



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

MONITORING VISIT

BSGS COLLEGE

Full Name of College	BSGS College
Address	BSGS College, 109 - 111 and 119, New Road London E1 1HJ
Telephone Number	0207247 2959
Email Address	h.mirza@bsgs.org.uk
Principal	Mr Khalil Mirza
Directors	Mr Habib Mirza, Mr Khalil Mirza, Mr Brendan Brown, Mr Saleh Ahmed
Age Range	18+
Total number of students	222
Numbers by age and type of study	18+: 222 EFL only: 222
Inspection date	16 April 2013

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits 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 UK Border Agency to inspect privately funded further education colleges, including English language schools in England and Wales offering courses on the Qualifications and Credit Framework. 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 BSGS College is a company limited by guarantee, situated in the East End of London. It operates in two buildings close by on the same street and has four directors. One building is used predominantly for administration and the other for teaching. One of the directors has oversight of administration and business development and another is the academic principal. The college aims to offer affordable high quality courses delivered in a friendly learning environment.
- 1.2 Since the last inspection the college has decided to consolidate the college on the two East End sites and no longer operates a centre in Leyton.
- 1.3 Students studying English come from a range of backgrounds including young professionals from the European Union (EU) and South East Asia. The majority of students studying English for speakers of other languages (ESOL) are from South East Asia married to British citizens and intending to obtain British citizenship. There are no international students on Tier 4 visas. At the time of the monitoring visit 222 students are enrolled with approximately 40 per cent male and 60 per cent female. Ages range from 18 to 65 years. There are no students requiring support for learning difficulties and/or disabilities (SEND).
- 1.4 The school offers English as a foreign language (EFL) courses for which students can enrol continuously and improve their English. In addition the school offers ESOL courses in preparation for examinations validated by several awarding bodies. There are also courses for the preparation of International English Language Testing System (IELTS) and Cambridge First Certificate Exam (CFE) examinations to be taken at other centres. In addition to the English courses previously offered the college now provides a small number of vocational courses in areas such as security and health and safety.
- 1.5 The college was first inspected on 1-3 May 2012 and was judged to meet all the key standards for private further education colleges and quality was judged to be good. The college was judged to meet expectations.
- 1.6 The main action points and recommendations from the previous report are:
 - Improve the analysis of outcomes from the bespoke courses to ensure retention, attainment and progression rates are monitored.
 - Record student's individual learning objectives in the context of their starting point and monitor progress and attainment over time.
 - Improve systems for monitoring the quality of teaching and learning, evaluating assessed outcomes for students, and setting priorities for staff development.
 - Ensure the self-evaluation process secures improvements by producing an action plan that is monitored regularly and involves all staff.
 - Ensure students have clearer guidance on the college's health and safety and other relevant policies to secure their better understanding.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** The previous inspection of 1-3 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 curriculum, teaching and learning is good. Teachers provide a consistently high level of delivery supported by the use of workbooks designed specifically for each qualification. Students enjoy their lessons and develop good speaking and listening skills. Clear guidance in passing examinations is integral to the courses and attainment is good. Initial assessment is thorough and forms the basis of individual learning plans effectively used to monitor student progress.
- 2.3 Arrangements to assure students' welfare, including health and safety are good and clearly communicated to students. The college is welcoming and well maintained and has effective arrangements for the management of health and safety. Pastoral support and guidance is good. Attendance monitoring is good and the college meets requirements for registration and reporting.
- 2.4 Governance, leadership and management are good. The directors work effectively in partnership to provide clear leadership. They have ambitious, realistic plans for the future. Quality assurance of teaching and learning is good. Staff development is linked to lesson observations. The self-assessment report includes areas identified for development but in the action plan the college does not detail how to implement these. Analysis of outcomes from the bespoke courses is satisfactory but the combination of written and electronic records cause difficulties in identifying individual student's progress.

