



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

BRITAIN COLLEGE

Full Name of College	Britain College
Address	Chaucer House, Biscot Road, Luton, Bedfordshire, LU3 1AX
Telephone Number	01582413343
Fax Number	01582807221
Email Address	documents@britaincollege.ac
Principal	Mr Zahid Hussain
Proprietor	Mr Zahid Hussain
Age Range	18+
Total number of students	08
Numbers by age and type of study	18+: 08 FE only: 08
Inspection dates	12 - 14 March 2013

PREFACE

This inspection report follows the framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the college's educational provision.

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.

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1. THE CHARACTERISTICS OF THE COLLEGE

- 1.1 Britain College is a private further and higher education institution situated just outside the centre of Luton. The college was founded in 2009 as a limited company and is owned by the principal. It is led by its senior management team and governed by its owner.
- 1.2 The college mission is to become one of the leading independent higher education institutes in Luton. It aims to create an excellent learning environment that provides a quality learning experience and real career value to learners. The college offers a very small range of short courses leading to specialist vocational qualifications for the security sector. This includes the four day EDI Level 2 Award in Door Supervision.
- 1.3 At the time of the inspection, there were eight students enrolled all male and aged 19 years and over. All students are from Pakistan and the vast majority are on a student visitor visa. English is an additional language (EAL) for the majority of students. None have been assessed as having special educational needs and/or disabilities (SEND).
- 1.4 When an individual applies to join a course, the college checks their suitability through a pre-arrival interview. The college does not provide accommodation. Students are recruited throughout the year.

2. THE SUCCESS OF THE COLLEGE

2.(a) Executive Summary

- 2.1 The quality of the curriculum, teaching and learners' achievement is satisfactory. Students are appropriately educated in a friendly and supportive environment. A limited but appropriate range of four day security programmes ensures that students' different needs are met. However, initial assessment is underdeveloped, and is not used effectively to ensure that students' language skills are appropriate to meet the demands of the course. The majority of teaching is satisfactory and sometimes good. Classes are appropriately planned and make effective use of a range of quality resources to engage and maintain the interest of the students. Teachers are enthusiastic and have excellent subject knowledge. However, in a small minority of classes, an over reliance on presentation slides limits student engagement and progress. There are effective systems in place to monitor students' progress and attainment. Overall, students make excellent progress given their starting points.
- 2.2 Standards of welfare, health and safety are satisfactory. The college premises are well maintained and provide a comfortable environment which effectively supports learning. Appropriate health and safety policies are in place and implemented well. Measures taken to reduce the risk from fire and other hazards are secure. Registration and attendance recording is accurate and well managed. Procedures for complying with UK Border Agency (UKBA) regulations are in place, although no Tier 4 students have been recruited to date. The college's pastoral structure provides a satisfactory level of support and guidance for the students in accordance with the college's aims. Students report that they are happy at the college and feel safe and secure. Relationships between students and teachers and between students themselves is good.
- 2.3 Governance, leadership and management are satisfactory. The proprietor has a clear vision for the future of the college and effectively shares this with staff. In his role as principal, he is very closely involved in the running of the college and provides appropriate oversight and realistic financial support. A clear management structure and well-defined policies and procedures effectively support students in their learning and personal development. Communication between managers and other staff is good. An appropriate range of mechanisms to monitor quality are used. However, while managers are active in identifying priorities for improvement, the college development plan and self-evaluation are under-developed. An appropriate observation and appraisal scheme is in place. The college has reliable arrangements for staff recruitment. Staff are well qualified and suitably experienced.

2.(b) Action points

(i) Compliance with standards for Private Colleges

2.4 At the time of the inspection, the college met all the key requirements of the Standards for private further education colleges and quality is good. **The college meets expectations for the quality of education.**

(ii) Recommendations for further improvement

2.5 The college is advised to make the following improvements.

1. Improve initial assessment arrangements to ensure additional language support needs are identified and catered for throughout a student's course.
2. 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.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 The assessment of students prior to, and on, arrival is satisfactory. Clear entry criteria are set and are available on the college website to help students select an appropriate course. Interviews are conducted in person and completed applications are carefully checked for eligibility before an offer of study is made. This process has been sufficient to ensure the small number of students currently enrolled at the college are at the academic levels required for their course. However, diagnostic testing is not used on arrival to ensure that any additional language or learning support is provided in a timely manner or to guide lesson planning.
- 3.2 Advice and guidance is limited to informal pre-enrolment discussion, although this is adequate for the provision of short courses lasting four days. At the start of their course, students enter an appropriate induction period where they become familiar with the college and their chosen course. They are provided with a detailed handbook that includes detailed information regarding attendance requirements, college policies and information about living in the UK. Meetings with students indicate that they are happy with their choice of course.

