



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

BRITANIA COLLEGE

Full Name	Britania College
Address	4th Floor, 44 Broadway, Stratford, London, E15 1XH
Telephone Number	0203 1300 477
Email Address	zubair@britaniacollege.co.uk
Website	www.britaniacollege.co.uk
Principal	Mr Zubair Rashid
Proprietor	Mr Adeel Ahmed Ansari
Age Range	18+
Total number of students	7
Numbers by age and type of study	18+: 7 FE only: 7
Inspection dates	23- 25 September 2014

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 institution's educational provision.

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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
(a) Assessment of students prior to or on arrival	
(b) Suitability of course provision and curriculum	
(c) The quality of teaching and its impact on learning	
(d) Attainment and progress	
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	7
(a) Health, safety and security of the premises	
(b) Student registration and attendance records	
(c) Pastoral support for students	
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) Ownership and oversight	
(b) Management structures and responsibilities	
(c) Quality assurance including student feedback	
(d) Staff recruitment, qualifications and suitability checks	
(e) Provision of information	
6 ACTIONS AND RECOMMENDATIONS	11
INSPECTION EVIDENCE	12

1. CHARACTERISTICS AND CONTEXT

- 1.1 Britania College is a private further education institution situated in Stratford, east London. The company is limited by shares and governed by the proprietor. Established in 2008 as an English language college, the business was acquired by the current owner in September 2013 and is in the process of rebranding as a further education and higher education college. The college aims to offer up to date education and career-oriented courses.
- 1.2 The principal was recruited in January 2014 and is responsible for the day-to-day management of the college and reports to the proprietor. He is supported by a small team of managers. Students can attend class-based and web-based courses in business management, IT, health care and teacher training as well as short-term continuing professional development courses from Level 3 to post-graduate level. Students apply directly to the college and are assessed for their academic suitability by a range of skills assessments, including English language levels prior to acceptance onto courses.
- 1.3 At the time of the inspection there were seven students enrolled from the UK and Pakistan. Three students were not native English speakers and the majority were male. The college does not accept students under-18 years of age. No students have been identified as having special educational needs and/or disabilities (SEND). No students attend on Tier 4 visas.

2. SUMMARY OF FINDINGS

2.1 **The college needs improvement.** At the time of the inspection, the following Key Standards for Educational Oversight were not met:

1. Do all courses on offer to Tier 4 entrant international students lead to qualifications or outcomes which meet the definition of approved qualification for Home Office purpose? **[Standard 4]**
2. Does the college have adequate quality assurance mechanisms in place which lead to the improvement of the quality of educational experience or the maintenance of existing high standards? **[Standard 44]**

2.2 The quality of the curriculum, teaching and learners' achievements is satisfactory. Initial assessment is good and is used effectively to ensure that student's skills are appropriate to meet the demands of the course. Course information is very good. The curriculum is well chosen and provides students with coherent progression opportunities through subjects and levels. However, it does not meet the Home Office requirement for Tier 4 international students. The quality of teaching is good and students make very good progress in their lessons. Teachers complement well-planned lessons with teaching methods that are highly effective in enthusing and motivating students. Teachers are well qualified, experienced and make very good use of assessment information to inform lessons and tutorials. Students receive good feedback on assignments as well as clear guidance for their independent studies. Overall, students make satisfactory progress given their starting points.

2.3 Students' welfare, including health and safety, is good. The building is safe and secure and college facilities are good. Health and safety policies are detailed and effectively implemented across the college premises. Fire safety and building evacuations are well managed with accurate records maintained. Classrooms are a good standard and offer students a comfortable environment. Support for students who are unwell or injured are well-planned and there are good facilities to support those with physical disabilities. Student registration and attendance records are accurate and well-maintained. Systems to manage and monitor the attendance of Tier 4 students are robust with appropriate systems to report absences to the Home Office. Students receive good pastoral care beginning with an effective induction process. There is no formal social programme. However, students receive basic information on cultural and social activities available in London. Students have access to good quality career advice.

