

**REPORT
FROM THE
INSPECTORATE**

North Lindsey College

May 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. 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.*

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 0203 863000
Fax 0203 863100*

FEFC INSPECTION REPORT 29/94

NORTH LINDSEY COLLEGE

YORKSHIRE AND HUMBERSIDE REGION

Inspected January – February 1994

Summary

North Lindsey College is a major provider of vocational education and training in South Humberside. It offers a broad range of full-time and part-time programmes within a caring and supportive learning environment. It has established good links with local schools, the Humberside Training and Enterprise Council and major employers in the area. Students experience good teaching. Their results in external examinations are variable but they achieve well on full-time advanced level vocational programmes. Teachers are well qualified and experienced, and benefit from well-planned staff development and appraisal. Students with learning difficulties and/or disabilities are given effective support and integrated well into mainstream provision, but the specialist provision for these students is of poorer quality and should be reviewed. Other weaknesses are that management information systems and quality assurance are under-developed, policies for staffing, accommodation and marketing are ill-defined, there are low retention rates on some courses and library and private study facilities for students are inadequate.

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

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

Curriculum area	Grade	Curriculum area	Grade
Computing	2	Leisure & tourism	2
Construction	2	Health & caring	2
Engineering	3	Hair & beauty	3
Transport studies	2	Design & creative studies	2
Business administration	2		

CONTENTS

	Paragraph
Summary	
Introduction	1
The college and its aims	3
Responsiveness and range of provision	10
Governance and management	19
Students' recruitment, guidance and support	26
Teaching and the promotion of learning	36
Students' achievements	46
Quality assurance	56
Resources	65
Conclusions and issues	75
Figures	

INTRODUCTION

1 North Lindsey College's specialist provision was inspected during January 1994 and aspects of cross-college provision during the week 7-11 February 1994. The inspection involved a total of 75 inspector days. Inspectors visited 171 classes, examined samples of students' written and practical work and held discussions with governors, staff, parents, students, local employers, and representatives of the Humberside Training and Enterprise Council (TEC).

2 The inspection was carried out according to the framework and guidelines described in Council Circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of North Lindsey College occurred early in the cycle, the opportunity for such a response was not available.

THE COLLEGE AND ITS AIMS

3 North Lindsey College, South Humberside, is a general further education college. Its main campus is situated close to Scunthorpe town centre and there are three annexes within a two-mile radius. The college serves a wide catchment area of about 290 square miles which includes a mix of rural, agricultural and industrial communities. The population of the area is just over 200,000.

4 Service industries such as banking and telecommunications dominate the local economy. The percentage of those employed in these industries has increased from 39 per cent to 53.5 per cent in the years 1977 to 1989. Manufacturing has become more diversified in the same period but the numbers employed in manufacturing have declined by nearly 10 per cent. The largest employer is British Steel. Unemployment currently stands at 10 per cent. Approximately 3 per cent of the population are from ethnic minorities, mainly of Asian origin.

5 At the time of the inspection the college had 7,000 students, 1,600 of whom were full-time, the remainder part-time. Percentage full-time equivalent enrolments by age are shown in figure 1. There was a full-time equivalent staff of 209 teachers and 171 support staff (figure 2).

6 The college has six departments; administration and leisure, engineering, community studies, professional studies, design and creative studies, and building and transport.

7 Most of the courses offered are vocational. There are a small number of General Certificate of Education advanced level (GCE A level) and General Certificate of Secondary Education (GCSE) courses, specialist courses for students with learning difficulties and/or disabilities, and some higher education provision. The college is a managing agent for TEC-funded work for adult and youth training, and a company has recently been established to provide training for firms in the locality.

8 The college is the main provider of vocational courses in the area. The nearest further education college is over 20 miles away. The John Leggott Sixth Form College is located on an adjacent site. Only two of the 17 comprehensive schools in the area have sixth forms: one is located in Brigg, 10 miles away and the other in Barton, 25 miles away. The Humberside County Council manages the adult education service for the area. The college itself offers little adult, non-vocational provision.

9 The mission of the college is to provide high quality education and training for all members of the community. It aims to ensure that provision is accessible and responsive to the demands of individuals, industry, commerce and the community as a whole, and that its services are provided efficiently within a caring and supportive environment. The mission is supported by eight key objectives which include supporting the individual learner, offering a range of counselling and guidance services, and continuing to develop systems for monitoring, reviewing and evaluating the college's work.

RESPONSIVENESS AND RANGE OF PROVISION

10 Courses are provided in health and care, engineering, transport studies, hair and beauty, business and administration, leisure and tourism, construction, design and creative studies, and computing. Full-time equivalent enrolments in each of the main curriculum areas are shown in figure 3. Students with learning difficulties and/or disabilities are offered some separate provision and additional support is given to those who join mainstream courses. There are currently no access courses to prepare students for entry to further or higher education. Prior to incorporation, there was an agreement with the local education authority to recognise the John Leggott College as the main provider of full-time GCE A level provision. North Lindsey College now has plans to increase the number of GCE A level and GCSE courses which can be taken alongside General National Vocational Qualification (GNVQ) programmes.