3.(b) Suitability of course provision and curriculum

- 3.3 Suitability of course provision and curriculum is satisfactory. Students receive a satisfactory quality of education which appropriately meets their objectives and fulfils the college's aims. Courses are in accordance with those detailed in the prospectus and on the website. Learning programmes effectively develop students' skills and knowledge, and meet external requirements. Students report that they are happy with their courses and the progress they are making. Almost all students successfully complete the course they initially registered for and withdrawals are extremely low. The current short courses do not meet UKBA requirements for the sponsor of Tier 4 students.
- 3.4 Enrichment and social activities are not offered. However, the vast majority of students live locally and study at the college for less than five days.

3.(c) The quality of teaching and its impact on learning

- 3.5 The quality of teaching and its impact on learning is satisfactory. The majority of teachers use a variety of teaching methods to suit different learning styles and to foster interest. Lessons are well planned and build on previous knowledge gained. Teachers have excellent knowledge of their subjects and, by their enthusiasm, foster the interest of the students. This encourages students to ask pertinent questions, which they do, feeling comfortable in the knowledge that teachers will listen to them.

- 3.6 In lessons where good levels of progress is evident, teaching is characterised by clear objectives and high expectations for all students. Teaching moves at a brisk pace and includes effective questioning techniques which encourage students to think for themselves and develop their knowledge, understanding and skills well.
- 3.7 In less effective lessons, excessive domination of the lesson by the teacher, with a reliance on presentation slides allows few or no opportunities for students to discuss concepts or apply their knowledge. As a result, students are not given as much opportunity to develop their independent learning skills.
- 3.8 Assessment of students' progress is continuous and teachers provide constructive feedback at the end of each lesson outlining what they need to improve to pass the exam.

3.(d) Attainment and Progress

- 3.9 Students' progress and attainment is excellent. Students receive a very good education which reflects the aims of the college. Evidence from lesson observation and discussions with the students shows that very high standards are being reached. Success rates are outstanding and show excellent levels of student attainment against national averages.
- 3.10 Within lessons, the vast majority of students are enthusiastic and make good progress against stated learning outcomes. Students demonstrate both a good understanding of their subject and of its practical application. The vast majority of students are able to communicate effectively in both verbal and written English.
- 3.11 Students have positive attitudes towards learning and enjoy their classes. Behaviour is excellent and students demonstrate high levels of courtesy and respect towards one another and their teachers.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises (in line with expectations of educational institutions)

- 4.1 The arrangements for ensuring the health and safety of students and staff are satisfactory and the premises are secure. Staff and students are provided with relevant health and safety inductions. The building is clean and classrooms have good lighting. Toilet facilities are adequate, although in need of refurbishment in the shared areas of the building. All electrical equipment is PAT tested. Disability access is in-line with legislation.
- 4.2 All necessary measures have been taken to reduce risk from fire and other hazards. Comprehensive health and safety policies and up-to-date general and fire risk assessments are in place and implemented successfully. Fire and safety audits and regular evacuations are undertaken and recorded. Fire alarms are regularly tested and accurate records kept. Appropriate numbers of fire marshals and first aiders, as well as first-aid kits and accident books are in place. Fire exits are well signed and free of obstructions. Fire protection equipment is appropriately sited and regularly maintained. There are appropriate arrangements in place for students who are unwell or injured.
- 4.3 Security arrangements are effective. Access to the building is through a secure buzzer entry system and staff and students report that they feel safe and secure in the college.