2.4 The effectiveness of governance, leadership and management is unsatisfactory. Ownership and oversight is satisfactory and the relationship between the proprietor and the principal is good. The proprietor effectively discharges his legal obligations to ensure the college facilities are safe and secure. Management roles and responsibilities are clearly specified and are sufficient to provide effective oversight of college performance. However, quality assurance mechanisms are unsatisfactory and have not resulted in identifying priorities to enable effective improvement

planning. Systems to monitor and manage policies are under-developed. Staff are well trained and appropriately supported to discharge their responsibilities for health and safety and welfare. Student feedback and complaints are well managed. Staff appraisal and teaching observations are under-developed and staff are not set improvement targets. Staff recruitment processes are inadequate and staff files incomplete. The provision of information is good.

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

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

- 3.1 Assessment prior to or on arrival is good. Students undertake a good range of assessment activities including an assessment of individual learning styles. The process is accurate and ensures that students are placed on the most appropriate course and can make good progress.
- 3.2 Initial assessment information is effectively used by teachers to plan lesson activities and to meet individual learning needs. Students receive clear and concise information, advice and guidance on programmes and progression opportunities prior to arrival.

3.(b) Suitability of course provision and curriculum

- 3.3 Course provision and curriculum is good, and provides a wide range of modern business further and higher education courses for students. The prospectus accurately reflects current courses and clearly highlights progression opportunities through subjects and achievement levels. Lesson plans are excellent and reflect the teachers' detailed understanding of individual and class development and support requirements.
- 3.4 Detailed entry requirements are set and are appropriate to the level of the qualifications offered. There is satisfactory provision for English language support, either on a one-to-one basis or within the class. This ensures that all students are able to access their chosen course and maximise their learning. All students remain on their initial study programme.
- 3.5 The curriculum does not meet the Home Office requirements for Tier 4 international students.

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

- 3.6 The quality of teaching and its impact on learning is good. Teaching is good. Teachers are well qualified and experienced in their subject areas. Consequently, lessons are well planned with an interesting and varied range of high quality resources. Initial assessment information, is successfully used to plan lessons and support individual and group learning outcomes. Great care is taken to support individual skills development and teachers make good use of individual learning style information when planning practical activities. Academic tutorials are very effective in supporting students to develop high-level skills. Students report that classes are well planned and interesting and inspectors agree with this.
- 3.7 Teachers maintain good records on student progress and achievement from lessons and assessments. Feedback to students on assignments is thorough, supportive and

developmental. Students state that they receive very good support from their teachers.

3.(d) Attainment and progress

- 3.8 Progress and attainment are satisfactory. Students receive an appropriate education which broadly reflects the aims of the college. They demonstrate both a satisfactory understanding of their subject and of its practical application. Evidence from lesson observation, scrutiny of work, and discussions with the students demonstrates that the standards being reached are appropriate.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of the premises are good. The building is well maintained and effectively managed. As a result, the premises offer a safe, secure and appropriate working environment for staff and students.
- 4.2 Appropriate health and safety policies are in place and regularly reviewed for relevance and compliance. There are well planned and monitored systems, supported by clear procedures, to effectively manage fire safety and mitigate risk. Appropriate fire safety equipment and first aid resources are in place and easily accessible and well maintained. Building evacuation procedures are appropriate and clearly displayed across college rooms and the building corridors. Evacuation records are accurate and well maintained.
- 4.3 Classrooms are well decorated, clean and provide a spacious, light and comfortable learning environment. Furniture is of a good quality and well maintained. There are sufficient well maintained washrooms including those for students with disabilities. There are adequate arrangements to support students who are unwell or injured and there are good systems and resources to support students with physical disabilities.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are good. Systems to manage registration and attendance recording are good and are effectively supported by clear policies and procedures. Attendance records are accurate and supported by a good system to enable clear oversight of student attendance. There is an appropriate fee collection process and a clear and well promoted refund policy.
- 4.5 Staff fully understand the requirements and procedures of the Home Office in relation to both enrolment of students on courses and their attendance. Appropriate procedures for contacting the Home Office in any cases of non-attendance are in place. However, to date, no Tier 4 students have been recruited and they have not had to implement these arrangements.