11 The college's overall enrolment targets for 1993-94 have been achieved, mainly as a result of growth in the number of full-time students. These have more than compensated for the lack of growth in part-time enrolments. Full-time courses in engineering, transport studies, and health and caring have experienced the greatest increase in enrolments. The greatest decline in part-time enrolments has occurred in construction and transport studies, which is in line with national trends.

12 Most of the courses offered lead to intermediate and advanced qualifications. The percentage of foundation level work is relatively small (figure 4). Approximately 9 per cent of the full-time equivalent students are on higher education courses, mainly in business studies and engineering. The provision comprises higher national certificates and diplomas, and two degree programmes franchised by Humberside University.

13 The college is responsive to the needs of groups traditionally under-represented in further education. For example, it acts on behalf of the Humberside TEC as a managing agent for youth and adult training and has recently introduced, in conjunction with the TEC, a programme for disaffected school leavers. It also operates a job club and organises seminars on job planning under programmes run by the Department of Employment. The college has strong links with voluntary organisations and groups representing ethnic minorities. Some of these links have led to the development of short courses, including courses for adults with physical disabilities and difficulties in seeing or hearing. In business administration courses, the timing of teaching programmes has been arranged to assist adult returners.

14 There is close co-operation with the neighbouring sixth form college. Links with local schools are well established and effective. The work is co-ordinated by a team of schools liaison tutors. There are regular meetings which enable the parents of full-time students to discuss matters with tutors. The college also holds open evenings, inviting members from a wide cross section of the community to visit the college.

15 There are strong links with major employers, for example in engineering and in health and caring. These have proved useful in developing the curriculum. However, there are only a small number of employer advisory committees and few examples of employers contributing to the evaluation of courses.

16 A significant amount of full-cost work is undertaken through the college company, North Lindsey College Services Limited, which has an annual turnover of over £500,000. One contract from British steel, for apprentice training, accounts for 40 per cent of the income.

17 An informative range of marketing materials is published for different client groups including two promotional videos sponsored by British Steel. A working group has been set up to co-ordinate publicity materials and to identify target groups for publications. There is no written marketing strategy.

18 The college has an equal opportunities policy and most departments include equal opportunities issues as part of their induction programme for students. College activities include producing publicity material in minority languages and sponsoring cultural events.

GOVERNANCE AND MANAGEMENT

19 The North Lindsey College Corporation board has 18 members, including the principal, one representative each from the teaching and non-teaching staff, and a student. Ten governors represent the main industrial and commercial interests of the community. The Humberside TEC and local borough councils of Scunthorpe and Glandford are also represented. The expertise of individual governors reflects the major areas of the college's work and is taken into account in deciding the membership of the board's subcommittees.

20 Members of the board are aware of their responsibilities and of the distinction between governance and management. Board meetings, held once a term, are well attended and supported by appropriate briefing documents which enable members to contribute fully on strategic planning issues. Board members have little involvement in departmental activity such as membership of advisory committees.

21 The current management structure has been in place since September 1991. The senior management team comprises the principal, the vice-principal responsible for resources, the vice-principal responsible for staff and students, the principal administrative officer and the finance manager.

22 There is also a college management team, which consists of the senior managers and the six heads of department. The roles and responsibilities of the college management team are clearly defined and recognised by teaching and non-teaching staff. Staff have ready access to middle and senior managers and good lines of communications are strengthened through regular staff meetings and a college newsletter. The management team is responsible for the implementation, monitoring and review of college policies. It is making progress towards achieving the college's strategic objectives, but a number of major policies have yet to be formulated and developed. For example, there are no clear policies for management information and quality assurance, and the vagueness of the policy on accreditation of prior learning has led to considerable inconsistency in operating procedures.

23 The colleges' management information system is based on the further education management information system. It is used to produce a monthly finance report for heads of department but in other respects the college has not decided on the information required to meet the needs of managers, teaching and non-teaching staff. At present, information on student admissions, records of attendance, deployment of staff, utilisation of teaching rooms and costings are not available to staff.

24 The college's unit of funding for 1992-93, inherited from the local education authority is recorded in the FEFC report *Funding Allocations 1993-94* as £2,348 per weighted full-time equivalent student. The median for general further education and tertiary colleges is £2,436. Summaries of the college's income and expenditure for the 16 month period 1993-94 are given in figures 5 and 6. Income and expenditure are regularly monitored and governors receive a monthly financial statement. The six departments each have responsibility for a consumables budget. In other respects, the college budget is administered centrally. Managers are not aware of the unit costs of the provision for which they are responsible.

