production of teaching material.

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51 The self-assessment acknowledges that access to many parts of the site is difficult for students with restricted mobility. Access to some areas such as the ground floor of the library and to the science laboratories has been improved. A toilet for students with disabilities has been built. However, the different levels within the site and two tower blocks built without lifts mean that there is no access without help for students with restricted mobility to substantial areas of the college, including the upper floor of the library. The map of the college in the student diary shows stairs but not access ramps. The prospectus makes a general reference to the support that can be provided for students with a disability.

Quality Assurance

Grade 2

52 Inspectors agreed with most of the judgements in the self-assessment report although they identified an additional weakness. Considerable improvements have been made since the last inspection.

Key strengths

- the college's strong commitment to continuous improvement
- the overall improvement in students' achievements arising from quality assurance arrangements
- thorough self-assessment process
- thorough analysis and effective use of value-added data

Weaknesses

- slow progress in developing a formal system of professional review and development
- weak action-planning
- underdeveloped quality standards for some cross-college services

53 Since the last inspection the college has improved and developed its quality assurance procedures. The comprehensive quality assurance policy contains a clear set of aims which include self-assessment. A senior manager has overall responsibility for quality assurance. A quality assurance team, which included a governor, was established in 1996 to encourage the development of a self-critical concern for quality assurance in the college. This team formed the basis of a group set up to introduce self-assessment. Inspectors agreed with the college that the arrangements for quality assurance have led to significant improvements in students' achievements. For example, in the period between 1996 and 1999 the overall pass rate for GCE A level has risen from 82% to 95%. In the same period, the number of A to C grades achieved by students has improved from 50% to 65%.

54 Inspectors agreed with the college that procedures for course review and evaluation have been strengthened since the last inspection and are thorough and effective. Course review meetings between the principal, heads of department and directors of studies scrutinise course examination results and value-added scores and are used to identify areas for improvement. Performance is reviewed against trends and against national benchmarking data. The college has devised a powerful and effective system to assess the value added to students' achievements compared with their predicted achievement on entry. Teachers make extensive use of these data to compare performance in individual subjects, to monitor students' progress throughout their course, and to set challenging targets for achievement for subject departments and individual students. Increasing attention is being paid to reviewing areas of poor or declining retention.

55 The college produced its first self-assessment report in June 1999. The staff has a clear understanding of the rigorous self-assessment process. Effective use is made

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of peer assessment to validate individual self-assessment reports. A system of lesson observations has been introduced. A total of 75 observations were carried out during 1998-99 across the full range of the college provision and used to inform judgements in the self-assessment report. Inspectors identified similar strengths and weaknesses in teaching and learning but judged fewer lessons to be grade 1 or 2 than the college. The self-assessment report makes good use of a wide range of evidence to support the college's judgements. However, inspectors considered that there had been insufficient prioritisation of key strengths and weaknesses. The majority of action plans contained in the self-assessment report do not contain sufficient detail about timescales, milestone dates or targets against which to measure progress.

56 The college draws fully on the views of students, parents and members of the public. Questionnaire responses are analysed to determine students' satisfaction with teaching departments and facilities across the college. Reports are sent to staff and to the student council but individual students are not always made aware of the findings. Focus groups for the library and the catering facilities provide an additional source of information on the level of satisfaction with college services. A parents' focus group provides an effective and valued means of communicating views to college staff. The college charter commitments to students before enrolment, while studying and as they leave college, are reviewed annually. There is an effective and well-publicised complaints procedure. An annual report on the complaints received is made to the corporation. The college has introduced a system for receiving feedback on its services. 'Talkback' forms are displayed prominently in reception areas of the college and at the Leicestershire Advanced Teleworking Centres and a response to issues raised is made within 10 working days. The college acknowledges that the use of service standards

and measurable targets is underdeveloped in some areas. It is currently working towards establishing benchmark standards for services such as initial advice and guidance and charter commitments.

57 The self-assessment report recognises that there has been slow progress in introducing a formal system of professional review and development for staff. A professional review and development policy was approved by the corporation in March 1999 and implementation is scheduled for 1999-2000. Just under 1% of the total staffing budget is allocated to staff development. An annual skills audit helps to identify staff development needs and to relate these to the college's corporate objectives. As a result of the last audit a series of staff development events are planned, including the provision of management training for support staff with line management responsibilities. A member of staff has been given responsibility to develop procedures to evaluate the effectiveness of staff development.

Governance

Grade 2

58 Inspectors agreed with many of the strengths identified in the self-assessment report, but considered that some additional weaknesses had not been identified.

Key strengths

- effective oversight of the strategic direction and educational character of the college
- effective and detailed monitoring of the performance of students
- comprehensive procedures for openness and accountability
- the wide range of skills of the corporation
- effective clerking arrangements

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Weaknesses

- narrow range of financial monitoring information received by the corporation
- infrequent reporting of progress towards strategic objectives
- lack of a formal governor development and training programme

59 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It substantially fulfils its responsibilities under its financial memorandum with the FEFC.