3. THE QUALITY OF 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:
- Record student's individual learning objectives in the context of their starting point and monitor progress and attainment over time.
- 3.3 Good progress has been made in addressing this recommendation. Rigorous initial assessment, including participation in a trial lesson to establish their level of English, ensures students receive accurate individual learning plans at the beginning of their course. Teachers use these initial plans to monitor student progress and targets, in consultation with both students and the academic principal. Appropriate support is provided where necessary. Students are well aware of their individual goals.
- 3.4 In all the lessons observed students participated fully and made good or excellent progress. Students enjoy the lively pace and friendly atmosphere, which encourages them to extend their use of language. The provision of clear standardised lesson plans and a teaching programme based on workbooks designed specifically for each qualification further ensure consistent delivery. Detailed guidance on examination requirements and techniques contribute to good examination results.
- 3.5 Teaching staff have a good knowledge of their subject area. They are particularly skilled in teaching English using the direct method so that students gain skills and confidence in speaking and listening. Clear explanations of grammatical points are provided. Teachers have a good rapport with students, who speak positively of their classes. Appropriate use is made of class room resources to support and promote learning.
- 3.6 The courses on offer meet UK Border Agency (UKBA) requirements for a future intake of international students on Tier 4 visas.

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 recommendation in this area from the last inspection report is:
- Ensure students have clearer guidance on the college's health and safety and other relevant policies to secure their better understanding.
- 4.3 Good progress has been made in addressing this recommendation. Students report that they are informed of policies at induction, particularly those relating to fire safety and first aid. Regular fire drills further enforce students' understanding. The website includes clear, detailed up-to-date policies.
- 4.4 The college provides a safe and well-managed environment. All policies and procedures relating to health and safety are comprehensive and are annually reviewed. Fire safety arrangements are very good. Regular fire drills are supervised by highly trained fire marshals and are fully recorded. Two members of staff have particular expertise in this area as they deliver fire and first aid training on the college's vocational courses. Health and safety arrangements are particularly strong. An established routine for the maintenance of fire extinguishers and the checking of portable electrical equipment further enhance safety procedures.
- 4.5 Arrangements for the pastoral support of students are good. Students confirm that relationships in the college are very positive and they feel safe and secure. They know to approach the welfare officer if they require guidance concerning pastoral issues. Induction on arrival is comprehensive and particularly strong as regards fire and first aid procedures.
- 4.6 The premises where most of the teaching takes place have been refurbished. They provide a warm and welcoming environment. Both this building and the one close-by housing administration are secure, fit for purpose and adequately maintained.
- 4.7 Student admission and attendance records are maintained efficiently. Hard copies are completed consistently and details entered into a suitable data base. The college has effective arrangements in place to make the necessary reports to UKBA when a student fails to enrol or discontinues study and does not fulfil the UKBA requirements for attendance.

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:
- Improve systems for monitoring the quality of teaching and learning, evaluating assessed outcomes for students, and setting priorities for staff development.
 - Ensure the self-evaluation process secures improvements by producing an action plan that is monitored regularly and involves all staff.
 - Improve the analysis of outcomes from the bespoke courses to ensure retention, attainment and progression rates are monitored.
- 5.3 Good progress has been made in addressing the recommendation relating to quality monitoring. Quality monitoring is good. Formal observations including detailed feedback and relevant staff development ensure notable improvements are made. Staff confirm that peer observation and regular informal discussions are very helpful in improving their proficiency. In some instances, the college has agreed limited financial support for staff to undertake updating of professional skills.
- 5.4 Satisfactory progress has been made in addressing the recommendation relating to the self-evaluation process. The college has produced a detailed self-evaluation report identifying areas for development. The accompanying action plan includes objectives, those responsible for their implementation and deadlines. However, the plan focuses on the previous inspections recommendations and does not detail the areas for development outlined in their self-evaluation report.
- 5.5 Satisfactory progress has been made in addressing the recommendation relating to monitoring of outcomes from the bespoke courses. However, the outcomes for individual students are kept in written records while all other assessment data is managed electronically. This mix makes it difficult to identify the progress of individual students.
- 5.6 The directors continue to pursue ambitious, well thought-out development plans. They have a good understanding of new opportunities for the curriculum and related funding. They intend to enrol international students on tier 4 visas in the near future. Managers are on site much of the time and have daily contact with administrative and teaching staff and students so that oversight of daily operations is good. Regular monthly meetings ensure that the college is run efficiently and teachers confirm that they are regularly consulted over planned changes

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:

- Ensure the action plan includes all areas for development identified in the self-evaluation report.
- Combine the written and electronic records of student assessment to enable staff to identify the progress of individuals on bespoke courses.

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 principal and directors. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Ms Jane Beeson	Lead Inspector
Mr Michael Scott	Team Inspector