



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

MONITORING VISIT

BRITAIN COLLEGE

Full Name	Britain College
Address	Chaucer House, Buscot Road, Luton, LU3 1AX
Telephone Number	01582413343
Fax Number	01582807221
Email Address	Zahid.hussain@britaincollege.ac
Website	www.britaincollege.ac
Principal	Mr Zahid Hussain
Proprietor	Mr Zahid Hussain
Age Range	18+
Total number of students	23
Numbers by age and type of study	18+: 23 FE only: 23
Inspection date	6 March 2014

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and 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 and 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 who attend UK colleges 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;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations 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 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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	5
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	6
6 ACTIONS AND RECOMMENDATIONS	7
INSPECTION EVIDENCE	8

1. CHARACTERISTICS AND CONTEXT

- 1.1 Britain College is a private further education institution situated in Luton. The college, founded in 2009, is owned by the principal. It is led by its senior management team and governed by its owner.
- 1.2 The college aims to provide a professional education to enable its students to reach personal potential, and has a mission to become one of the leading independent education institutes in Luton.
- 1.3 Courses currently offered are management, security and health and social care. At the time of the inspection, Level 5 and 6 diploma courses in management were running.
- 1.4 There are currently 23 students enrolled on these courses, all of Pakistani or Indian origin and English is not their first language. There are five female students and none under 18 years of age or with special education needs and/or disabilities (SEND).
- 1.5 As part of the application and selection process students complete an on-line application form, and undertake diagnostic tests in English and information technology (IT).
- 1.6 At the previous inspection 12-14 March 2014, the college was awarded the grade of meets expectations.
- 1.7 The recommendations from the previous report are:
 - Improve initial assessment arrangements to ensure additional language support needs are identified and catered for throughout a student's course.
 - Produce a detailed self-evaluation and development plan with specific quality improvement actions and clear criteria for success in order to effectively plan for improvement.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 12-14 March 2013 the college was found 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 satisfactory. Assessment of students prior to or on arrival is appropriate and satisfactory progress has been made in improving initial assessment. Their level of English is tested diagnostically and strengths and weaknesses are identified. The teachers have a good knowledge of their subjects. There is strong evidence that the students are engaged and that they are learning effectively. Lessons are teacher-led, with little provision for the development of independent learning skills. All courses lead to approved Home Office qualifications. Ongoing assessment is carried out in all courses. While this is satisfactory, there is a weakness in collating the results with those of initial assessment and using them to inform future lesson planning and meet individual needs.
- 2.3 Students' welfare, including health and safety, is satisfactory. The college manages health and a safety arrangement well, and conforms to fire safety and first aid legislation for policies, signage and the training that staff undergo. A safe environment is provided, suitable for learning. Admission and attendance registers are well managed and records are accurately maintained. Timely contact is made with absent students and the necessary reports are sent to the Home Office. Pastoral support for students is satisfactory and appropriate for the size of the college and the current number of students.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The quality of education reflects effective management and the good relationships amongst staff. Staff are well qualified, and encouraged to contribute to the development of the college. Quality assurance mechanisms are satisfactory and include student feedback and teaching observations by management and peers with appropriate feedback to individual teachers. Satisfactory progress has been made in developing a self-evaluation plan to use as a basis for improvements. The evidence base for this is weak however, and insufficient emphasis is placed on quality improvement. Planning to meet those priorities and allocate responsibilities and actions to improve quality is under-developed. All staff are checked appropriately to ensure their suitability for employment. Information for students on the website regarding college policies and procedures is limited and does not include the complaints procedure.