60 Inspectors and auditors agreed with the self-assessment that governors bring a wide range of interests and experience to the college, including accountancy, human resource management, the law, property and education. Although skill gaps are taken into account when new governors are sought, a formal audit of governors' skills has not been carried out. Public advertising has been successfully used to attract new governors. Advertisements for new governors explicitly invite applications from people from minority ethnic groups. The appointment and reappointment process for governors has been fully documented, but no job description or person specification has been approved. Governors have used a questionnaire to review their own performance and used the results in the self-assessment of governance.

61 The induction for newly appointed governors is adequate. However, little external training has taken place and there is no formal continuous governor development training programme. These weaknesses were not identified in the self-assessment report.

62 Inspectors agreed with the college self-assessment that the corporation effectively oversees the strategic direction of the college and determines its educational character. The mission of the college has been discussed and revised, and corporate objectives agreed. However, there is infrequent reporting on the progress made towards the achievement of strategic objectives. The corporation effectively monitors the performance of students through its curriculum and guidance committee. Attention is paid to performance against national benchmarking data. Reports are discussed in detail by the curriculum and guidance committee. Recommendations are made to the full corporation, including targets for student retention and achievements. In total, 19 monitoring reports covering a wide range of college activities are presented to committees and then to the main corporation. Auditors did not agree with the self-assessment report that effective arrangements are in place for governors to monitor the college's financial position. The corporation receives frequent financial reports, accompanied by a useful commentary, but the reports contain limited financial forecasting information and this is not updated monthly.

63 The corporation and its committees met frequently in 1998-99. The corporation has established a broad range of committees: finance; personnel; site; curriculum and guidance; strategic planning; remuneration; and search committees. The curriculum and guidance committee fulfils the role of a standards committee. The terms of reference for the college's committees are in most instances appropriate. Attendance at corporation meetings has been lower than is common for the sector.

64 As stated in the self-assessment report, the administration of corporation and committee business is efficient. The clerking arrangements are effective. The clerk services all the corporation's committees. The clerk has

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produced a detailed documented cycle of decision-making and monitoring for agenda preparation purposes. The clerk ensures that all key documents receive corporation approval.

65 The inspection team agreed with the strength stated in the self-assessment report that the corporation has procedures to ensure openness and transparency, although many of these procedures have only recently been adopted and their effectiveness has yet to be demonstrated. Standing orders have been established and a 'whistleblowing' policy is being discussed with trade unions. Copies of the corporation's minutes are available on application to the clerk. The policy on access to information includes placing a large number of the corporation documents on the intranet. The register of interests is updated annually.

66 Regular presentations and reports on the curriculum are made to the corporation and its committees. In addition, there have been special presentations on future curriculum changes, such as Curriculum 2000. However, the corporation recognised in the self-assessment report that formal links between governors and areas of the college were underdeveloped. These links have now been set up and arrangements made for them to be monitored.

67 Although targets are set for senior members of staff, there is no structured appraisal system. Personnel procedures have been established specifically for senior postholders.

Management

Grade 2

68 Inspectors agreed broadly with the key strengths and weaknesses identified in the self-assessment report. Some weaknesses had not been clearly identified by the college.

Key strengths

- a well-managed college
- good value for money in the use of public funds
- effective monitoring of student and departmental performance
- effective working relationships with local schools, colleges and universities
- the production of appropriate and timely student data
- a strong concern for equal opportunities within the college

Weaknesses

- insufficiently detailed operating statements
- low levels of involvement of support staff in team activities
- inadequacies in some financial management reports

69 The college is well managed. Inspectors agreed with the college that effective management has enabled the college to meet or exceed the majority of its targets. Overall achievement rates have increased significantly in recent years. Progress made against college operational targets is reviewed regularly by college management. There is effective monitoring of student and departmental performance, including the contribution of individual teachers. The viability of courses is examined. Curriculum team management is effective. There have been improvements in the deployment of resources since the last inspection, although, as the college recognises, some costs are still above the median for sixth form colleges. The management structure has clearly allocated roles and responsibilities that staff understand, as identified in the self-assessment report. College management team meetings are appropriately minuted and action points and responsibilities clearly stated.

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The operation of the two Leicestershire Advanced Teleworking Centres is reviewed regularly. The academic board provides an opportunity for heads of department, directors of studies and some co-ordinators to share information and good practice.

70 There was extensive consultation on the latest strategic plan and the updates to the corporate objectives for 1998-99. The annual operating statement contains cross-references to self-assessment action plans and monitoring reports. There is a lack of specific, quantitative targets within the plan. Departmental heads developed individual operating plans. As identified in the self-assessment report, some plans lack clarity and some do not contain objectives or targets against which departmental performance can easily be measured.

71 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The college has maintained high levels of accumulated reserves and good levels of solvency. Internal financial targets and objectives have been established. The college's finance manager is not a qualified accountant but is experienced, is a member of the college's management team and attends both finance committee and corporation meetings. The monthly financial reports include forecasts but these are updated infrequently. A report on expenditure on the college's major capital building project was only produced towards the completion of the project and was of limited scope. Budget holders receive monthly reports on expenditure together with support from the finance section.