25 Departments and course teams keep careful records of student progression and of student destinations. However, retention rates and course transfer data are not systematically monitored and departments have no targets for student retention against which performance can be measured.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

26 Support and guidance for students are provided primarily by course tutors and personal tutors. The deputy head of department in each of the six departments is responsible under the direction of the vice-principal (students) for co-ordinating the work of the personal tutors. Students are further supported by a very effective college-wide network comprising a guidance and counselling unit, a learning support unit, a customer services unit, a student affairs manager, the student association and the Humberside careers service.

27 Admissions arrangements are well developed. The college participates in a joint admissions system with other schools and colleges which helps to ensure that students choose the most appropriate course and institution. School-college liaison tutors, who have received staff development to train them for their role, visit partner schools on a regular basis and give prospective students guidance and information about the opportunities the college provides. Subsequently, students are encouraged to visit the college to sample courses which interest them. Adults returning to education are offered pre-course guidance from the college's counselling team.

28 All students receive an appropriate induction course during which they are given a student handbook containing information about the college. The handbook includes a student agreement and information on students' rights and responsibilities.

29 As part of the induction programme, full-time students are assessed for basic literacy and numeracy skills. Direct help is offered to those who require it: an individual plan is drawn up detailing the kind of support needed and how it is to be arranged. An open-access learning workshop provides opportunities for all students to improve their reading and numeracy skills, working in their own time and at their own pace. This recently-introduced aspect of the college's provision has been awarded the adult literacy and basic skills unit (ALBSU) quality kitemark. However, many students are unaware of the support the workshop offers, and liaison between personal tutors and those responsible for the workshop are not as effective as they might be.

30 All full-time students are allocated a personal tutor. A tutorial is timetabled for one hour each week during which students see their tutors individually and participate in a structured tutorial programme. The programme consists of a sequence of topics designed to extend students' knowledge and understanding of a range of personal and social issues. Some tutors have found it difficult to cover the range of topics effectively and the programme is currently being reviewed. Students themselves find the tutorials helpful and constructive.

31 All students are encourage to maintain their personal records of achievement. In some tutor groups, the regular review of individual students' progress, based on their record of achievement, is highly

successful. In others, the process is less well developed and students fail to see its value. The recording of achievement is not always effectively linked to career prospects.

32 Members of the Humberside careers service play an important part in careers education in the college. Each department is linked with a careers officer who offers information and guidance both in tutorials and in interviews specially arranged with students.

33 Students' attendance is carefully monitored by course tutors, and parents and employers are contacted at an early stage if poor attendance patterns develop. A confidential guidance and counselling service, offered by seven counsellors and the college chaplain, supports the tutorial process. Each of the counsellors has developed a particular specialism, and one is attached to each department so that students and their personal tutors have ready access to advice and support where it is required. The number of students seeking help has grown steadily. A survey has shown that the service is valued by students. As a result of the survey, an attractive suite of counselling rooms has been created, and marketing and publicity for the service has been increased. The service plays a major role in the design and delivery of the tutorial programme and offers training and support to personal tutors.

34 A student affairs manager liaises with the students' association in providing a number of services to students, including the leisure options available on Wednesday afternoons. Many students do not participate in the leisure programme, sometimes because timetabled classes clash with the activities on offer. The students' association raises funds to assist students experiencing financial hardship.

35 In general, the climate for learning is caring and supportive, and relationships with staff are good. Students behave in a mature fashion and there are few problems with student discipline. Many of the features contained in the recent national charter for further education colleges are already addressed in existing procedures and documentation. A college charter is being drawn up in response to the national framework and this is expected to be available by mid-1994.

TEACHING AND THE PROMOTION OF LEARNING

36 Of the 171 teaching sessions inspected, 54 per cent had strengths which clearly outweighed weaknesses. The following table summarises the inspection grades.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GNVQ		2	18	17	3	0	40
NVQ		3	8	10	1	0	22
GCSE		0	2	6	1	0	9
GCE A/AS level		2	7	12	1	0	22
Other		9	41	19	7	2	78
Totals		16	76	64	13	2	171

37 Most schemes of work were well planned and had clearly-defined aims and objectives. The schemes had been shared with the students so that they were aware of the content and requirements of their courses.

38 Teachers were knowledgeable about their subject and much of the work was well organised. Teaching methods were varied and generally well matched to learning objectives. The variety of learning activities helped to develop students' knowledge and skills and to maintain their attention and interest. Students showed a willingness to learn and had the confidence to enter into dialogue with teachers. In information technology, for example, there was a good balance between formal lecturing, group work involving students carrying out their own research and investigations, students' presenting their finished work to the class, and practical computing sessions. In some of the weaker classes, students were passive for too much of the time, the work lacked pace and variety, or students were not given the opportunity to develop oral skills or to learn from each other. Some formal lectures suffered from the lack of, or ineffective use of, visual aids. In a few lessons, there was too much reliance on students copying notes from the blackboard or taking down dictated notes.

