



ADULT LEARNING  
INSPECTORATE



Office for Standards  
in Education

## University of Lincoln

### CONTENTS

---

#### [Basic information about the institution](#)

#### [Part A: Summary](#)

[Information about the institution](#)

[How effective is the institution?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the institution led and managed?](#)

[To what extent is the institution educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the institution](#)

[Other information](#)

#### [Part B: The institution as a whole](#)

[Summary of grades awarded to teaching and learning by inspectors](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

#### [Part C: Curriculum and occupational areas](#)

[Land-based](#)

[Animal management including equine studies](#)

[Food manufacture](#)

[Visual arts](#)

[Literacy and numeracy](#)

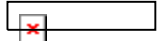
[Part D: Institution data](#)

[Table 1: Enrolments by level of study and age 2003/04](#)

[Table 2: Enrolments by curriculum area and age 2003/04](#)

[Table 3: Quality of teaching observed during the inspection by level](#)

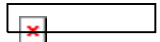
**Basic information about the institution**



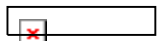
---

Name of institution:	University of Lincoln
Type of institution:	Further education in higher education
Principal:	Professor David Chiddick
Address of institution:	Brayford Pool Lincoln LN6 7TS
Telephone number:	01522 886100
Fax number:	01522 886146
Chair of governors:	Kelvin Bray CBE
Unique reference number:	133836
Name of reporting inspector:	Gill Reay HMI
Dates of inspection:	19-23 January 2004

**Part A: Summary**



**Information about the institution**



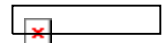
The independent provision for art and agriculture has existed in Lincolnshire in some form from 1863 and 1945 respectively. In 1994, these two independent institutions joined the Leicestershire-based De Montfort University as schools of art and agriculture. In 2001, both schools were transferred into

administration centre from Hull to Lincoln and changed its name from the University of Lincolnshire and Humberside.

The department of further education (FE) in the University of Lincoln consists of three curriculum areas: land-based, visual arts and food manufacture. For historic reasons, these three curriculum areas are distributed between three locations in Lincolnshire and, alongside the four general FE colleges in the county, they are the sole providers of these specialist curriculum areas. Food manufacture courses are based in temporary accommodation at the Holbeach campus at Spalding, land-based courses are based at Riseholme Park and visual and performing arts are based at the Cathedral campus. Riseholme Park has residential accommodation for 200 students in single study bedrooms. The campus is situated three miles north of Lincoln City and is connected to the main Brayford campus by a regular university bus service. Cathedral campus is situated in the historic area of the City of Lincoln. There are extensive studio, library, exhibition and lecture facilities at that campus. Holbeach campus at Spalding is a day study centre 45 miles south of Lincoln for the food manufacturing provision whilst the Holbeach campus is being redeveloped. Food manufacturing at the Holbeach campus has recently been awarded Centre of Vocational Excellence (CoVE) status.

In 2002/03, the department enrolled 2,383 students on FE courses funded by the Learning and Skills Council (LSC). There were 378 students between the ages of 16 to 18, 66 of whom are in residential accommodation at the Riseholme Park campus. In addition, there were 95 work-based learning students. These students were supported in their studies by 39 full-time academic staff and 28 shared technical support staff: technicians or practical instructors. The department of FE supports the university's mission 'to be recognised as a university of quality and distinction', to provide relevant, quality, accessible education, training and retraining for all age groups.

#### How effective is the institution?



The university provides satisfactory teaching and opportunities for learning for most of its students. It has developed good partnership arrangements in food manufacture that are widening participation and promoting inclusion. Provision for adult students is good. Key skills pass rates are very good for students in food manufacture. Provision for work-based learning is good in food manufacture and is satisfactory overall. Literacy, numeracy, land-based and visual arts provision are satisfactory but animal care and equine studies are unsatisfactory. The unsatisfactory provision is mainly that for full-time students aged 16 to 18. There is insufficient provision at levels 1 and 2 for students aged 16 to 18. Retention and pass rates for students aged 16 to 18 at level 3 are inconsistent; many are below national averages. Guidance and induction procedures are effective, and personal and pastoral support for students is good.

#### **Key strengths**

- wide range of student support services
  
- good personal and academic support for students
  
- strong partnerships with employers in food manufacture

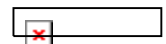
- students' achievements in food manufacture
- access to higher education (HE) resources for FE students.

**What should be improved**

- analysis and use of data
- quality of teaching and learning
- promotion of equal opportunities and diversity
- range of courses below level 3
- retention and pass rates of students aged 16 to 18.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

**Quality of provision in curriculum and occupational areas**



*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).*

Area	Overall judgements about provision, and comment
Land-based	<b>Satisfactory.</b> Work-based learning contributory grade: <b>satisfactory.</b> There are high pass rates on full-time horticultural courses but low retention and pass rates on countryside management courses. Slow progress is made towards the achievement of modern apprenticeships but the standard of portfolio work is good. Students on full-time and work-based courses are well supported and there is good progression

	to continuing education and employment. The monitoring and evaluation of course provision lack rigour.
Animal management including equine studies	<b>Unsatisfactory.</b> Much teaching fails to challenge students and there are poor arrangements for the development and assessment of key skills. Retention rates are satisfactory overall, and good on the first diploma in animal care but pass rates were low in 2002/03. There are good tutorial arrangements and personal support for students is good. Quality assurance procedures are ineffective.
Food manufacture	<b>Good.</b> Teaching and learning are good leading to high pass rates, notably in key skills. There is good support for learners in the workplace and in the university but there is slow progress towards some awards. Strong partnerships with employers promote a wide range of provision for food manufacturing companies and participation by non-traditional learners. The provision is organised well but self-assessment is insufficiently thorough.
Visual arts	<b>Satisfactory.</b> There is good and imaginative teaching of product design and good pass rates on fashion and clothing national diploma and advanced subsidiary level (AS level) courses. However, much teaching is too directive or insufficiently challenging and there are poor retention rates on the advanced vocational certificate in education (AVCE) and national diplomas in graphic design and photography. There is unsatisfactory achievement on national diplomas in three-dimensional design, graphic design and photography. Most studios are well resourced but quality assurance arrangements are underdeveloped.
Literacy and numeracy	<b>Satisfactory.</b> Teaching and initial assessment are good. Individual learning plans have challenging targets and are highly effective in promoting learning. Additional support is not available to all identified students. Monitoring and recording of students' progress are cumbersome and there is poor strategic planning for literacy and numeracy.

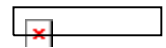
#### How well is the institution led and managed?

Leadership and management are satisfactory. The department of FE has existed in its current form for only 18 months. The head of department and four co-ordinators are successfully bringing together staff from a disparate range of provision. Retention and pass rates for adults students are good, whilst those for students aged 16 to 18 are below national averages and declined between 2002 and 2003. Quality assurance processes are still evolving and are not having sufficient impact on improving retention and pass rates for students aged 16 to 18 or on the quality of teaching and learning. The self-assessment of FE provision is insufficiently rigorous. There is insufficient attention to the promotion of equal opportunities and diversity for students aged 16 to 18. The FE department provides satisfactory financial management and value for money. Governors are well informed about FE issues, and have an appropriate oversight of the strategic direction of the university.

