



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

**EXTENDED MONITORING VISIT**

**BRISTOL COLLEGE OF ACCOUNTANCY**

Full Name of College **Bristol College of Accountancy**

Address Ashbourne House, 1 Fishponds Road, Eastville, Bristol BS5 6SH

Telephone Number 0117 952 5500

Email Address zahid@bristolcollege.ac

Principal Mr Muhammed Chaudhary

Proprietor Mr Abid Akram

Age Range 18+

Total number of students 45

Numbers by age and type of study  
18+: 45  
FE only: 45

Inspection date **22 October 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 Bristol College of Accountancy is a private college offering courses of further and higher education. The college is located in the Fishponds area of Bristol and occupies two floors of an office building. The college was established in 2005 as a company limited by shares with two shareholders. The college managers report to a small board of governors, introduced following the previous inspection. They provide strategic direction to the college and monitor progress.
- 1.2 The aim of the college is to provide overseas students with access to good quality yet reasonably priced education in the UK. The college currently has 45 students enrolled for all courses, which include the Association of Accounting Technicians (AAT), the Chartered Institute of Management Accountants (CIMA) and Higher National Diplomas (HND) in computing and business. Earlier in the year the college ran courses in English for speakers of other languages (ESOL).
- 1.3 All students are over the age of 18. The vast majority are male and come mainly from the Indian sub-continent, with a significant minority from other countries, including Turkey and the UK. English is a second language for most students, though they are required to reach the expected level of proficiency. The college reports that there are no students who currently require support for special educational needs and/or disabilities (SEND).
- 1.4 This visit took the form of an extended monitoring visit due to a change of ownership since the last inspection. Consequently, section five of the Framework concerning the effectiveness of governance, leadership and management will be examined in detail.
- 1.5 The college was first inspected from 30 October to 1 November 2012 and was judged to need improvement overall. As a result, a follow-up visit was conducted on 25 April 2013. At that visit the college was found to have made progress and met expectations.
- 1.6 The main action points and recommendations from the previous report are:
  - Implement a formal approach to monitoring and reviewing college policies, procedures and performance, which is reflected in the minutes of key meetings, self-evaluation and action planning.
  - Collect and use data to support strategic planning and quality improvement, and develop a framework by which student performance can be evaluated with reference to norms derived from external examinations.
  - Provide more opportunities for the assessment of English language skills and more structured support where needs are identified.
  - Develop an induction and social programme for all students at the college which supports students who are new to the country.

- Create opportunities for staff to undertake continuing professional development to improve the quality of teaching and learning.
- Ensure that documentation on staff appointment files is complete, using a checklist which includes references, job descriptions and medical fitness.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** The previous inspection of 25 April 2013 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' achievement is satisfactory. Students are satisfactorily educated in accordance with their objectives and the college's aims. College courses are well matched to students' needs and objectives. The college has made adequate progress in assessing students' English language skills, but does not always provide sufficient support. Teachers are knowledgeable and provide good one-to-one support in lessons. Less effective lessons tend to be overly teacher-led, resulting in students being too passive. Students' progress is satisfactory overall, but is slow on the HND courses. All courses on offer to Tier 4 students meet the requirements of the Home Office.
- 2.3 Students' welfare, including health and safety, is good. Health, safety and security arrangements are well managed. Students appreciate the improved inductions introduced by the college, but very few social activities are on offer. The college continues to be fully compliant with Home Office registration and reporting requirements for students on Tier 4 visas. Good pastoral support is provided for students and relationships across the college are positive.
- 2.4 Governance, leadership and management are satisfactory. The college has responded well to previous recommendations. The new board of governors has improved the oversight of the college and has introduced more formal systems. The documentation of staff files has been maintained and self-evaluation is now more detailed. Action planning, however, remains underdeveloped. Examination boards have been introduced to review module success rates. Observations of teachers are not used to inform appraisals.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is satisfactory. All key Standards continue to be met.
- 3.2 The recommendation in this area from the last inspection report is:
- Provide more opportunities for the assessment of English language skills and more structured support where needs are identified.
- 3.3 At the time of the follow-up visit the college had made adequate progress in relation to the above recommendation. This has been maintained. All students undergo a structured online interview before a place is offered. Structured interviews complement and confirm documentary evidence of applicants' English language skills. Further assessment of new applicants and current students is undertaken through a college test that measures English language skills. However, not all students have undertaken this further assessment. The college has timetabled provision for English language support. However, at the time of inspection this had not yet begun, despite students being identified as requiring additional support with English.
- 3.4 Students are satisfactorily educated in accordance with their objectives and the college's aims. Courses are well matched to students' needs and objectives. The college has introduced HND courses and the awarding body is satisfied with the assessment arrangements in place. All courses on offer to Tier 4 students meet the requirements of the Home Office.
- 3.5 Teaching and learning are satisfactory. Teachers are knowledgeable, with good subject competence and a secure understanding of the curriculum. Teachers provide good one-to-one support in lessons and explain computing and business concepts well. The less effective lessons tend to be overly teacher-led, resulting in students being too passive. In these lessons, the pace of learning is slow and the variety of approaches used to engage learning is limited. Outcomes of the English language assessments do not inform lesson planning.
- 3.6 Students' progress is satisfactory overall but is slow on the HND courses, with many having to resubmit assignments. Students' progress on such courses is hampered by weaknesses in academic writing and referencing.