39 Students' enthusiasm was particularly evident in some of the collaborative work which took place in groups or pairs. In most areas of the curriculum, students were given opportunities to plan, discuss and learn from each other through group assignments. In a part-time GCE A level English literature class, students working in groups formulated articulate and critically-aware responses to poetry. Information technology students worked in groups to carry out extensive assignments based on realistic case studies. Oral skills in foreign languages were being effectively developed through role play with students working in pairs. In GNVQ leisure and tourism courses, students were developing oral skills by conducting mock interviews.

40 Practical work was generally well organised and students enjoyed the many opportunities provided for experience of a realistic working environment. Motor vehicle students, for instance, developed their practical skills in a well-maintained and well-equipped working garage. In a few practical sessions, problems arose as a result of ineffective organisation or poor equipment. For example, in catering, some of the

practical work in the kitchen was arranged in such a way that students were unable to carry out their tasks successfully. In engineering, some practical work was adversely affected by poorly-maintained equipment.

41 In a number of courses, including construction, students were allowed to work at their own pace using self study materials. This approach to learning benefited many students, but there were occasions when progress was hindered because teachers were not on hand when advice was required.

42 Work in basic information technology skills across the curriculum was sound and generally related well to the students' main field of study. Students of business administration and motor vehicle studies used a wide range of computer applications. In mathematics, construction and caring, however, there was inadequate use of information technology as an integral part of the coursework.

43 There was a good rapport between staff and students both in and out of the classroom. Staff were sensitive to students' needs and provided good personal and academic support. Students on the full-time National Vocational Qualification (NVQ) motor vehicle course who experienced difficulty with literacy and numeracy received additional support from teachers in the classroom, using materials related to their vocational area.

44 Students with learning difficulties and/or disabilities are integrated into mainstream courses and are accepted by their peers. Their needs are assessed at induction, and they have useful individual study plans which are regularly reviewed. Some subject teachers require help in developing a range of teaching and learning strategies to meet the diverse needs of students within this group. Where students with learning difficulties and/or disabilities follow separate specialist courses, much of the work lacks rigour and challenge. Teachers employ inappropriate strategies and many of the learning activities have little relevance to the lives of the students.

45 Assessment of students' work is rigorous and well documented. Methods of assessment include self assessment and assessment of one student's work by others.

Students' assignments are marked consistently and handed back promptly with constructive and supportive comments from teachers. Leisure and tourism students use video to record and then evaluate their performance. Students of business administration use a model office as a means of assessing competence and of building up a portfolio to show evidence of their skills.

STUDENTS' ACHIEVEMENTS

46 In classes and in written work, most students were achieving standards appropriate to their level of study. The results of the literacy and numeracy tests for students enrolled in September 1993 showed that a large proportion possessed low levels of competence in numeracy.

However, both numeracy skills and literacy skills were being developed satisfactorily in most curriculum areas and students whose initial assessment showed that they needed extra help were achieving good rates of progress through the open-access learning workshop. Most students also achieve a satisfactory standard of competence in applying basic information technology skills to their main field of study.

47 Those students with learning difficulties and/or disabilities who are integrated on to mainstream courses have access to a range of externally-validated qualifications. They are highly motivated and make valuable contributions to the work of the class. Those on separate specialist courses, however, have few opportunities to achieve qualifications. There is more emphasis on care and enjoyment than on achievement. Some students have spent several years at the college and there is little evidence of the progress they have made.

48 GCE A level subjects form a small part of the college's provision. Fifty-five full-time students and about 200 part-time students are following GCE A level courses. Students' achievements at GCE A levels are modest: in 1993, 54 per cent of those entered gained an A-E pass, which is well below the national average for general further education colleges of 66 per cent.

49 The GCSE results are satisfactory overall. Students gained an average A-C pass rate of 56.9 per cent. However, the average level of achievement for full-time students aged 16-18 years is low, with only 37 per cent of subject entries gaining an A-C grade. Many of these students take GCSE mathematics or English as a subject additional to their main vocational course.

50 Students' achievements on full-time advanced vocational courses are good. For example, in 1993, 86 per cent of students who entered the second year of the two-year courses gained their target qualification. The corresponding percentage for both full-time and part-time students is also high at 78 per cent. Some individual courses have excellent results. For example, the pass rates on the Business and Technology Education Council (BTEC) national diplomas in design, business and finance and construction were 97 per cent, 93 per cent and 93 per cent, respectively.

51 Achievements on the full-time vocational courses at the intermediate level are less good. Only 54 per cent of students enrolled on these courses obtained the target qualification and many failed to complete the courses, often for personal reasons outside the college's control. Students on some courses, for example the first diploma in performing arts, achieved 100 per cent pass rates, but those on the first diplomas in motor vehicle work and in technology achieved poor results with pass rates of only 29 per cent and 26 per cent, respectively. The college has responded to these poor results by providing additional foundation level courses for students with modest qualifications on entry, tightening the criteria for entry to these courses and providing additional support in mathematics and English.

52 Achievements on other courses are variable. Students following Royal Society of Arts, computer literacy and information technology courses achieved 100 per cent pass rates in 1993, but students on the advanced accounting technicians courses had poor results, with only 13 per cent gaining their target qualifications.