#### To what extent is the institution educationally and socially inclusive?

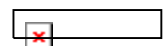
The FE department's response to educational and social inclusion is unsatisfactory. Strategies to widen participation are developing. For example, there are recent links with local schools in food manufacture, equine studies and agriculture through the Increased Flexibility Programme (IFP). However, there is limited full-time provision at levels 1 and 2. Initial assessment and the teaching of literacy and numeracy are good but additional support is not available to all students identified as being in need. The university, including the department of FE, has made a satisfactory response to the implementation of the Special Educational Needs and Disability Act 2001 (SENDA). The equal opportunities policy complies with the requirements of the Act but there is insufficient promotion of equality and diversity through teaching and learning materials. The response to the Race Relations (Amendment) Act 2000 has been slow. Little use has been made of the data collected on students' achievement analysed by minority ethnic group. The recent appointment of an equality and diversity officer has not yet had an impact on provision. Access for students with restricted mobility is limited at Cathedral campus.

### **How well are students and trainees guided and supported?**



Students receive good support and guidance. There is effective guidance and induction onto courses. The diagnosis of, and provision for, literacy and numeracy needs is satisfactory. Those students that receive additional literacy and numeracy support value it highly. Students have access to a wide range of personal and welfare advice, including medical support and financial advice from specialist staff who make regular timetabled visits to FE venues. A newly introduced warden service provides support for residential students overnight and during the weekend. Personal tutors provide careers advice and guidance with further specialist advice available from a full-time careers officer employed within the FE department. Students progress well into continuing education, employment and HE.

### **Students' views of the institution**



Students' views about the institution were taken into account and a summary of their main comments is presented below:

#### ***What students like about the institution***

- attractive site
  
- learning through practical work
  
- flexibility of assessment on work-based learning
  
- freshers' week

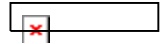
- good key skills teaching at Holbeach campus
- excellent support from tutors
- the computer resources
- being incorporated into the university and treated like adults, with courtesy and respect
- library resources, including a wide variety of books, magazines and newspapers.

***What they feel could be improved***

- key skills
- leisure activities
- integrated vocational assignment
- the insufficient number of key specialist texts at Holbeach campus
- the flexibility of assignment deadlines to recognise work and family commitments
- facilities for smokers
- timetabling to aid those students who travel a long way to come in for one short lesson

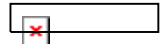
- shop opening times and stock at Cathedral Campus.

### Other information

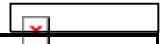


The institution inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the institution. Once published, the institution has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The institution's action plan must show what action the institution will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from institutions that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

### Part B: The institution as a whole



### Summary of grades awarded to teaching and learning by inspectors

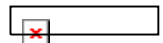


Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	47	40	13
19+ and WBL*	70	30	0
Learning 16-18	43	43	14
19+ and WBL*	65	35	0

*Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).*

*\*work-based learning*

### Achievement and standards



1. The university offers FE courses in four areas of learning: land-based subjects, visual arts, food



department of the university, most of whom (61%) are following part-time programmes in food manufacture at the Holbeach campus. Students on land-based courses account for 25% of enrolments; almost half of these are aged 16 to 18. Visual arts courses account for 10% of enrolments; two-thirds of these students are aged under 19. Almost all courses in these curriculum areas are full-time, and most are at level 3. There is little provision at level 2 or below.

2. The university does not return data on the performance of individual students to the LSC but is required to return less detailed data to the Higher Education Funding Council for England (HEFCE). However, it was able to provide accurate data on the performance of students because it has maintained a database similar to that used by most FE colleges. Inspectors used this in combination with data derived from course teams and the self-assessment report in order to reach judgements about the provision. The university took over the FE provision in 2001, and is not able to vouch for the accuracy of data relating to students completing before 2002, therefore this data will not be used in curriculum tables in this report. The data used by inspectors has not been subject to audit by the LSC.

3. Attendance at lessons observed during the inspection was 79% overall. This is similar to the average attendance in college inspections in 2002/03, which was 78%. The best attendance was in literacy and numeracy classes, where 100% of students attended, though these are very small groups. Attendance at land-based courses was high at 84%, whilst in visual arts, animal care and equine studies lessons it was below national averages.

4. Most students work enthusiastically and produce good results. Students on work-based learning programmes produce well-organised portfolios of work that clearly demonstrate the competence they have achieved. In general, students on land-based courses demonstrate satisfactory acquisition of skills required for employment; many take additional qualifications which will assist them in finding a job in the industry. Students on animal management courses gain employability skills through work with a wide range of animals. Visual arts students produce competent and thorough portfolios but their work in some areas lacks individuality and creativity. Food manufacturing students' attainment is high: many students progress from basic and key skills development to national vocational qualifications (NVQ) courses, and progress in their careers as a result.

### ***16 to 18 year olds***

5. Retention rates for level 2 courses are satisfactory but at level 3 they are below national average figures. Retention rates on level 3 courses fell from 78% in 2002 to 66% in 2003, against a national average of 81%. Retention rates vary considerably between curriculum areas. In land-based subjects, overall retention rates are satisfactory, and some courses, such as the first diploma in animal care and national diploma in horse management, have good retention rates. However, in both land-based and visual arts there are courses that have poor retention rates. For example, less than 40% of national diploma countryside management students have completed their course over the last two years. Retention rates are poor on three of the four national diplomas offered in visual arts. There is no clear pattern of improvement in these areas. The university recognised the problem of low retention rates and has taken some action to address it, through measures targeting 'at risk' students, but this has not yet impacted on the dropout rates.

6. Pass rates for full-time students who completed their course declined between 2002 and 2003, and were well below national averages at level 3. Once again, there is great variation between curriculum areas. Pass rates are lowest in countryside management and are well below national averages in animal care and equine studies. On the other hand, pass rates on full-time horticulture courses and most visual arts courses are satisfactory or good. Modern apprenticeships have not yet operated for long enough for a judgement to be made about their achievements.

### ***Adult learners***

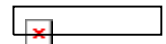
7. Most adult students take courses in either food manufacture or land-based industries. In food manufacture, retention rates are generally above the national average, and are particularly high in key skills, where 87% of students completed their course in 2003. Across the university's department

of FE, retention rates for adults on level 3 courses were good in 2002 and 2003; those for level 2 courses improved greatly during this period to above national averages.

8. Pass rates for adults are also better than for students aged 16 to 18. Between 2002 and 2003, adult pass rates improved from just below the national average, at 67%, to well above, at 83%. Some curriculum areas have very high rates, for example, 100% of the students who completed NVQ food and drink manufacturing operations passed in 2003. Pass rates for key skills students in this area have been almost 100% for the last 3 years. Part-time adult students make very good progress in basic, key skills and English for speakers of other languages (ESOL) courses in relation to their prior achievements.

9. Destination data is not collected centrally by the university, though course teams maintain records of the destination intentions of leaving students. In some areas, such as horticulture and agriculture, there is a good rate of progression to employment or FE. The university offers progression routes to HE in most curriculum areas. Progression by visual arts students to HE is particularly good.

### Quality of education and training



10. Teaching, learning and attainment were graded by inspectors in 85 lessons. The majority of teaching was good or satisfactory but there was no outstanding teaching and a minority of teaching was unsatisfactory. The teaching for adult students is particularly good. In these lessons, there was no unsatisfactory teaching and the majority of teaching was good or better. This is in comparison to less than half of the teaching for students aged 16 to 18 being good or better, and over 10% being unsatisfactory.

11. In the best lessons, teachers are enthusiastic and knowledgeable about their subject and they build on what students already know. The teaching of adult students in horticulture, literacy, numeracy and food manufacture is good. Teachers make good use of students' prior knowledge and skills and make effective links between theory and practice. For example, in an advanced national certificate in horticulture garden design lesson, teaching materials were based on around relevant horticultural data and a well-prepared hand-out; teaching was largely on a one-to-one basis and was very effective because it enabled students to apply their existing knowledge and skills to solve problems.

