



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

**EXTENDED MONITORING VISIT**

**CAHRO ACADEMY**

Full Name of Academy **Cahro Academy**

Address Cahro Academy, Unit 1B, Park Drive Industrial Estate, Braintree,  
Essex CM7 1AP

Telephone Number 01376 567783

Email Address sgatrell@cahro.co.uk

Principal Mr Tim Edwards

Proprietor Mr Tim Edwards

Age Range 21+

Total number of  
students 89

Numbers by age and  
type of study 19+: 89  
FE only: 89

Inspection date **29 May 2013**

## PREFACE

This inspection report follows the Framework for Educational Oversight Extended 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 Home Office 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.

An extended 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. Inspectors will also consider the impact of any material change reported since the last inspection.

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## 1. CONTEXT

- 1.1 Cahro Academy was founded in 1999 and teaching commenced in 2001. It was incorporated in 2010 as a private company limited by shares by the existing managing director. Its strategic objectives are to improve quality and delivery of education, to develop staff in line with operational requirements and to be flexible and receptive in its approach to new and innovative initiatives.
- 1.2 The academy currently operates from rented premises on an industrial estate outside Braintree in Essex. The academy offers levels 3 and 5 courses in health and social care to international students recruited by an agent, and levels 2 to 7 courses in health and social care to UK students. UK students are also able to enrol on 75 short taught or online courses in care and licensing; this includes delivery for Essex County Council. The academy now delivers apprenticeships in health and social care to the local community.
- 1.3 At the time of inspection 24 international students were enrolled on health and social care courses at level 5. There are three start dates for international students spread throughout the year. The majority of students are female and all are aged 21 or over. The large majority of students are from the Philippines. No current student has been identified as having special educational needs and/or disabilities (SEND).
- 1.4 This inspection took the form of an extended monitoring visit as the academy reported a change of premises. Consequently, section four of the Framework concerning students' welfare, including health and safety, will be examined in detail.
- 1.5 The academy was first inspected on 1 to 3 May 2012. It was judged to meet all the key Standards for private further education colleges and quality was judged to be good. The academy was judged to meet expectations.
- 1.6 The main action points and recommendations from the previous report are:
  - Provide internet access and improve the availability of computers in classes.
  - Develop an achievement tracker database at cohort level.
  - Embed the new off-site risk assessment documentation.
  - Improve premises in relation to decor, heating, sound proofing and overcrowding.
  - Establish the frequency and timeliness of quality assurance deadlines, including introduction of student and employer surveys during programmes.
  - Embed a systematic approach to policy review.

## 2. SUMMARY OF FINDINGS

- 2.1 **The academy meets expectations.** The previous inspection of 1 to 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. Student progress is effectively monitored and recorded both at individual and whole class level. Teachers are very experienced in their vocational fields. The directors' excellent vocational knowledge of the health, social care and management sectors ensures that the curriculum is highly relevant for the students' further education and employment. Courses meet the definition of Home Office approved qualifications. The academy provides internet access throughout the building and an adequate number of computers. However, reference materials and management text books are not on display in the study area or the resources room.
- 2.3 Arrangements to assure students' welfare, including health and safety are good. The premises are of a good quality, well furnished, efficiently heated and adequate for student numbers. The two ground-floor classrooms are interconnected and do not have separate entrances; this occasionally results in classes being interrupted. Arrangements for the management of health and safety, including fire safety and first aid, are effective. Risk assessments for both on-site and external activities are thorough and well documented. Pastoral support and guidance is well-managed. Attendance monitoring is robust and the academy meets requirements for registration and reporting.
- 2.4 Governance, leadership and management are good. The directors work effectively in partnership and have enterprising, realistic plans for the future. The strategic plan, yearly planner and self-assessment reports ensure that all academy activities are planned, analysed and improved upon, and deadlines are observed. Regular policy reviews and student and employer surveys are established at set times of the year. Quality assurance linked to teaching and learning is good. Staff development is linked to lesson observations.

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

- 3.1 The quality of the 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:
- Provide internet access and improve the availability of computers in classes.
  - Develop an achievement tracker database at cohort level.
- 3.3 Good progress has been made to provide internet access and improve the availability of computers. The new premises have internet access throughout and a resources room containing an adequate number of computers for student use. However, the academy does not have text books and published reference materials available in the resources room or the study area. Classrooms have up-to-date computer equipment including interactive white boards and projectors.
- 3.4 Good progress has been made to develop an achievement tracker database. Course documentation is thorough and includes class tracker sheets to monitor whole class progress and ensure the timely completion of required course units by all students. The educational director has excellent sector specific skills, which means that fulfilment of accrediting body requirements is exemplary.
- 3.5 Admissions arrangements are rigorous. All required documentation, including police checks, is verified first by the agent employed to recruit students and then by the academy. A good standard of English is required and stringently checked to ensure that students on health and care courses will be able to communicate well with their future patients and clients. Further language support is given if necessary. The academy has carefully chosen an agent experienced in the welfare field to further ensure students are appropriate for work in the care sector. The academy interviews all apprenticeship candidates to ensure they have a real vocational interest in the subject, and as a result outcomes are good.
- 3.6 Teaching is good. Staff are well qualified, very experienced in their occupational fields and are enthusiastic about course delivery. Some lessons include lively discussions on contemporary topics relating to medical ethics and health issues. As a result students are able to place the practical skills they are learning into a wider social and moral context. Attention is paid to different learning styles so students make good progress. Students are encouraged to work independently so that they produce good work, based on their own research and experience in their work placements. Feedback and review for individual students is regular, detailed and comprehensive. Relationships between teachers and students are very good so students feel supported.