53 The achievements of art and design students at GCE A level and above are generally good. Ninety-one per cent of GCE A level students gained grades A-E, 97 per cent of national diploma students and 91 per cent of BTEC art foundation students gained their target qualification, and all those students who applied for entry to higher education were successful in gaining entry.

54 Retention rates are poor on some full-time courses, notably the BTEC first and national diplomas in information technology, and national diplomas in transport studies and engineering. In some part-time GCE A level and GCSE evening courses, a high proportion of students who enrol fail to complete the course.

55 The destinations of students are carefully recorded and compared with statistics for all Humberside colleges. Approximately 20 per cent of students progress to higher education, 36 per cent to further education and 30 per cent to employment. These figures compare favourably with the figures for all Humberside colleges. Some courses have a high proportion of students moving to higher education. For instance, the national diploma in design, the foundation course in design and the national diploma in construction achieved rates of progression to higher education of 73 per cent, 87 per cent, and 78 per cent, respectively. The proportion of students gaining jobs after finishing youth training in transport studies is also high. Ninety-three per cent of those completing the programme during the past three years have gained appropriate employment.

QUALITY ASSURANCE

56 The college has well-documented procedures for course quality control, but has no overall policy statement on quality assurance. Procedures for quality assurance meet the requirements of the various examining, validating and awarding bodies. Most teaching teams meet regularly and produce annual course reports, and action plans. The procedures for the development of new courses do not always ensure that resource implications are fully considered at the planning stages.

57 The minutes of course team meetings indicate that there is careful monitoring of students' academic progress and attendance at classes in addition to the consideration of course-management issues. Although the annual reports include information on student enrolments, retention and success rates, there are no targets against which the performance of each course can be measured. Most course reports identify and address the main issues and set out action plans for improvement. A few reports fail to evaluate provision critically, and a small number of courses have not produced annual reports.

58 Course teams use a variety of procedures to collect the views of students. These include questionnaires, contributions from students' representatives attending course team meetings, interviews and informal discussions with students. A small minority of teams does not give sufficient attention to students' opinions. The extent to which course teams collect employers' perceptions of their provision is variable. Moderators' reports are generally favourable and their recommendations are given appropriate attention.

59 Most departments have procedures to ensure that proposed actions emanating from annual course reviews are properly considered. In the past, this process has led to the provision of additional computing resources and to improved scheduling of examinations.

60 There is no system for monitoring and evaluating the effectiveness of cross-college provision such as the deployment of technicians and the teaching of English, mathematics and computing across the college.

61 The achievements of students on all courses are collected annually and presented to the board of the corporation. The board is given no targets against which the performance of departments or the college can be measured, and departmental overviews fail to provide the statistical information needed to enable governors to evaluate overall performance.

62 The college management is aware of the inconsistent application of its quality assurance procedures. A working party has reviewed current practice and issued an interim report which addresses the major weaknesses at course level. The working party also proposes to establish a quality monitoring unit with the aim of developing good practice across the college.

63 Appraisal of staff has been effectively planned. Half the full-time teachers are undergoing appraisal this year. Part of the process includes the observation of teaching. Teachers spoken to during the inspection reported positively on the appraisal process.

64 Staff-development policies and procedures are effective. The proportion of the staffing budget assigned to support staff development is low at 0.3 per cent, but extra funding received from the TEC is earmarked for industrial placement activity. Within the constraints of the budget, staff development is well managed, and the range of activity adequately reflects individual, course and college needs. Currently staff-development priorities are directed towards the introduction of GNVQ provision, industrial placement, school liaison and the teaching of basic skills. New teachers have a thorough induction to the college and an experienced teacher is subsequently assigned to act as mentor.

RESOURCES

Staffing

65 The responsibility for staffing matters is divided between two senior managers and a staff development manager. This results in some lack of

overall co-ordination. The deputy heads of department who each have responsibility for resourcing in their own departments do not have a regular forum for discussing staffing policy with the vice-principal. As a result, practice in the various departments differs.

66 Teachers have appropriate graduate, higher technician or advanced craft qualifications. Most have a teaching qualification. A programme of industrial placements has been developed, with the assistance of funding from the local TEC, to up-date teachers' industrial experience. There is an adequate number of support staff who are also appropriately qualified and experienced.

Equipment

67 The range, quantity and quality of equipment are satisfactory. There is good provision in transport studies where students have access to equipment, including a range of modern vehicles, which compares well with the best used in industry. In other areas such as hairdressing, media and aspects of engineering, equipment is dated and is not representative of modern industrial practice. Some teaching sessions in these areas of work were adversely affected by poorly-maintained equipment. Teaching and learning aids such as overhead projectors are in good condition and readily accessible in most parts of the college.

68 College-wide information technology facilities are satisfactory with the exception of the provision in the annexes at Ancholme and Cole Street. Computers are largely concentrated in learning centres but some specialist areas, such as building, and design and creative studies require their own computing facilities.