12. Better teaching is also characterised by good initial assessment, for example, in literacy and numeracy, where individual learning plans and challenging targets are effectively used to develop students' understanding. Good teaching, particularly for adults, reduces students' anxieties about their difficulties through a friendly and sensitive approach that acknowledges not only their learning difficulties but also family and work commitments. A central characteristic of good teaching, both for students aged 16 to 18 and adults, is the use of practical activities to reinforce theoretical knowledge. For example, in riding tuition, students are encouraged to learn by practical application and observation of their peers.

13. In the less successful lessons, teachers fail to take account of individual students' needs, are too reliant on note taking, provide little variety or change of activity and do not actively involve students. This is particularly evident in the teaching of students aged 16 to 18. Where teaching is unsatisfactory, teachers have low expectations of students, lack the skills needed to plan lessons effectively and do not use appropriate questioning strategies or evaluate learning.

14. There is good teaching of specialist computer skills and image manipulation in visual arts courses. However, in the majority of lessons, there is little use of computers or integrated technology to support learning. Learning resource centres provide a good environment for learning and quiet study and offer good access to information technology (IT) and the university's virtual learning environment. However, the virtual learning environment is not widely used by FE students or staff.

Use of computers is well developed in numeracy and literacy courses.

15. FE courses at the University of Lincoln take place on three sites. Land-based courses at Riseholme Park campus provide a realistic learning environment and include stables, a working farm, newly constructed equine and other animal science units and a garden centre that provides full-time students with relevant working experiences. This campus has residential accommodation for 200 students; at the time of the inspection, 160 students were in residence, of whom, 95 were following FE courses and 66 of these were aged under 18. Residential rooms are of a good standard and provide study space, shower rooms and shared kitchens. All residents are full board but may take meals out of the refectory. The university is yet to be approved to National Minimum Care Standards by officers from the Local Care Standards Office, but is ensuring compliance to those requirements. Riseholme Park campus has a wide range of buildings; the most recent constructions are the small-animal and equine studies buildings. All buildings are well maintained and in good decorative order, however, many classrooms are sparsely furnished and dull in appearance. Most teaching rooms do not display either curriculum materials or students' work.

16. Visual arts courses are taught on a number of sites situated close to the Cathedral and city centre; some of these buildings are of historical importance and many have been used in a creative manner to provide a stimulating learning environment for students. Most of these buildings do not allow access for physically disabled students and many are located on a steep hill which does not allow easy movement between sites.

17. Food manufacturing students are currently based in temporary accommodation in Spalding. This accommodation is adequate and meets the needs of students. The campus contains a laboratory and learning resource centre and students have good access to information and technology. Equipment in the workplace for work-based students in food manufacturing is of a high standard.

18. Teachers on all courses have good vocational qualifications and experience but fewer than half of the full-time teachers have a recognised teaching qualification. There are insufficient teachers to meet the identified literacy and numeracy needs of students.

19. Most students are adequately supported in their studies by an appropriate range of specialist equipment. There is good specialist equipment for students to use in visual arts. There is a modern, well-equipped animal care unit with a good range of species but there are inadequate resources for dog grooming.

20. Assessment in all curriculum areas is appropriate and meets the awarding body requirements. All full-time students are assessed during induction for literacy and numeracy needs. However, additional support is only available to those students who are identified as being at entry level 3 of the national adult core curriculum. The progress monitoring system for additional support is over-reliant on repetitive forms and is cumbersome. Literacy and numeracy teachers use a good range of assessment techniques that enables students to build on their prior knowledge and skills. The initial assessment of key skills in animal management and equine studies does not inform teaching or curriculum development. Insufficient use is made of students' prior achievement. For example, general certificate in secondary education (GCSE) A\* to C passes in mathematics and English are not used to give exemption from key skill tests.

21. Good consideration is given to external verifiers' reports. They are appropriately circulated in the university and are routed through the principal quality officer. Actions taken in response to any issues raised are considered under a standing agenda item in the Further Education Course Committee; the principal quality officer is a member of this committee.

22. Most assessment is well planned and those plans are shared with students. Tutorials are used to inform students of their progress and to set targets. Individual learning plans in literacy and numeracy are developed well. Assessment practices in food manufacture are good. There is good planning and students are well informed of the criteria for success. Good recording systems ensure that students are able to identify their progress. Internal verification is well planned and learners and assessors receive good evaluation of their performance.

23. There is good short-term monitoring of the progress of work-based students in land-based courses. However, there is poor long-term monitoring against the learning agreements. Written assessment feedback in animal care, equine studies and visual arts is sometimes brief and does not give adequate guidance on how students can improve their performance. Students report they value informal verbal feedback.

24. In land-based and animal management, the range of courses is limited, with the majority of courses at levels 2 and 3. Although visual arts provides a good range of specialist courses, these are also only offered at level 3 and the majority are full time. Food manufacture courses are part time and the broad range extends from NVQ level 1 to higher national qualifications, including foundation and modern apprenticeships. Also available within food manufacture is a range of short courses available both to individual students and companies. Strong and productive partnerships with employers within the food manufacturing industry contribute to successful working relationships and the effective meeting of companies' and individuals' skill needs. A partnership with one manufacturer has allowed workers who would not normally access FE to develop skills for life and achieve such qualifications as basic food hygiene.

25. The university is involved in the IFP with local schools within food manufacture, equine and land-based studies. These courses provide school pupils with valuable insights into working life and give a useful introduction to FE. The university recognises, within its FE widening participation policy, that those from lower socio-economic backgrounds, including certain minority ethnic groups, and disabled people are under-represented. The university is represented on a working group alongside other FE partners, head teachers, the local LSC, local authorities and the regional development agency to increase progression, flexibility and choice within the region.

26. Key skills are managed in vocational areas. Students aged 16 to 18 are encouraged to study key skills through the integration of application of number, literacy and communication within vocational courses. In visual arts, key skills are taught discretely during the second semester. Food manufacture students are well supported by teachers, who ensure good examination practice which results in excellent key skill achievements. However, in equine studies and in animal management, there are poor arrangements for the development and assessment of key skills. All students, even those with GCSE mathematics and English language passes, take external tests. Students aged over 18 can choose whether or not to study key skills.

27. Enrichment activities are limited and are generally linked to vocational courses. In vocational courses, the additional qualifications and experiences offered are inadequate; their main focus being on course-related visits. Students can enter local and national competitions, such as horse trials, flower shows, organised shoots and art shows. In equine studies, students can choose to take the British Horse Society (BHS) tests. Although a significant number of students take these tests, the pass rate has reduced and no one has yet achieved a pass at level 2 in 2003. There is no planned programme through which students can broaden their experience and enhance their personal development through a suitable variety of enrichment activities.

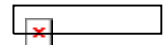
28. Overall support and guidance for students and trainees is good. Tutors, teachers and support staff work well together to provide support to individual students. The information that students receive through school links, visits and open days provides a sound basis to enable them to make informed choices. In animal care and equine studies, there are a few students on courses at an inappropriate level. Open days provide useful opportunities for students to meet teachers, discuss programme requirements and take part in interviews regarding their suitability for the programmes of study on offer. Most students find that induction provides a worthwhile welcome to the college and promotes integration into teaching groups, programmes and university life.

29. All full-time students are assessed to identify whether they need help with literacy and numeracy skills. There are insufficient teachers to provide comprehensive Skills for Life provision. Students do not receive support beyond entry level 3 even though they may have been diagnosed as requiring intervention to support them on their vocational programmes. There is sensitive identification of the literacy and numeracy needs of mature NVQ students in food manufacture. Within work-based learning in horticulture, students with learning difficulties do not receive any support in the workplace.

