



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION AND ENGLISH LANGUAGE COLLEGES**

MONITORING VISIT

BEDFORDSHIRE COLLEGE

Full Name of College	Bedfordshire College	
Address	Connaught House, 15 – 17 Upper George Street, Luton LU1 2RD	
Telephone Number	01582 420320	
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Email Address	info@bedfordshirecollege.co.uk	
Principal	Mr Arman Uddin	
Proprietors	Mr Arman Uddin Mr Wasiul Islam Mr Mir Uddin Mr Mohammed Mojumder Mr Naymul Islam Mr Abdul Hye	
Age Range	18+	
Total number of students	315	
Numbers by age and type of study	18+:	315
	FE only:	315
Inspection date	23 July 2013	

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved educational oversight body authorised by the Home Office to inspect privately funded further education colleges in England and Wales offering courses on the Qualifications and Credit Framework, and English language colleges. It is designed to improve the quality of education on offer to international students through Tier 4 of the points based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features
- (iii) an investigation of the financial viability of the college or its accounting procedures
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any Action Points and Recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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1. CONTEXT

- 1.1 Bedfordshire College is a private college formed in September 2007. It is owned by six directors who also work at the college, one of whom is the principal. The college began enrolling students on accredited programmes in March 2009, and is housed on three floors of an office block in the centre of Luton. Its mission is to be a leading private college, committed to academic excellence through high quality inspirational teaching within a supportive and inclusive environment.
- 1.2 The college offers courses ranging from level 4 to level 7 in business management. Courses in English for Speakers of Other Languages (ESOL) are also offered to students to provide additional English language support.
- 1.3 At the time of the inspection there were 315 students enrolled, 63 female and 252 male, representing 20 nationalities. The majority of students were from Pakistan, Bangladesh and India. All students are non-native English speakers. No students had been identified as having any special educational needs or disabilities (SEND).
- 1.4 The inspection took place outside the normal teaching terms. Students and staff volunteered to attend the college so that teaching and learning could be observed. The teaching team in place during the inspection did not represent the normal arrangements.
- 1.5 The college was first inspected from 22 to 24 May 2012 when it met all key Standards and the quality of education was good. The recommendations from that report are:
 - Develop the initial assessment of students to enable accurate identification of individual requirements and ensure staff use this information to inform planning.
 - Develop teaching strategies that aid effective formative assessment and encourage students to apply themselves and take responsibility for their own learning.
 - Instigate a central system for the tracking and monitoring of student progress and achievement to improve the review and sharing of this data at management level.
 - Instigate a more stringent approach to internal verification to ensure awarding body requirements and standards are met.
 - Introduce a system to record, analyse and evaluate information received through quality assurance processes, including lesson observations and student feedback.
 - Implement a more robust approach to staff appraisal and lesson observation procedures to raise standards.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** The previous inspection of 22 to 24 May 2012 was judged to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Progress towards developing a comprehensive initial assessment of students has been satisfactory. Assessment and placement processes are very successful in allocating students onto the most appropriate course. However, individual language support needs are not adequately identified. The college has made satisfactory progress towards developing effective teaching strategies. Good progress has been made in the development of processes to monitor student attainment. Progress towards implementing rigorous internal verification procedures is satisfactory. The courses offered are well structured and provide good opportunities for progression to higher level studies. The quality of teaching is satisfactory, and students make good progress in lessons. Staff are very well qualified within their academic area. Student attainment is excellent; pass rates on external examinations at all levels are very high.
- 2.3 Students' welfare, including health and safety, is good. Fire safety and first-aid procedures are good. Security arrangements are effective. The premises are well maintained, clean and hygienic, though ventilation is inadequate in a few teaching rooms. Areas for student association are too small and have few facilities. The college maintains an accurate admission register, and attendance monitoring is effective. Pastoral support for students is good, and students say they enjoy being part of the multi-national community at the college.
- 2.4 The effectiveness of governance, leadership and management is good. Satisfactory progress has been made in meeting the recommendations from the last inspection. Student feedback is analysed thoroughly and results in improvements to the student experience. The college takes a robust approach to staff appraisals for administrative and management staff, though procedures for lesson observations do not link into teachers' appraisals. Leaders and managers provide strong educational direction which leads to very good student achievement. Quality assurance arrangements are satisfactory. Self-evaluation is thorough, but does not lead to a systematic development plan to address identified areas for improvement.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of curriculum, teaching and learners' achievements is good. All key Standards continue to be met.
- 3.2 The recommendations in this area from the last inspection report are:
- Develop the initial assessment of students to enable accurate identification of individual requirements and ensure staff use this information to inform planning.
 - Develop teaching strategies that aid effective formative assessment and encourage students to apply themselves and take responsibility for their own learning.
 - Instigate a central system for the tracking and monitoring of student progress and achievement to improve the review and sharing of this data at management level.
 - Instigate a more stringent approach to internal verification to ensure awarding body requirements and standards are met.
- 3.3 Progress towards developing comprehensive initial assessment of students has been satisfactory. Assessment and placement processes are very successful in allocating students onto the most appropriate course. However, individual language support needs are not adequately identified. Teachers do not use information from initial assessment to inform planning.
- 3.4 The college has made satisfactory progress towards developing effective teaching strategies that support assessment of course work, which is accurate and gives good feedback to students. Students take effective responsibility for their own learning.
- 3.5 Good progress has been made in the development of processes to monitor student attainment. Student progress is tracked individually at course unit level and reviewed in academic and management meetings. Progress data is used to inform future provision.
- 3.6 The college has made satisfactory progress towards implementing rigorous internal verification procedures. All assignment briefs are thoroughly verified and awarding body requirements are met at final certification. Written records of internal verification of course work are not kept, limiting evidence of the moderation of standards and restricting the sharing of best practice.
- 3.7 The curriculum is appropriate to the educational purpose of the college. The courses offered are well structured and provide good opportunities for progression to higher level studies. Courses meet students' needs and the requirements of the Home Office and examining bodies.