72 Inspectors agreed with the strength identified in the self-assessment report that there are a number of effective formal and informal means of communication in the college. A comprehensive staff handbook is now available on the administrative computer network. The level of communication with support staff is not always effective. This was not recognised by the college. Technicians with

specific responsibilities for supporting particular curriculum areas are fully involved in team activities but other support staff are not always involved in meetings and do not always feel part of their team. A support staff governor will be elected under new articles of governance.

73 The college has effective working relationships with many local schools, colleges and universities as recognised in the self-assessment report. The college is collaborating with two partner schools in bids for specialist school status. There is sharing of information about Curriculum 2000 developments and a conference has been arranged. An excellent relationship with the neighbouring University of Leicester has resulted in some joint curriculum working, in addition to a number of joint site and facilities developments. There is also co-operation with some local further education colleges. The college identified a need to develop further links with some schools and its contacts with employers, Leicestershire Training and Enterprise Council (TEC) and Leicester LEA.

74 The availability and quality of student data has improved steadily over recent years. Inspectors agreed with the college that the production of appropriate and timely student data is a strength. Access is now available on-line to a range of data, including student photographs. A series of detailed and useful reports use value-added data. The college recognises that there are still some aspects of the overall management information system which are not working to their full potential.

75 There is a well-established equal opportunities policy and this is effectively implemented across the college. Equality of opportunity is recognised in the staff recruitment procedures and the college is sensitive to the needs of religious groups. A number of subject areas review the equal opportunities aspects of their curriculum and this good practice is to be disseminated through a refresher training day for all staff.

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Conclusions

76 The self-assessment report is comprehensive. It was the first one produced by the college. The inspection team found the report a useful basis for planning the inspection. Staff and corporation members were involved in overseeing the implementation of the self-assessment system. Each section begins with a useful overview summary. In curriculum sections, teaching, retention, achievement and added value have been analysed effectively. The judgements in the report are supported by references to appropriate documentary evidence. Inspectors agreed with most of the college's judgements. In some instances, inspectors found that the college had underemphasised the strengths and in others, had not prioritised the strengths and weaknesses. A few additional strengths and weaknesses were identified by inspectors. The inspectors agreed with all of the curriculum grades. They awarded one better and one worse grade for cross-college areas.

77 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

College Statistics

Student numbers by age (July 1999)

Age	%
Under 16	0
16-18 years	74
19-24 years	3
25+ years	23
Not known	0
Total	100

Source: college data

Student numbers by level of study (July 1999)

Level of study	%
Level 1 (foundation)	0
Level 2 (intermediate)	29
Level 3 (advanced)	70
Level 4/5 (higher)	1
Non-schedule 2	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 1999)

	Full time	Part time	Total provision %
Science	582	480	53
Engineering	19	0	1
Business	62	0	3
Hotel and catering	16	0	1
Health and community care	23	0	1
Art and design	161	18	9
Humanities	611	23	32
Total	1,474	521	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 31% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (September 1999)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	92	0	0	92
Supporting direct learning contact	0	0	0	0
Other support	68	0	0	68
Total	160	0	0	160

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£5,200,000	£4,848,622	£4,905,405
Average level of funding (ALF)	£18.49	£16.76	£16.57
Payroll as a proportion of income	63%	71%	73%
Achievement of funding target	111%	102%	*
Diversity of income	18%	13%	12%
Operating surplus	£341,000	-£3,035	-£58,087

Sources: Income – Council Circular 98/43 (1997), college (1998 and 1999)

ALF – Funding Allocations 1997-98 (1997 and 1998), Funding Allocations 1998-99 (1999)

Payroll – Council Circular 98/43 (1997), college (1998 and 1999)

Achievement of funding target – Performance Indicators 1997-98 (1997 and 1998), college (1999)

Diversity of income – Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus – Council Circular 98/43 (1997), college (1998 and 1999)

*draft accounts not finalised for 1998-99

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	264	188	189	4	25	22
	Retention (%)	92	87	85	75	92	100
	Achievement (%)	64	98	95	100	86	100
2	Number of starters	1,159	954	936	63	142	425
	Retention (%)	94	95	91	71	54	65
	Achievement (%)	88	99	98	78	84	85
3	Number of starters	1,891	2,103	2,403	72	48	34
	Retention (%)	93	91	90	76	71	74
	Achievement (%)	90	90	90	65	75	78
4 or 5	Number of starters	n/a	n/a	n/a	n/a	n/a	n/a
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
Short courses	Number of starters	274	602	774	427	396	337
	Retention (%)	97	95	97	81	48	73
	Achievement (%)	57	50	57	31	83	99
Unknown/unclassified	Number of starters	2,485	2,720	2,802	21	33	30
	Retention (%)	95	97	95	95	82	83
	Achievement (%)	87	99	100	70	93	100

Source: ISR

n/a not applicable

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