30. Punctuality and attendance are good in the majority of lessons other than animal care, where attendance is significantly below national averages.

31. Tutorial support is good with the majority of tutors setting and monitoring clear targets. Students and trainees appreciate the support they receive. They have regular individual meetings with personal tutors to discuss progress. Personal tutors give effective support on personal and social issues. This is supplemented by a range of services from the university's student services department. A chaplain, counsellor and nurse visit the FE sites on a weekly timetabled basis. Students progress to HE and employment and are supported effectively by tutors, vocational teachers and a specialist careers advisor employed by the FE department. A recently introduced warden service provides additional support to residential students overnight and during the weekend. The university has been slow to appoint a child protection advisor as part of its responsibilities under the Children Act 1989.

### Leadership and management



32. Leadership and management are satisfactory. The department of FE has existed in its current form for 18 months. The management team consists of the head of department, three FE co-ordinators and a training agency manager who co-ordinates work-based learning. The management team is successfully bringing together staff from a disparate range of provision. The team values and supports the integration of FE and HE provision. Although the department does not have a strategic plan, it has developed a three-year plan that meets LSC requirements. There is also a one-year development plan for 2003/04. These two development plans contain appropriate targets and are beginning to set the strategic direction of the FE provision. Retention and pass rates for adults are generally satisfactory, whilst those for students aged 16 to 18 are below national averages and declined between 2002 and 2003. Departmental managers do not have an overall view of retention and pass rates, for example, by age group, ethnicity or level, and have therefore failed to analyse this trend.

33. The management, monitoring and reporting structures are generally clear and well understood by staff. The FE board, a committee of the academic board, oversees the quality of FE provision. Each curriculum area has an FE course committee and an FE board of examiners. Minutes and reports from both these committees are received by the FE board. These minutes do not adequately record actions to be taken or the timescales for their completion. The FE co-ordinators meet fortnightly and course teams meet regularly. This is helping to develop a common approach to quality issues, for example, in applications and enrolment procedures and in self-assessment processes. Communications are generally effective. Staff feel well informed and report that managers, up to and including the vice chancellor, are accessible.

34. Management at course level is satisfactory, overall. It is good in food manufacture and satisfactory in literacy, numeracy, visual arts and land-based studies, but unsatisfactory in animal management and equine studies courses. Features of good management include careful monitoring of performance leading to improvement; effective course organisation; good leadership with a clear direction for the development of provision; and good team working. Weaknesses in curriculum management include insufficiently rigorous self-assessment and insufficient development and monitoring of action plans.

35. There are gaps in the arrangements for quality assurance and self-assessment. Quality assurance processes are not having sufficient impact on the quality of teaching and learning. Procedures in place include the annual monitoring and review of courses, attention to external verifiers' reports and the collection and use of students' opinions. Course teams are encouraged to use management information data and they receive individual course reports. However, in some areas, there is insufficient or inappropriate use of benchmarking, and other, data to enable teams to adequately evaluate their performance against national standards. The development plans indicate

that a quality assurance strategy is developing and there are plans to introduce internal audits to ensure that procedures are applied more consistently. Teaching and support staff contribute to the self-assessment report. Course team reviews feed into the curriculum area self-assessment reports that are then consolidated into the departmental self-assessment report. The departmental self-assessment report underestimates weaknesses, for example, in the range of provision and in teaching and learning. A graded lesson observation scheme has recently been introduced. The scheme is underdeveloped and lacks rigour. Its aim is developmental and the outcomes of observations are confidential to the observer and the observed. The head of department receives a one-page document identifying particular strengths or weaknesses and this enables him to identify some generic training needs. There is no systematic way of ensuring that weak teaching is improved, poorer teachers are supported or good practice is shared. The grades given in the university's scheme are much more generous than those awarded by inspectors.

36. The university operates a peer-appraisal scheme which has a strong developmental focus. The departmental appraisal co-ordinator receives action plans resulting from appraisals and produces a departmental report. Identified training needs can be both personal and departmental. Staff have an entitlement to two weeks for personal and professional development. Continuing professional development has a high profile, is well supported and valued by staff. The department's development plan contains targets for staff to gain teaching qualifications but at the time of inspection, less than half of all teachers were qualified.

37. Governors are well informed and have appropriate oversight of the strategic direction of FE provision. A number of governors have direct experience or knowledge of FE. The board monitors FE and HE in the same way. For all provision, they concern themselves with strategic issues and receive reports from the academic board. It is in this area that reports from the FE board are interrogated. Arrangements by the FE board are not sufficiently developed to monitor the quality of teaching, learning and students' achievements.

38. The university is developing collaborative arrangement with partners in the county. The vice chancellor is a member of the local learning and skills board and chairs the strategic partnership for Lincolnshire. There are strong links with local employers, including farmers and food manufacture companies. Relationships with local FE colleges continue to develop. The university is locating itself in the community as a partner rather than a competitor, with shared aims of raising aspirations and increasing participation.

39. There is insufficient promotion of equality and diversity in the FE department of the university. Whilst satisfactory progress is being made in implementing the SENDA, there has been a slow response to the requirements of the Race Relations (Amendment) Act 2000 and the university has not yet produced a race equality plan. An equality and diversity officer, appointed in October 2003, has a clear remit to lead on all aspects of equality and diversity. His early plans have been approved and there is a willingness to move forward. In July 2003, the FE department held a development day on managing diversity attended both by full-time and part-time staff. However, insufficient action is being taken to rectify the gender imbalance of students recruited to courses in the department, and equal opportunities are insufficiently promoted through the curriculum.

40. Management information systems for FE are satisfactory. Procedures are in place to ensure the accuracy of the database and timely, reliable information is supplied to assist managers in monitoring enrolments and retention and pass rates. Management information systems reports are issued to support the self-assessment process and course target setting. The university is planning to introduce new software in September 2004 and has commissioned a system that will meet both FE and HE funding body requirements.

41. The university operates a resources-allocation model. Budgets are delegated to the department of FE and managed by the head of department. Budget allocation is an open process and each curriculum area operates as a cost centre managed by an FE co-ordinator. Managers receive regular monitoring reports to enable them to manage their budgets effectively. Given that the average class sizes are slightly higher than the average for FE colleges and pass rates for the majority of students are generally at national averages, the university provides satisfactory value for money in relation to its FE provision.

## Part C: Curriculum and occupational areas

### Land-based

Overall provision in this area is **satisfactory (grade 3)**

#### **Strengths**

- high pass rates on full-time horticultural courses
- good standard of portfolio work
- good progression to continuing education or employment
- effective student support.

#### **Weaknesses**

- low retention and pass rates on countryside management courses
- slow progress towards the achievement of modern apprenticeships
- limited full-time provision below level 3
- weak monitoring and evaluation of provision.

#### **Scope of provision**

42. The university offers two full-time courses in horticulture at level 3: a national diploma and an advanced national certificate in garden design. There are 18 students enrolled on these courses. There is no full-time course provision below level 3. Part-time provision includes an advanced national certificate, certificates in gardening at levels 1 and 2, and NVQs in amenity horticulture. There are 84 students enrolled on these courses. Courses in agriculture and countryside skills include a full-time first diploma at level 2 and specialist national diplomas in agriculture and countryside management. There are 71 students enrolled on these courses. Part-time courses include NVQ levels 2 and 3 in agriculture, with a total of 23 students. Forestry and arboriculture provision is limited to a national diploma with 20 students enrolled. Agricultural engineering provision includes a full-time advanced tractor-repair course, with seven students, and an NVQ in service engineering at levels 2 and 3 with four students. Of the 99 full-time students, 66 are aged 16 to 18. There are 67 students on work-based provision across this area, including 56 foundation modern apprentices and 11 advanced modern apprentices.