69 The number and range of books in the library is inadequate to meet students' needs. The planned expenditure on books during the next academic year is unlikely to improve matters significantly. Teachers and library staff should jointly review the current book stock to identify the areas in greatest need of improvement.

Accommodation

70 The college is located on the main campus at Kingsway and at three annexes, Cole Street, Ancholme House in the town centre, and South Park. In addition, the college has recently acquired a training facility at Barton-on-Humber about 25 miles from the main site.

71 The main campus is situated in pleasant surroundings. There are lawned areas around the college and there is ample car parking space. The college entrance is well decorated and welcoming. Accommodation has been refurbished to a high standard. Chair lifts have been installed to provide access for those with restricted mobility. Classrooms, with the exception of some huts, are in good decorative order, and many of them are carpeted. Workshops and specialist rooms are spacious and well laid out. They provide safe working environments which closely simulate those of industry and commerce.

72 The suite of rooms used for interviewing and counselling is well furnished and comfortable. The library is often overcrowded and generally unsatisfactory for private study. There is a learning resource area adjacent to the library which is too small for the number of students using it. There is insufficient space set aside for students who wish to undertake private study.

73 Two of the college's three annexes are of poor quality. The diverse buildings which constitute the Ancholme House annex provide an unattractive environment. However, because of its position in the town centre, the annex provides a convenient location for the nursery, adult training and the job club. A refurbishment programme to improve the internal environment is under way. Leased accommodation for transport studies at South Park industrial estate is of good quality and provides a vocationally-realistic environment. There are no library facilities at any of the annexes and other student-support facilities are limited.

74 The present accommodation strategy is to centralise provision on the main campus at Kingsway. The construction of a new building on the main site, due for completion in April 1994, will house the transport studies provision. This will result in the college vacating the South Park annex. The senior management are considering proposals to abandon the Cole Street building in favour of new accommodation at Kingsway.

CONCLUSIONS AND ISSUES

75 The college is making progress towards achieving its mission to provide high quality education and training within a caring and supportive environment. The particular strengths of the college are:

- the broad range of vocational courses
- the strong links with schools and with Humberside TEC
- good teaching
- the effective guidance and support for students
- the high levels of student achievement on full-time advanced vocational courses
- good relationships between staff and students
- suitably qualified and experienced staff
- the good range of staff-development activity
- the high standard of accommodation on the main site.

76 If the college is to continue its planned growth and continue to develop efficiency and responsively, it should address the following issues:

- the inadequate management information systems
- the development of performance indicators for student enrolment, retention and achievements
- the lack of an overall policy for quality assurance and the inconsistent operation of existing procedures
- the development of an effective marketing strategy
- the introduction of costing to determine effectiveness and efficiency at department level

-
- the opportunities for students with learning difficulties and/or disabilities on specialist programmes to recognise their achievements and progress to further study
 - the inadequacies of the library book stock
 - the lack of private study facilities.

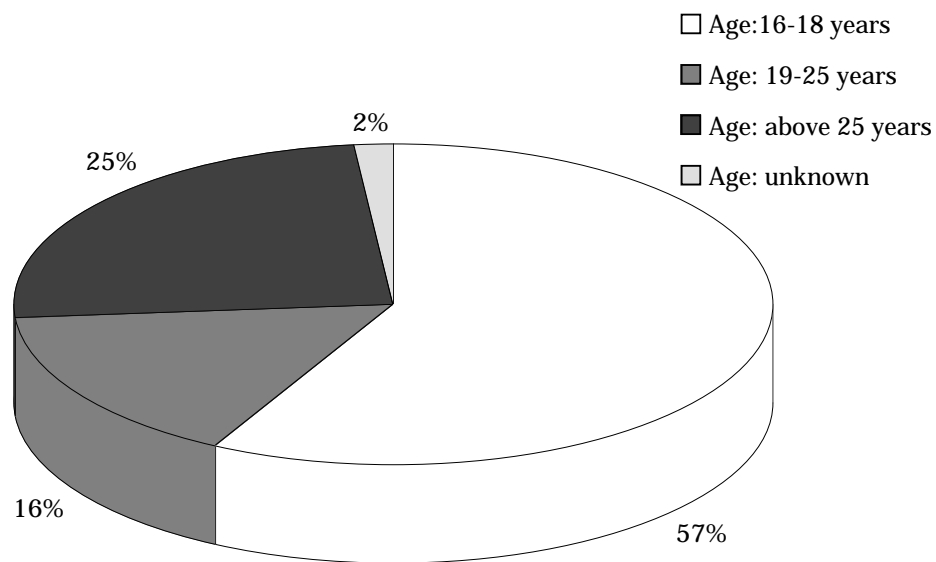
FIGURES

-
- 1 Full-time equivalent enrolments by age (1993-94)
 - 2 Staff profile – staff expressed as full-time equivalents (1993-94)
 - 3 Enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)
 - 4 Full-time enrolments by level of study (1993-94)
 - 5 Recurrent income (for 16 months ending July 1994)
 - 6 Estimated expenditure (for 16 months ending July 1994)
-