- 3.7 Courses are well suited to student requirements for work in the health and social care sector and as a result retention is high. Individual student reviews take place regularly so that students are fully aware of their strengths and weaknesses. The majority of students take responsibility for their own progress and attainment, guided by their teachers who work closely with them on their personal academic course portfolios. Course completion and attendance rates are very good and carefully analysed to ensure standards are maintained.
- 3.8 The courses on offer meet Home Office requirements for 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 recommendations in this area from the last inspection report are:
- Embed the new off-site risk assessment documentation.
  - Improve premises in relation to decor, heating, sound proofing and overcrowding.
- 4.3 Good progress has been made to embed the new-off site risk assessment documentation. Risk assessment is thorough. Staff responsible for any off-site and extra-curricular activities complete detailed risk assessments, which cover a wide range of possible contingencies.
- 4.4 Good progress has been made towards improving the premises. The academy has invested very well in new premises. The building is newly decorated and refurbished, and provides a secure, well maintained environment with adequate space for the student numbers. One classroom does not have a separate exit so the adjoining class is occasionally disturbed by students passing through. The teaching rooms are well equipped, well ventilated, bright and comfortable. Washroom facilities are adequate in number and are clean and well maintained. A kitchen and common room area allow students to socialise.
- 4.5 Health and safety arrangements are robust and security is good. Fire safety arrangements ensure all measures are taken to reduce risk from fire. Regular fire drills are fully recorded and repeated if necessary to ensure evacuation instructions are clear. An established routine for the maintenance of fire extinguishers and the checking of portable electrical equipment further enhance safety procedures. Signage is clear and exits are free from obstructions. First aid arrangements are very good and three members of staff have particular expertise in this area as they are trained, experienced nurses. All policies and procedures relating to health and safety are detailed, comprehensive and reviewed annually.
- 4.6 Guidance on progression to higher education and employment is very good. The academy has effective links with higher education establishments, who provide guest speakers. For example, speakers from Bournemouth University provided a session on progression routes for the overseas nurses' programme. The academy advises students based on a careful analysis of individual requirements and students confirm that they receive appropriate information to enable them to make suitable progression choices.
- 4.7 The social and enrichment programme is good and well designed to reflect diversity. Students visit different religious establishments, and museums such as the Florence Nightingale museum, the British Museum and local museums. Consequently students gain familiarity with UK culture. Extra-curricular activities further introduce students to British customs and include cooking pancakes, learning about old

traditions such as Pearly Kings and Queens, and a planned visit to the Imperial War Museum. As a result students are able to relate well to the likely interests and memories of their future clients, many of whom are elderly.

- 4.8 A thorough one week induction ensures that students are well informed about pastoral, health and safety procedures and course requirements. A comprehensive and detailed pre-course information pack is given to students prior to arrival and so students are well prepared. Staff members provide effective personal support and guidance. Relationships are very good between staff and students and among the students themselves. Students feel safe and say that academy staff are sensitive to cultural and linguistic diversity.
- 4.9 Student admission and attendance records are maintained accurately and efficiently. The academy has effective arrangements in place to make the necessary reports to the Home Office when a student fails to enrol or discontinues study and does not fulfil the Home Office 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:
- Establish the frequency and timeliness of quality assurance deadlines, including introduction of student and employer surveys during programmes
  - Embed a systematic approach to policy review.
- 5.3 Good progress has been made in addressing these recommendations. A year planner clearly identifies quality assurance timelines, deadlines for student and employer surveys and policy review dates. Management and staff meeting minutes confirm that the schedule is closely followed and that the academy thoroughly and systematically reviews all required policies.
- 5.4 The self-assessment report is detailed and comprehensive. Analysis of strengths and areas for improvement are thorough and supported by evidence. The report generates action plans, which are detailed and clearly written. All relevant academy aspects are covered in the report. The academy formally seeks student and employer views through regular surveys. Target percentages for student and employer satisfaction have been established so as to increase the usefulness of these surveys.
- 5.5 A small management team effectively manages and monitors the academy. Strategy for long-term development is based on careful analysis of potential markets, government policies and Home Office regulations. Astute analysis of threats and opportunities enables the team to flexibly manage change. Both teaching and administrative staff views are taken into account. The principal introduces original and innovative ideas, partly based on his wide experience of international health care. The overriding educational ethos of care for both students and their future patients is apparent throughout.
- 5.6 Regular meetings, including internal verifier, management and teaching staff meetings, ensure that good educational practices are shared, assessment is standardised and all accreditation body requirements are satisfactorily met.
- 5.7 Regular lesson observations both of whole class teaching and individual student review sessions ensure teaching quality is good. Feedback is thorough and detailed and effectively linked to regular appraisal and professional development.
- 5.8 Administrative and teaching staff are appointed with care from applicants highly experienced in the relevant vocational areas. In some instances the academy recruits from innovative sources; European university students have been employed in administrative roles, funded by European Union student grants. The recruitment

process is very thorough. Teaching staff interviews include a teaching observation to ensure effective teaching skills and on appointment teachers are closely monitored during the probationary period. As a result the quality of teaching is good.

- 5.9 An effective complaints procedure includes referral to means of appeal and an external adjudicator. All legal permissions are in place.

## **6. ACTIONS AND RECOMMENDATIONS**

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

### **Suggestions for further improvement**

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

- Provide reference materials and books in the resources room and study area to enhance the learning environment.
- Develop strategies for reducing the distractions caused by students passing through the two interconnected ground floor classrooms.

## INSPECTION EVIDENCE

5.11 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 proprietor. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the academy.

### Inspectors

Ms Jane Beeson	Lead Inspector
Mrs Margaret Arokiasamy	Team Inspector