### ***Achievement and standards***

43. There are high pass rates on full-time horticulture courses, but some very low retention and pass rates on countryside management courses. Pass rates were low on the first diploma in countryside skills in 2002/03 because of problems with the new integrated vocational assignment. Pass rates on part-time horticulture courses are also below national averages. There is good achievement of additional awards by forestry students but poor achievement by countryside students. Students on the advanced national certificate in garden design demonstrate a high level of attainment in their design project work. The university commenced offering foundation and advanced modern apprenticeships in July 2002. At the time of inspection, no trainees had completed their funding period, although some were close to it. To date, no complete frameworks have been achieved and most students are behind the target dates set in their learning agreements and action plans.

### ***A sample of retention and pass rates in land-based, 2002 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>
First diploma in countryside skills	2	No. of starts	23	14
		% retention	78	93
		% pass rate	89	38
National diploma in agriculture	3	No. of starts	15	13
		% retention	60	69
		% pass rate	73	89
National diploma in countryside management	3	No. of starts	12	12
		% retention	33	42
		% pass rate	25	80
Advanced national certificate in garden design	3	No. of starts	7	4
		% retention	57	100
		% pass rate	100	75
National diploma in horticulture	3	No. of starts	13	10
		% retention	69	40
		% pass rate	89	100
National diploma in forestry	3	No. of starts	8	14
		% retention	75	71
		% pass rate	83	60



*Source: The department of FE database.*

### **Quality of education and training**

44. The majority of lessons observed were good or better. In the better lessons, which are mostly for adult students, teachers draw on their commercial experience to illustrate and enliven the lesson. Good use is made of interactive handouts to assist with note taking. In a very good fabrication and welding class, the teacher set high standards in demonstrating metal cutting by gas, the students admired the skill and set about emulating the process. The teacher intervened on demand or when sufficient progress was not being made. In many of the lessons to younger students, there is too much reliance on note taking with little variety or change of activity to actively involve the students in the learning process. Weaker lessons do not challenge the more able students or help the less able. Only limited use is made of directed question-and-answer techniques with few checks on learning. Lesson plans are often brief and fail to adequately identify students' involvement or how learning is to be monitored. There is little use of computers or any integrated learning technology in the classroom.

45. Most teachers have appropriate vocational qualifications, although about half are only qualified to level 3. All have appropriate industrial experience. Most are qualified as teachers, and new staff undergo teacher training shortly after starting. In 2002/03, course self-assessment reports identified a number of significant limitations on resources or equipment. Some of these have been addressed with improved funding and better use of facilities, but some still remain. Students on the national diploma in agriculture course undertake seasonal farm duties.

46. Standards of assessment are appropriate. Following difficulties with the introduction of the integrated vocational assignment into the first diploma course in 2002/03, the department has introduced a more structured approach with more rigorous targets and monitoring of progress. The progress of work-based students is monitored well through regular reviews, though these are not planned and organised as well in agricultural engineering. Teachers are very responsive to requests from work-based learners to assess particular competencies when opportunities arise in the workplace. However, there is poor long-term planning and monitoring of students' progress against learning agreements and targets.

47. Most of the full-time provision is at level 3, except for one first diploma course at level 2. There is very limited part-time provision, except in horticulture, with no evening or weekend classes. The university has recently introduced a one-day-per-week course for a group of pupils aged 14 to 16 from local schools. There is good progression from all full-time courses into FE or HE and particularly into employment. Achievement of key skills is poor both on full-time courses and work-based learning. This has been recognised and new systems have been introduced in the current year. Key skills are now taught through the vocational curriculum, with evidence gathering based on vocational assignments. Students' attendance and attitudes towards key skills have improved, but it is too early to evaluate the success of these measures. There is limited enrichment on full-time courses.

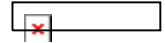
48. Both work-based learning and full-time students receive effective initial advice and benefit from a thorough induction process. All students are screened for literacy and numeracy on entry to determine their need for additional support and appropriate key skills level. There is no screening on entry for vocational competence. There is good tutorial and pastoral support for full-time students. Work-based students receive good support from the placement visitors and during their day release at college. Students with learning difficulties do not receive any support in the workplace from specialist support staff.

### **Leadership and management**

49. Leadership and management are satisfactory. The new self-assessment process, introduced during 2002/03, incorporates the views of the teaching team built up from a series of meetings over the year, together with input from students through surveys and representatives at meetings.

Industrial input is obtained through the employer liaison groups, although specific groups do not exist for all curriculum areas. The system is not yet fully embedded, and the monitoring of action plans and analysis of data are weak. Employers in work-based learning are insufficiently involved in the review and evaluation of the provision. The lesson observation process lacks rigour, resulting in an inaccurate picture of the quality of teaching and learning. Equal opportunities and diversity are not actively promoted, particularly on work-based learning programmes.

### **Animal management including equine studies**



Overall provision in this area is **unsatisfactory (grade 4)**

#### ***Strengths***

- good tutorial arrangements
- good retention rates on first diploma in animal care.

#### ***Weaknesses***

- low pass rates
- teaching that fails to challenge students
- poor development and assessment of key skills
- insufficient focus on learning in routine duties
- inadequate quality assurance arrangements.

#### ***Scope of provision***

50. The university offers full-time level 2 and 3 courses in animal management and equine studies. There are 27 students following a first diploma in animal management and 70 on the national diploma in animal management. Six learners are following a level 2 work-based training programme in animal care. Staffing in animal management comprises two full-time, five part-time and one associate teacher and a manager for the small-animal unit. In equine studies, 7 students are

enrolled on the first diploma in horse care and 24 are studying the national diploma in horse management. There are two work-based learning students. There is an equine yard with 26 horses. All equine studies students carry out routine duties in the yard. There is one specialist equine studies teacher, a yard manager and three practical instructors.

### ***Achievement and standards***

51. Retention and pass rates on the first diploma animal care course are good; 93% of students who completed the course achieved the award in 2002/03. This is 7% above the national average. Retention rates on the national diploma in horse care were also above the national average in 2002/03. Pass rates in 2002/03 were poor; most were below national averages. For example, the national diploma in animal care pass rate declined to 78% in 2002/03, 11% below the national average. There are some opportunities to take additional qualifications in equine studies, but only two students undertook these in 2002/03.

52. The standard of students' work is satisfactory. Students work well in class and develop good study skills. Equine studies students undertake practical activities in the yard enhancing their employability. Animal care students are adequately prepared for industry through working with a range of animals. Attendance is unsatisfactory: almost a third of students failed to reach the department's 80% attendance target in the autumn term, and attendance in classes observed was 76%.

