




University of Lincoln

Better
education
and care

Re-inspection report

Audience
Post-sixteen

Published
TBC



Introduction

The further education department of the University of Lincoln was inspected in January 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in animal management and equine studies which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory curriculum area was re-inspected on 24 and 25 January 2006. The outcomes of the re-inspection are as follows.

Curriculum area	Original grade	Re-inspection grade
Animal Management and Equine Studies	Unsatisfactory	Satisfactory

Context

Full-time courses are offered from level 1 to level 3 in animal management and equine studies. There are nine students on a combined animal and horse care level 1 course. At level 2 and 3, 55 students are studying equine courses and 78 studying animal management courses. In addition there are five work-based learners in horse care. Most students are female and aged 16 – 18 years old. The number of students from minority ethnic groups is very low.

Strengths

- *High success rates on full-time equine courses*
- *Good progression from level 1 to further and higher education*
- *Enthusiastic and interesting teaching*
- *Very good specialist resources used effectively to enhance learning*
- *Effective actions taken to improve pass rates on full time courses and attendance*

Areas for improvement

- *Pass rates in key skills qualifications*
- *Success rates on work based learning programmes*
- *Teaching and learning for students of high and low ability*
- *Use of individual learning plans to inform key skills development*

- *Range of part-time provision, additional qualifications and optional units*

Achievement and standards

Success rates on full time programmes have all improved and on equine courses are significantly higher than average. Success rates on animal management programmes are average with a notably high retention rate at level 2. Pass rates in key skills qualifications have declined and are too low. Success rates in work based learning courses are low although recent effective action has been taken to ensure that the few trainees still in learning are likely to achieve the framework. Students studying British Horse Society qualifications reach an appropriate standard of riding ability but very few gain external accreditation. Progression rates from level 1 into further or higher education are high.

Quality of provision

Teaching and learning are satisfactory. The majority of lessons are well planned and taught enthusiastically. Teachers make lessons interesting through ensuring vocational relevance and drawing on their own and students' experiences. Effective use is made of very good specialist resources. In less effective lessons more able students are often insufficiently challenged and less able insufficiently supported.

The range of provision for full-time programmes meets student needs but the range of part-time provision, additional qualifications and optional units for full-time students is limited. Links with employers are satisfactory and liaison groups are being established but with little impact on learning as yet. Arrangements for work experience are adequate but tutor support visits are too infrequent. Individual learning plans are used ineffectively to inform key skills development and set minimum target grades as part of long term target setting. Students value the support they receive from their tutors.

Leadership and management

Leadership and management are satisfactory. Effective action has been taken to improve levels of attendance as well as pass rates on full-time courses. Too little monitoring of achievement in key skills qualifications and on work-based learning programmes has taken place up until very recently. Quality assurance procedures have been strengthened and are now satisfactory. The revised lesson observation scheme has produced a useful and accurate summary of the quality of teaching and learning. Self-assessment makes an adequate evaluation of aspects of provision but several strengths were overstated and several areas for improvement omitted.