- 3.8 The quality of teaching is satisfactory. Students make good progress in well-planned lessons. Teachers have excellent academic and professional qualifications. Information technology (IT) is used well, with teachers making use of well-prepared electronic presentations. However, an over-reliance on direct teacher input inhibits student participation in lessons. Students expressed a high level of confidence in the quality of teaching.
- 3.9 Student attainment is excellent. Pass rates on external examinations at all levels are very high.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All key Standards continue to be met.
- 4.2 The college building is fit-for-purpose with regard to the health and safety of students. Security arrangements are effective, and health and safety policies and procedures are appropriate. Fire safety and first-aid procedures are good. The premises are well maintained, clean and hygienic. The ventilation of a few teaching rooms is inadequate for the size of classes. Areas for student association are too small, lack comfortable seating and have few refreshment facilities.
- 4.3 The college maintains an accurate admission register, and attendance monitoring is effective. Contact is made and appropriate warnings issued if students fail to attend regularly, and the Home Office is informed as required.
- 4.4 Pastoral support for students is good. Welfare arrangements ensure that the pastoral needs of students are met effectively. Students say they enjoy being part of the multi-national community at the college.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All key Standards continue to be met.
- 5.2 The recommendations in this area from the last inspection report are:
- Introduce a system to record, analyse and evaluate information received through quality assurance processes, including lesson observations and student feedback.
 - Implement a more robust approach to staff appraisal and lesson observation procedures to raise standards.
- 5.3 The college has made satisfactory progress towards meeting both of these recommendations. Results of the quarterly student feedback questionnaires are analysed and presented during management meetings, resulting in improvements to the student experience. Lesson observation outcomes are recorded but are not sufficiently evaluated to determine strategies for improvement.
- 5.4 A robust approach to staff appraisals exists for administrative and management staff. Appraisals are regular, well documented and form a sound basis for professional development. Lesson observation procedures identify teachers' strengths and areas for improvement, but these judgements do not routinely feed into their appraisals.
- 5.5 Leaders and managers provide strong educational direction which leads to very good student achievement. A very effective relationship exists between the proprietors and management. Management roles and responsibilities are very clearly specified, and policies and procedures are well defined and appropriate.
- 5.6 Quality assurance arrangements are satisfactory. Self-evaluation is thorough, but it does not lead to a systematic development plan to address identified areas for improvement.

6. ACTIONS AND RECOMMENDATIONS

The college has maintained the good standards found at the last inspection.

Suggestions for further improvement

In order to improve the good quality provided, the college is advised to:

- Develop the initial assessment process to accurately identify individual language support needs which can be used to inform planning.
- Raise the quality of accommodation by providing better ventilation in teaching areas and improved student association facilities.
- Use the outcomes of the observations of teaching and learning in the teachers' appraisal process to support improvements in the quality of teaching.
- Write and implement a development plan which takes forward the areas for improvement identified in the self-evaluation.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietors. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Allan Shaw	Lead Inspector
Ms Bev Cross	Team Inspector
Mr David Malachi	Team Inspector