### ***A sample of retention and pass rates in Animal management including equine studies , 2002 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>
BHS stage one*	1	No. of starts	16	23
		% retention	100	100
		% pass rate	92	7
BHS stage two*	2	No. of starts	21	7
		% retention	95	100
		% pass rate	57	0
First diploma in horse care	2	No. of starts	**	7
		% retention	**	71
		% pass rate	**	100
First diploma animal care	2	No. of starts	22	30
		% retention	91	93
		% pass rate	95	79
BHS stage three*	3	No. of starts	7	4
		% retention	86	100
		% pass rate	0	0
National diploma in horse management	3	No. of starts	16	9
		% retention	63	89
		% pass rate	80	88
National diploma animal care	3	No. of starts	30	33
		% retention	83	70
		% pass rate	92	83

Source: the department of FE database

\* additional qualification

\*\* course did not run

### **Quality of education and training**

53. A significant proportion of the teaching in this area is unsatisfactory. Many classes are poorly planned. Lesson plans and schemes of work lack detail and do not reinforce links between theory and practice. Some theory teaching lacks challenge and variety. Students spend too long copying from overhead transparencies. There is little evidence that teachers take account of students' different learning needs. The better lessons are taught by enthusiastic teachers who use a variety of methods and well-prepared work sheets and hand-outs. There is good teaching of riding on equine courses. However, each group has the same riding tutor throughout their course, so they do not benefit from the experience of other tutors' observations. All students undertake routine duties in the animal and equine studies units. The conduct of these duties is poorly managed. They are not planned so as to extend students' skills or enable the more advanced students to develop supervisory skills. The competencies that students develop are not assessed or recognised. Some health and safety procedures are not enforced in the animal unit, for example, students were observed working without protective clothing. On the equine yard, students are regularly reminded of basic safe practices but there is insufficient supervision.

54. Teachers have appropriate vocational experience, and most have, or are working towards, teaching qualifications. The animal care unit provides a good resource, housing a range of mammals, reptiles, fish and primates, and has kennel and cattery facilities. Resources for dog grooming are inadequate and there is a lack of aviaries to allow students to gain experience with birds. Resources are adequate for equine studies courses. The variety of trained horses helps develop students' riding skills. There is no covered riding arena and equipment for horse transport is lacking. Library resources are satisfactory, and students have good access to computers.

55. The delivery of key skills is poorly planned. Poor use is made of accreditation of prior learning, for example, GCSE A\* to C grades in English and mathematics are not systematically used as proxy for external tests. Key skills are not effectively integrated into the vocational curriculum and students make slow progress. Second year students have only recently commenced their key skills work, and they are poorly motivated by this part of their course. However, on the first diploma in horse care, vocational assignments incorporate key skills, enabling students to achieve good results. The university's self-assessment report recognised the weak delivery of key skills.

56. Students undertake initial assessment in their vocational area but the results are not used effectively in lesson planning. The range and balance of assignments is good. Most marking is satisfactory, though there is some inconsistent marking of animal management assignments. Some marked work lacks constructive comments. Students' progress is generally well recorded, but there has been slow progress towards completion of the integrated vocational assignment.

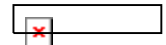
57. The range of full-time courses is satisfactory, providing progression routes from level 2 to HE. There are no part-time courses and no provision below level 2. Links with employers are primarily through work experience placements. There is an industry liaison group, but records show that attendance by employers is poor. Horse management courses have a good balance of theory and practice, but the national diploma animal care timetable separates theory classes early in the week from a practical teaching block at the end which limits students' opportunities to make links between theory and practice. Equine studies students can enter BHS tests, and animal management students can take a dog grooming qualification. However, overall there are few opportunities for curriculum enrichment, and limited opportunities for students to gain additional qualifications. A course for pupils aged 14 to 16 from local schools in horse care has been introduced this year and has been well received by the students.

58. There is good personal and academic support for students. Individual tutorials are timetabled, planned and structured effectively. Students are positive about the support they receive. Tutors are effective in identifying concerns, and set realistic and achievable targets for students. There are good systems for tracking attendance and academic progress. All students are screened for literacy and numeracy. Good individual support is provided for students with conditions such as dyslexia and dyspraxia, and arrangements have been made to enable a student with cerebral palsy to attend an animal care course. Tutorials also provide students with valuable advice on careers. A high proportion of students progress to HE at the university.

### ***Leadership and management***

59. Leadership and management are unsatisfactory. There are weaknesses in curriculum management. Quality assurance arrangements are ineffective. The observation of lessons conducted by the university did not identify the weak teaching. Internal verification procedures ensure sampling of assignments and assessments. However, there is inadequate monitoring of practical learning and the marking of students' work. The management of key skills and integrated vocational assignments is poor. There are regular team meetings, and all staff are involved in the self-assessment process, but there is no systematic analysis of retention and pass rates. Teachers are unaware of policies and procedures underpinning equality of opportunity and diversity. Equality of opportunity is introduced at induction but is insufficiently promoted throughout courses.

### **Food manufacture**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- high pass rates and outstanding achievement in key skills
  
- good teaching and training
  
- strong partnerships with employers
  
- excellent range of provision that widens participation and promotes inclusion
  
- good support for students.

#### ***Weaknesses***

- slow progress towards achievement of NVQs and frameworks

- o insufficiently rigorous self-assessment and action planning at course level.

### **Scope of provision**

60. The Holbeach campus at Spalding provides courses in food manufacture operations, comprising a vocational GCSE, NVQs in food and drink manufacturing operations at levels 1 to 3, a national certificate in food science and manufacturing technology and a higher national certificate and diploma. There are short courses in food hygiene, health and safety, supervisory management, team leadership, and workplace training and assessment. Basic skills and ESOL courses are provided. All courses run on a part-time basis. All students are aged over 16 and are employed by food manufacturing companies. The campus was identified as a CoVE in 2003. At the time of the inspection, there was a total of 1,076 students on all courses, including 29 work-based learning students.

### **Achievement and standards**

61. Pass rates on all qualifications are consistently high and are above national averages. Short courses have especially good achievement rates. Achievement of key skills units is outstanding. Retention rates are good on short courses but have fluctuated on NVQ courses, with level 3 retention rates being low. Many students on NVQ and modern apprenticeship frameworks do not achieve them within the timescale agreed in their individual learning plans, but continue in learning typically for up to three months to complete their awards. There is insufficient action to address students' progress through the planning, review and assessment process. Overall, students produce high standards of work. The progress of learners relative to their prior achievement and potential is good. The development of personal skills and that of learning skills is good. Students are confident working as trainers and production-line supervisors.

### **A sample of retention and pass rates in Food manufacture, 2002 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>
Foundation certificate food hygiene	1	No. of starts	635	1,157
		% retention	100	100
		% pass rate	100	93
Foundation certificate in health and safety	1	No. of starts	681	459
		% retention	100	100
		% pass rate	100	98
NVQ food and drink manufacturing operations	1	No. of starts	52	*
		% retention	83	*
		% pass rate	100	*
Key skills unit achievement of application of number, communication and IT	1 & 2	No. of starts	42	121
		% retention	77	87
		% pass rate	100	98
Intermediate certificate food safety	2	No. of starts	31	80
		% retention	100	100
		% pass rate	94	84

NVQ food and drink manufacturing operations	2	No. of starts	188	67
		% retention	94	87
		% pass rate	70	100
National certificate food technology	3	No. of starts	9	8
		% retention	89	63
		% pass rate	100	100
NVQ food and drink manufacturing operations	3	No. of starts	9	8
		% retention	100	50
		% pass rate	89	100

Source: the department of FE database

\* course did not run

### **Quality of education and training**

62. Teaching and training are of a good standard. Both lessons and training sessions within the workplace are well planned. Schemes of work are comprehensive and are developed to reflect industrial practices in food manufacturing. Learning outcomes are clearly planned, though not always shared with the students. Teachers use a good variety of teaching methods. They make frequent checks to assess students' understanding. There is good interaction in lessons between students and teachers, and students make good contributions to the class from their experiences of factory practices. There is good co-operation between the university tutors and supervisors at work. In some companies, career progression is now linked to the completion of recognised qualifications. Assignments are clearly related to food processing practices. National certificate students, for one assignment, were required to develop a new food product and present it to guests from industry who evaluated the commercial potential of the items. Assignments are well marked with constructive comments on how performance may be improved. Presentation of work is good. Portfolios of evidence are organised and presented well with good examples of information and communication technology (ICT) and a range of diverse evidence.