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 previous inspection report is:
- Improve initial assessment arrangements to ensure additional language support needs are identified and catered for throughout a student's course.
- 3.3 Progress against the recommendation is satisfactory. The college has implemented initial English language assessment. This is carried out effectively and students are placed on appropriate programmes. It has also introduced compulsory additional study skills for all, which includes English language provision. The information from the initial assessments is not, however, utilised to inform lesson planning or the development of individual learning support or planning.
- 3.4 The college has clear curriculum aims which are understood by all staff. Lesson plans and schemes of work are generic and comprehensive, based on awarding body requirements. These are not, however, adapted to take account of assessment information or student progress and attainment.
- 3.5 The curriculum is very suitable for existing students, and meets their aims of proceeding to higher education. The college currently runs mixed level groups but all students are aware of this and it has no detrimental affect. The levels suit the student capabilities and regular assessments show progress. All courses on offer meet the definition of approved Home Office qualifications. Compulsory study skills provision offers effective support for both English language and skills required by students at their chosen level of study.
- 3.6 Teaching is generally satisfactory. Teachers are very knowledgeable and students are positive about their learning experiences. Teaching methods and resources are limited. A teacher-led, lecture-based style is adopted which restricts the opportunities for independent learning, creativity and group interaction. Opportunities to make progress and achieve clear learning objectives are often missed by teachers due to the limited styles of teaching.
- 3.7 Students have made acceptable progress since the start of their course, and have been given appropriate feedback focused on how to improve their performance.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is satisfactory. All Key Standards continue to be met.
- 4.2 The college manages health and safety arrangements well, and provides a safe environment for all. The college conforms to fire safety and first aid legislation, in terms of its policies, signage and the training that staff undertake. Students undergo a good induction, which includes health and safety arrangements, and provides appropriate information to prepare them for their studies.
- 4.3 The college premises are fit for purpose and security arrangements are satisfactory. The levels of hygiene, cleanliness and decoration are satisfactory and furniture and fittings are appropriate for the learning environment.
- 4.4 Admission and attendance registers are accurately maintained and the management of these is good. Timely contact is made with absent students and the necessary reports are sent to the Home Office.
- 4.5 Pastoral support for students is good. It is arranged informally but is appropriate for the size of the college and the current number of students. Students feel well supported by approachable college staff.
- 4.6 There is very limited impartial advice and guidance on careers and progression to higher levels of study or employment. As a result, the support to students in making the right choices about their future is ineffective.

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 recommendation in this area from the previous inspection report is:
- Produce a detailed self-evaluation and development plan with specific quality improvement actions and clear criteria for success in order to effectively plan for improvement.
- 5.3 The college has made satisfactory progress against the recommendation. A self-evaluation report and a development plan have been produced which show aims for growth in terms of curriculum and resources, and which identify strengths and some areas for development for these. However, specific actions and success measures are under-developed, and the focus on quality is limited. Although staff have been consulted on the self-evaluation, the evidence base for the conclusions reached is weak, with information inadequately collated and analysed.
- 5.4 The satisfactory quality of education provided reflects good oversight and good, informal staff relationships. Staff are well qualified in their areas of expertise, and appropriate checks have been completed on those staff to ensure their suitability for employment.
- 5.5 Good and appropriate policies are in place. Full information and documentation to inform potential and existing students, including the college complaints policy and other relevant policies, are not available on the website.
- 5.6 Teaching resources are limited, and although investment has been made in technology, training has not been delivered on the use of this to support more varied teaching styles and interaction with students.
- 5.7 Procedures for quality assurance are satisfactory. Student feedback is gathered and reviewed and actions taken where necessary. Teaching observations are undertaken on a regular basis and appropriate feedback given. However, the outcomes from these activities have not been used to inform self-evaluation and identify actions for quality improvement, particularly for learning and achievement in the classroom.

6. ACTIONS AND RECOMMENDATIONS

The college has maintained the satisfactory quality found at the last inspection.

Recommendations for further improvement

In order to further improve the satisfactory quality provided, the college should:

- Utilise all assessment information to inform lesson planning and student support to meet individual needs.
- Develop specific actions and success measures, prioritise these and allocate responsibility for achieving them in order to improve quality.
- Collate and analyse information to inform self-evaluation and identify strengths, weaknesses and actions to improve quality.
- Strengthen lesson plans and teaching methods to encourage independent learning.
- Strengthen information about the college on the website by including the complaints procedure and further relevant policies.
- Strengthen advice and guidance available to support students to make the right choices regarding their progression to higher education or employment.

INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff and with the proprietor, and attended registration sessions. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory and other documentation made available by the college.

Inspectors

Ms Helen Chambers	Lead Inspector
Mr David Cox	Team Inspector