4.(b) Student registration and attendance records

- 4.4 Arrangements for student registration and attendance recording are satisfactory. The college maintains accurate admission and attendance registers for all students. Staff work well together to accurately record and monitor student attendance.
- 4.5 Administration staff make timely contact with students who miss classes and all such instances are recorded. Students have a good understanding of the college's attendance policy and adhere to it. Staff fully understand the requirements and procedures of UKBA in relation to both enrolment of students on courses and their attendance. Appropriate procedures for contacting the UKBA in any cases of significant non-attendance are in place. However, to date, no Tier 4 students have been recruited and they have not had to implement these.
- 4.6 The college has fair policies and procedures for the collection and refund of fees and deposits. Students are informed of the procedures during the induction and they are clearly explained in the student handbook.

4.(c) Pastoral support for students

- 4.7 Pastoral support is satisfactory for the existing short course provision and for the low student numbers. For the few days they attend the college, the needs of students

are appropriately met through an induction briefing which effectively covers fire safety and highlights pertinent college policies. Accurate records are kept of this and held together with records of each student's attendance.

- 4.8 Following induction, the college relies on students to initiate requests for guidance or help, but once requested, these are responded to appropriately.
- 4.9 The college has a clear equal opportunities policy and expects all staff and students to have mutual respect and tolerance. Appropriate policies and procedures are in place to address any issues relating to bullying or harassment. No reports of bullying or harassment were reported. Relationships between students and staff, and between students themselves, are excellent.
- 4.10 A satisfactory level of information regarding progression into employment or further education is provided. Tutors are available to provide appropriate advice on making applications and the required qualifications and licences needed. The vast majority of students aim to gain employment in the security industries of their home countries, or in the UK, on completion of their course.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 There is satisfactory governance and oversight of the college, and the strategic direction of the organisation is clear. The focus of governance and leadership is forward looking and the proprietor is very effective in communicating this to managers and teachers. The proprietor is also the college's principal and consequently their insight into the strategic direction and day-to-day operations of the college is substantial. The proprietor ensures that all legislative requirements are fulfilled and takes a lead on financial and strategic planning. Appropriate legal permissions from all relevant bodies are in place.
- 5.2 Senior managers are well supported in carrying out their roles. Responsibility for admissions, curriculum planning and student support is devolved but monitored effectively through regular reporting systems including staff meetings.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are satisfactory. The college's educational direction is clear and understood by staff. A clear management structure and well defined roles and responsibilities promote a culture of continuous quality improvement which helps to ensure the good quality of the students' education. Communication between staff and managers is good and staff value the accessibility of managers and their responsiveness. Managers meet regularly, both formally and informally, and management meetings result in clearly stated action plans. However, there is no clear strategy for identifying priorities and actions.
- 5.4 The college has a firm commitment to sustaining and improving both the quality of teaching and learning and the educational outcomes of its students. Effective system and mechanisms to ensure the quality assurance of teaching, learning and course development is in place.
- 5.5 The college is successful in securing well-qualified staff. An effective system of staff review is in place and the college has a positive approach to staff development.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance including student feedback is satisfactory. Most aspects of quality assurance are good and result in improvements. The college places a strong focus on being compliant with external body requirements and, as a result, excellent levels of compliance are evident.
- 5.7 Quality systems include the observation of teaching, student surveys and regular review of student performance. Data on performance and progress is used effectively to monitor and evaluate course effectiveness and the college makes

improvements as a result of student feedback and course reviews. However, while the college has some awareness of its strengths and areas for development, action planning for improvement is underdeveloped.

- 5.8 Responses to questionnaires and evidence from interviews indicate a good level of satisfaction with the college expressed by both staff and students. Students are happy at the college and would recommend it to friends.
- 5.9 There is a suitable complaints policy in place which is operated effectively. No formal complaints by the students have been raised to date.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.10 Staff recruitment, qualifications and suitability checks are satisfactory. The college secures appropriately qualified staff through an effective staff recruitment policy. All required recruitment checks have been carried out and recorded. Teachers are experienced practitioners and appropriately qualified in their subject areas. The process to validate references and qualifications is effective and the audit trail is clear with due regard to statutory requirements.

5.(e) Provision of information

- 5.11 The website provides appropriate, detailed information about the college in line with requirements. The college was responsive in providing information for the inspection in a timely manner.

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 pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Dr Nigel Chambers	Lead Inspector
Ms Elizabeth Rowan	Team Inspector