#### **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:
- Develop an induction programme and social programme for all students at the college, which supports students who are new to the country.
- 4.3 At the time of the follow-up visit the college had made good progress in relation to the above recommendation. The induction programme provides a comprehensive range of information and includes health and safety information. Students and staff continue to be positive about the value of the programme and its contribution to their experience. The social programme is still limited in scope. Trips have been organised, but few other social activities are available.
- 4.4 Health, safety and security of the premises continue to meet requirements and are well managed. Appropriate first aid policies and fire protection procedures are kept up-to-date. The premises are fit-for-purpose and appropriately maintained.
- 4.5 The college continues to be fully compliant with Home Office requirements for students on Tier 4 visas. Accurate registers are maintained. Appropriate reporting procedures are in place to contact the Home Office if students do not comply with attendance regulations. Attendance rates in a few classes are low.
- 4.6 The college provides good pastoral support for students and relationships between staff and students and amongst students themselves are positive.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is satisfactory. All key Standards continue to be met.
- 5.2 The recommendations in this area from the last inspection report are:
- Implement a formal approach to monitoring and reviewing college policies, procedures and performance, which is reflected in the minutes of key meetings, self-evaluation and action planning.
  - Collect and use data to support strategic planning and quality improvement, and develop a framework by which student performance can be evaluated with reference to norms derived from external examinations.
  - Create opportunities for staff to undertake continuing professional development to improve the quality of teaching and learning.
  - Ensure that documentation on staff appointment files is complete, using a checklist which includes references, job descriptions and medical fitness.
- 5.3 The college has made satisfactory progress in relation to the first three of these recommendations, and has made good progress in ensuring that the documentation of staff appointment files is complete. Satisfactory progress has been made in the implementation of a formal approach to the monitoring and reviewing of college policies, procedures and performance. Formal minutes of meetings are now kept with reference to matters arising from previous meetings. The college has created a detailed self-evaluation report, but action planning associated with the report is limited. Actions identified are not always specific or measurable, and are not reviewed on a regular basis.
- 5.4 The college has made satisfactory progress in collecting and using data to support strategic planning and quality improvement. Formal meetings, termed examination boards, have been introduced at the end of each term. This allows the college to review module success rates. Managers have undertaken classroom observations, but outcomes from these observations are not used in appraisals.
- 5.5 The college has provided opportunities for staff development, primarily related to awarding body requirements. There has been little training designed to improve teaching techniques. Staff files continue to be well maintained and contain all appropriate information.
- 5.6 Ownership and oversight are good. A new board of governors was established since the last inspection and prior to the change of ownership. This board provides a much greater oversight of the college than was in place at the time of the last inspection. The college has a clear strategy for the future. The change of ownership has not had a significant impact on the college, and students, teachers and

managers confirm this. The new owner undertakes some financial tasks and manages the payroll, but other aspects of oversight remain the same.

- 5.7 Management structures and responsibilities are satisfactory. The operations manager, assisted by the chair of the board of governors, provides clear educational direction. Roles are understood and communication works well within the small team.
- 5.8 Quality assurance is satisfactory. Student feedback has been formalised and now informs college planning. Progress has been maintained on the issues identified at the last inspection. Provision of information is satisfactory, and the website provides all the information required in the Educational Oversight Standards.

## 6. ACTIONS AND RECOMMENDATIONS

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

### **Suggestions for further improvement**

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

- Ensure that students undertake an appropriate assessment of their English skills.
- Ensure that when English support is required, it is provided in a timely manner.
- Improve the speed of module completion on Higher National Diploma (HND) programmes.
- Use the outcomes from the observations of teaching and learning to inform teachers' appraisals.
- Improve action planning so that actions identified are specific and measurable and monitor the progress made in undertaking the actions.
- Provide training to improve teaching techniques.

## 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 chair of governors. 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 Roger Pilgrim	Lead Inspector
Ms Pauline Bateman	Team Inspector