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

Figure 1

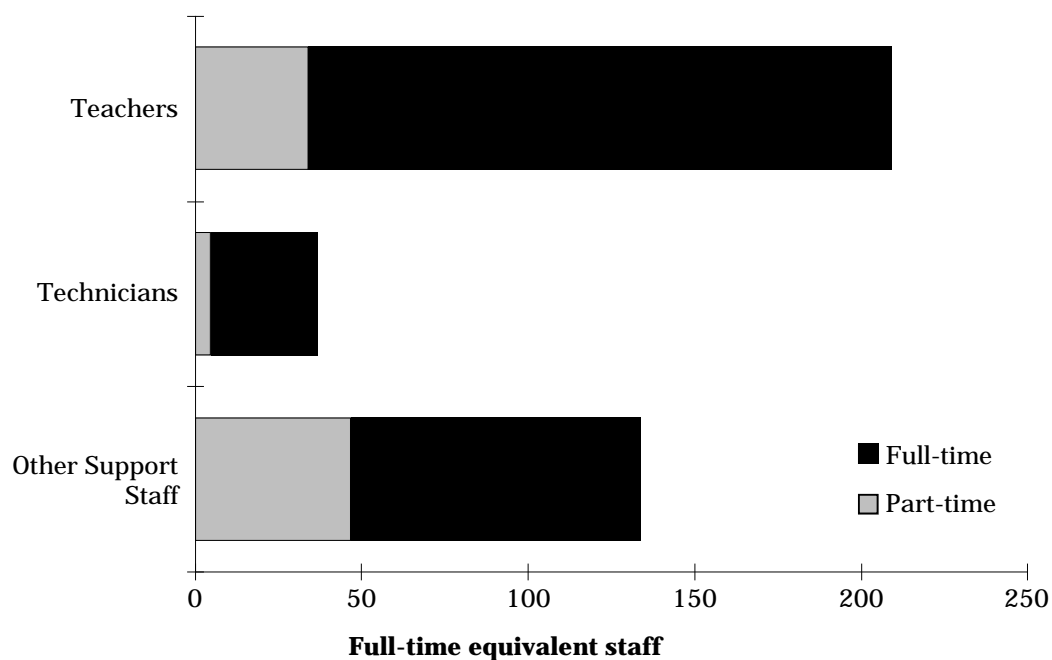
North Lindsey College: full-time equivalent enrolments by age (1993-94)



Full-time equivalent enrolments: 2,630

Figure 2

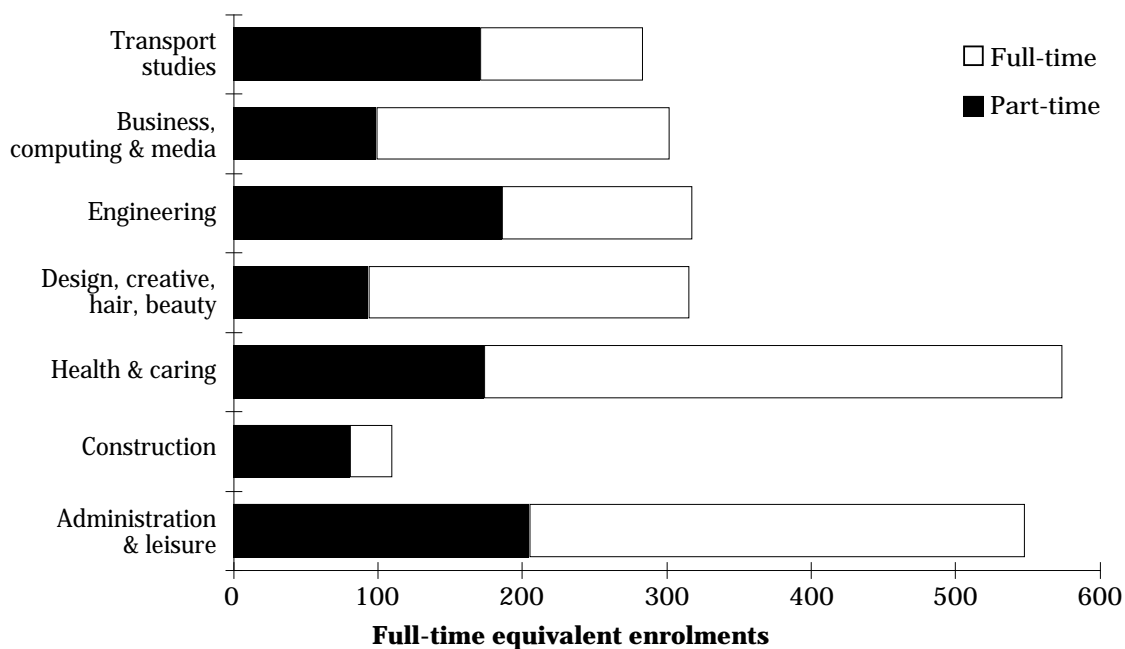
North Lindsey College: staff profile – staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 380