63. Staff are well qualified and have good knowledge of food manufacturing. The university has an effective staff development programme that addresses both academic and industrial updating. Trainers and assessors within the workplace are also well qualified. The provision is currently housed in temporary accommodation during the refurbishment of its permanent site. This accommodation is of a satisfactory standard with teaching rooms, laboratory and a learning resource area. Library materials are specific to programmes but are not always sufficient for the number of students. Equipment within the workplace is of a high standard. Students have good access to ICT. Learning resources used within teaching are well presented, clear and frequently require the student to complete them by adding other information.

64. Assessment is well planned. Students understand the criteria for success and are aware of the appeals procedure. Assessment outcomes are well recorded and students are able to identify their progress. There is a clear plan for internal verification of all activities over a six-month period. Both students and assessors receive good evaluation of their performance. Students undertake an initial assessment for learning support and key skills level; the results contribute to their individual learning plan and programme of performance reviews

65. There are strong and productive partnerships with employers and particularly close liaison with three large food-processing companies. University staff attend the regular meetings held by company training teams to ensure that learning is directly related to the knowledge and skills needed by students in the workplace. University and company staff work well together to assess students on the factory floor. The recently introduced employer liaison group extends the partnership approach to include small-sized and medium-sized food processing enterprises.

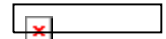
66. The range of courses in food manufacture, management, training and basic skills meets the needs of companies and employees effectively. The well-supported modern apprentice programme is replicated for adult students in one company, providing, equality of opportunity for older employees. NVQ option units are carefully selected to match the job role of each trainee. The needs of employees using English as a second language have recently been met through the introduction of ESOL classes.

67. There is good academic and pastoral support for students. Additional help is regularly provided to help individuals master topics they find difficult, especially in key skills. Tutors support students in discussions with their supervisors regarding training. Adult NVQ students complete a self-assessment questionnaire during their induction which sensitively identifies weaknesses in literacy or numeracy. This diagnosis continues as technical competence is assessed during the programme. In one large company, the university provides basic skills staff to work with individuals or small groups on the company's premises. Other students receive additional tuition at the university.

### ***Leadership and management***

68. Leadership and management are good. The work of the Holbeach campus is well managed with clear responsibilities assigned to staff. Courses are well organised and students receive good information about them. There are clear strategies to collaborate with individual food processing units to improve the physical resources of the Holbeach campus, and to extend the scope of support to small-sized and medium-sized enterprises. These aims are being actively tackled by the recent appointment of additional staff. The self-assessment of courses is superficial and fails to thoroughly consider key aspects of the students' experiences. The range of judgements is narrow and does not reflect the debate that occurs during the year. Action points lack detail of how improvements are to be achieved and measured. The curriculum area self-assessment report is thorough and evaluative and is largely accurate in its judgements.

### **Visual arts**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- good and imaginative teaching of product design
  
- good pass rates on fashion and clothing national diploma and AS level art
  
- well-resourced studios.

#### ***Weaknesses***

- much teaching is too directive or insufficiently challenging



- poor retention rates on AVCE and national diplomas in graphic design and photography
  
- unsatisfactory achievement in 2002/03 on national diplomas in three-dimensional design, graphic design and photography
  
- underdeveloped quality assurance arrangements.

***Scope of provision***

69. The department offers full-time courses at level 3. These are AVCE art and design, diploma in foundation art and design and national diplomas in graphic design, three-dimensional design, fashion and clothing, photography and theatre crafts. There are 172 full-time students aged 16 to 18 and 37 students aged 19 and over. There are 11 part-time students aged 19 and over. There is also a part-time AS level and general certificate of education (GCE) A2 art for adults. Specialist national diplomas and AS level and GCE A2 art are currently being discontinued in favour of a more general programme. There are no courses at level 2 or below. Educational visits to London and Mablethorpe have taken place this year. There are some opportunities to participate in trips organised for degree students. Last year, a number of students visited Milan and a New York visit is planned for January 2004.

***Achievement and standards***

70. Pass rates on some courses are good. Pass rates on AS level art have consistently improved over three years and are well above national averages. The pass rate on national diploma fashion and clothing has been 100% for two years. However, pass rates are unsatisfactory on other national diplomas. Retention rates are poor on many courses, particularly the national diplomas in graphic design and photography, and AVCE art. Progression to HE is good for those students that complete their courses. In 2003, 86% of foundation diploma students progressed; 26% of them within the university.

71. The standard of students' work is satisfactory. Portfolios are compiled competently and are thorough, covering the course criteria well. The practical work of national diploma theatre crafts students is lively and imaginative. Students particularly enjoyed combining ideas suggested by natural and man-made forms to design a costume or theatre set, however, the supporting design work lacked the energy and individuality of the constructed pieces. A good range of individual development of ideas was observed in a year 2 lesson in national diploma photography. In fashion, the best work is technically good. There is good use of colour and research to inform design development and understanding of the market. In less successful work, there is no observational drawing, weak fashion illustration and over-use of standard shapes for the body.

72. Quality of work in sketchbooks is variable. Second year AVCE students use them well to develop and record ideas. There is some experimentation with media and first-hand drawing. Other sketchbooks are poorly used. There is too much dependency upon secondary sources of imagery for ideas, and insufficient use of reflection or evaluation.

***A sample of retention and pass rates in visual arts, 2002 to 2003***

Qualification	Level	Completion year:	2002	2003
---------------	-------	------------------	------	------

Art foundation diploma	3	No. of starts	79	99
		% retention	82	95
		% pass rate	92	89
AVCE art and design	3	No. of starts	22	16
		% retention	60	46
		% pass rate	90	90
National diploma three-dimensional design	3	No. of starts	16	14
		% retention	74	63
		% pass rate	64	70
National diploma fashion and clothing	3	No. of starts	15	15
		% retention	63	73
		% pass rate	100	100
National diploma graphic design	3	No. of starts	25	16
		% retention	52	60
		% pass rate	100	76
National diploma photography	3	No. of starts	15	15
		% retention	42	53
		% pass rate	80	25
AS level art	3	No. of starts	36	40
		% retention	61	75
		% pass rate	85	93

Source: the department of FE database

### **Quality of education and training**

73. Overall, teaching is satisfactory, but the teaching of specialist computer skills and image manipulation is good. Clear demonstrations and instructions enable students to learn new skills and apply them effectively. Foundation students in an illustration lesson used digital manipulation software to combine their likeness with that of an animal to create a new image conveying their personality.

74. In product design, teaching is well planned and challenging. There is good preparation of students for application to HE. Students have strong portfolios and use a variety of approaches to communicate their well-developed ideas. There is, however, some reliance upon clean design solutions at the expense of risk and experimentation. In a good photography lesson, lively discussion between staff and students encouraged the progress of students. Teachers regularly reinforced the learning aims with individuals and the group.

75. Where teaching and learning is less effective, it is because teachers have low expectations of students. The work set is too directive and students are not encouraged to develop individual responses or to develop their conceptual understanding, rather they are expected to work diligently through the prescribed tasks; which they do. The focus is often on technique at the expense of expression. This results in students' work that is dull and lacking in individual creativity. Students are passive in some lessons and teachers' questioning is not well planned or demanding. Scale and experimental mark-making is insufficient to impact upon the personal work of students, which is often similar.

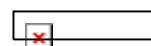
76. Accommodation is dispersed around the Cathedral area of the city. Most buildings are suitable for their purpose and students often work in well-equipped studios with generous amounts of space. Where resources are shared with HE courses they are good, particularly in fashion, product design and IT. However, the graphic design base room is dull and uninspiring with awkward spaces in which it is difficult to see all students. There is little work displayed in some studios to inspire students. Access for students with restricted mobility is very limited.

77. Staff are qualified in their specialist areas but only a third have teaching qualifications and no improvement target has been set. Students' profiles are detailed and record qualifications on entry and specific learning difficulties. Although a significant proportion of students are identified as requiring learning support, few receive it. There are induction tutorials and regular progress assessments. The usefulness of written assessment feedback is varied; it is sometimes too brief and does not give students adequate recorded guidance about how to improve their performance. However, students do feel well supported through verbal feedback during tutorials. Personal tutorials are available on request. The introduction of key skills has been ineffective. Students are not clear as to the process and had not received their results from the previous year. There is no formal enrichment programme and no opportunity for students to take additional subjects to compliment their full-time programme of study. Students are able to take advantage of what the university has to offer but are not always informed of what is available.

### ***Leadership and management***

78. Leadership and management in visual arts are unsatisfactory. The quality assurance of FE has begun to develop but lacks rigor. The self-assessment report accurately identifies a number of areas of weakness and areas for development but underestimates the weaknesses in teaching and learning and in students' success. The analysis of data does not accurately reflect cohort success rates for two-year courses and there has been no analysis of the reasons for the poor retention rates. The use of benchmarks is inaccurate and does not allow accurate comparison of performance against national standards. The observation of teaching and learning has failed to identify shortcomings and development issues relevant to individual teachers.

### **Literacy and numeracy**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- challenging individual targets that are achieved
  
- good teaching
  
- good initial assessment
  
- effective integration of individual support into vocational areas.

### ***Weaknesses***

- dull classrooms for teaching literacy and numeracy
  
- cumbersome administration of monitoring and recording
  
- inadequate range of provision to meet the needs of full-time learners
  
- poor strategic planning for literacy and numeracy.

### ***Scope of provision***

79. Literacy, numeracy and ESOL provision for FE students is available at the Riseholme Park, Cathedral and Holbeach campuses. Students are assessed and supported through individual and small group lessons. Support is only available up to level 1, and 116 students were identified as being in need of support in 2003. The 1,075 adult students at the Holbeach campus receive assessment and support for literacy, numeracy and ESOL both on campus and in the work place.

### ***Achievement and standards***

80. There is no data table for this programme area as the development of literacy and numeracy skills contributes to students' achievements on vocational programmes. Well-developed individual learning plans set realistic personal targets that allow students to track and assess their progress. At the end of lessons, students work with teachers to evaluate their progress. These reviews are used effectively to monitor personal progress and achievement of skills. Additional support for identified students enables them to succeed in their vocational courses. Attendance in all lessons is excellent. Adult students in food manufacture achieve very well in literacy, numeracy and key skills relative to their prior attainment.

### ***Quality of education and training***

81. The provision meets the needs, interests and aspirations of individual students who receive literacy and numeracy support. There is sound planning of all lessons and committed and enthusiastic staff who promote learning through personal study and good teaching. Students receiving literacy and numeracy support speak with enthusiasm of the support they receive.

82. Literacy and numeracy support staff are suitably qualified and experienced. They use national materials to ensure that supported students maintain appropriate standards on the programmes of study. Teachers ensure that they understand the content of vocational courses and make this the focus for support lessons. In one lesson, the teacher explained the process of solving fractions, then applied the idea to wages in different sectors of land management. The limited number of staff restricts the number of students who can receive support. Classrooms at Riseholme Park campus that are used to deliver literacy and numeracy have no display of work and learning materials to enhance and extend learning opportunities. Support staff mainly overcome this by taking a wide variety of materials to each lesson. For example, one teacher used large posters to explain the structure of soil to students in a visual way and thereby enhance their learning.

83. Staff are skilled in ensuring that students acquire and understand concepts and skills in literacy and numeracy. Students are then supported to apply these to their vocational courses, ensuring the link is made from the general to the specific. The Starting Here provision for ESOL learners at the Holbeach Centre is a practical approach to assimilate workers from outside the United Kingdom into the world of work. Part-time students are given rigorous initial assessments to identify their levels of key skills, followed by effective individual support.

84. Students' anxieties about their deficits and difficulties are reduced by a friendly and sensitive approach. Staff are knowledgeable about specific learning difficulties, such as dyslexia. All lessons use a wide variety of strategies to capture and maintain students' interests, without over-reliance on individual worksheets. In one lesson, the teacher used brainstorming techniques as a starting point for a student's assignment on arable crop production, enabling him to organise his thoughts in a coherent way. All students feel valued and enjoy their lessons. They speak highly of the staff's commitment and understanding of their individual aspirations and interests; there is an atmosphere of mutual respect.

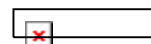
85. For those students who receive it, support is very good. However, not all students who would benefit from support are able to access it. Classroom intervention is timely and sensitive, without being patronising or too pushy. One student with severe dyslexia was able to access the internet for his research, then word process his project; in this way his illegible handwriting posed no barrier to his achievement. Students report that they are more likely to complete courses with additional learning support.

#### ***Leadership and management***

86. Leadership and management are satisfactory. There is currently no clear strategy to fully resource the identified literacy and numeracy needs of students. Although all students undergo initial assessment in literacy and numeracy, only those identified at entry level 3 of the national adult core curriculum receive support. A significant number of students at levels above this have identified support needs but these are not being met. Quality assurance and self-assessment procedures have ensured that performance is monitored and evaluated to promote continuous improvement. The teacher observation scheme is successful in identifying future training needs and there is a high correlation with observations undertaken during the inspection.

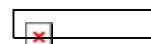
87. All staff are committed to helping students achieve and have undertaken training in literacy and numeracy. Not all vocational staff have the necessary skills to deliver the Skills for Life strategy. Resources are deployed efficiently and effectively to achieve very good value for money for the learners that are supported in literacy and numeracy.

#### **Part D: Institution data**



**Table 1: Enrolments by level of study and age 2003/04**

Level	16-18 %	19+ %
1	20	15
2	42	53
3	37	18



<b>4/5</b>	0	0
<b>Other</b>	1	14
<b>Total</b>	<b>100</b>	<b>100</b>

Source: provided by the institution in spring 2004

**Table 2: Enrolments by curriculum area and age 2003/04**

<b>Curriculum area</b>	<b>16-18 No.</b>	<b>19+ No.</b>	<b>Total Enrolments (%)</b>
Land-based provision	650	275	37
Engineering, technology and manufacture	84	1,287	54
Visual and performing arts and media	172	50	9
<b>Total</b>	<b>906</b>	<b>1,612</b>	<b>2,518</b>

Source: provided by the institution in spring 2004

**Table 3: Quality of teaching observed during the inspection by level**

<b>Courses</b>	<b>Teaching judged to be:</b>			<b>No of sessions observed</b>
	<b>Good or better %</b>	<b>Satisfactory %</b>	<b>Less than satisfactory %</b>	
Level 3 (advanced)	47	40	13	58
Level 2 (intermediate)	78	22	0	18
Level 1 (foundation)	83	17	0	6
Other sessions	33	67	0	3
<b>Totals</b>	<b>47</b>	<b>30</b>	<b>8</b>	<b>85</b>