Figure 3

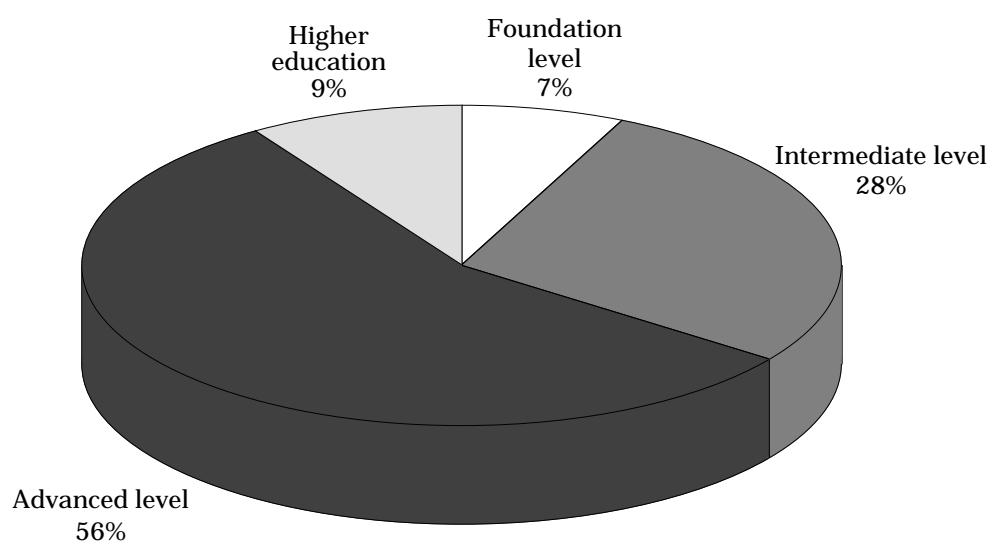
North Lindsey College: enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)



Full-time equivalent enrolments: 2,630

Figure 4

North Lindsey College: full-time enrolments by level of study (1993-94)



Full-time enrolments: 1,587

Figure 5

North Lindsey College: recurrent income (for 16 months ending July 94)

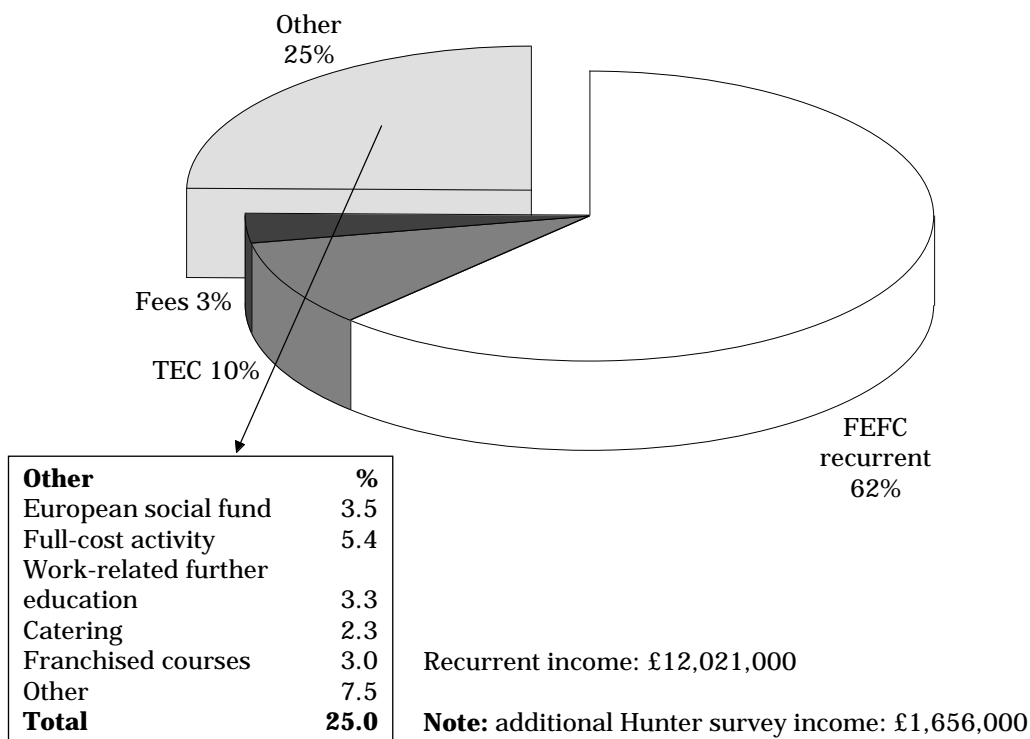


Figure 6

North Lindsey College: estimated expenditure (for 16 months ending July 1994)