4.(c) Pastoral support for students

- 4.6 Pastoral support is good. Students participate in a comprehensive induction programme prior to starting their studies that strongly focuses on health and safety, wellbeing and individual learning support needs. Students receive an appropriate course handbook that clearly outlines course requirements. There are good health safety and wellbeing policies in place with appropriate systems for monitoring and managing student safety. Welfare issues do not form part of the current tutorial process; however students are very clear on where to go to for support if required. There is no formal social or enrichment programme. However, the student handbook provides satisfactory levels of informal information on activities and

attractions in London to enable students to enhance their learning and cultural experiences.

- 4.7 Arrangements to provide career advice and guidance are very good. Students are well supported in their aspirations for further study. The college's website is an excellent resource to support students to plan their career pathways and learning programmes.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight is satisfactory and the proprietor has a good understanding of the college priorities and supports the principal to discharge his responsibilities well. There is an effective relationship between the proprietor and principal and this is reflected in the clarity of the educational direction and ethos for the college. Communication is good and the effective relationship ensures resources are well planned and monitored. The proprietor effectively discharges his responsibilities for legal compliance and oversight of health and safety.

5.(b) Management structures and responsibilities

- 5.2 Management structure and assigned responsibilities are unsatisfactory. Management roles and responsibilities are clearly specified and overall are sufficient to provide effective oversight of college performance. However, the structure does not provide sufficient clarity regarding responsibility or accountability for quality assurance and self evaluation. There is a good range of appropriate policies to support the strategic direction of the college. Health and safety policies are well managed however, the system to manage, monitor and review other policies regularly for effectiveness is inadequate.
- 5.3 Self-evaluation is underdeveloped and improvement planning unsatisfactory. Improvement targets are insufficiently focussed and unclear. Systems to collect management information are in place but are not focused on assessing the quality of teaching and the impact on learning. Consequently, managers do not use data effectively to set and monitor performance targets.
- 5.4 Staff appraisal systems and processes are under-developed. There is no formal appraisal process or performance management cycle. The observation process and system to evaluate the quality of teaching is underdeveloped and does not provide managers with the information to enable a realistic evaluation of teachers' performance.
- 5.5 Oversight of health and safety practice is good. Staff are well trained and supported to undertake their roles and responsibilities.

5.(c) Quality assurance including student feedback

- 5.6 Systems and processes to manage quality assurance are unsatisfactory. Plans are unfocused and do not specify who is accountable for improvements. Performance target setting is weak and there are insufficient systems to support effective monitoring.
- 5.7 Systems for collecting and evaluating formal student feedback are underdeveloped. However, the college makes excellent use of course representatives in collecting

students' informal views and comments. Reviews of student attainment and progress information are insufficient and do not enable college-wide analysis of performance.

- 5.8 There is an appropriate complaints procedure and system to ensure all complaints are managed and monitored well. The college has a fee protection scheme.

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

- 5.9 Staff recruitment, qualifications and suitability checks is unsatisfactory. The policy, systems and procedures to collect and manage pre-employment checks is inadequate. Staff records are inadequate. Pre-employment and suitability checks for working with students have been undertaken however staff files are inconsistent in content.

5.(e) Provision of information

- 5.10 The provision of information is good. The college website provides high level information on courses and provides information on college management including the complaints procedure.
- 5.11 Information was provided promptly during the inspection process.

6. ACTIONS AND RECOMMENDATIONS

Actions required to meet the Standards

In order to meet the Standards of Educational Oversight, the college must:

1. Do all courses on offer to Tier 4 entrant international students lead to qualifications or outcomes which meet the definition of approved qualification for Home Office purpose? **[Standard 4]**
2. Have adequate quality assurance mechanisms in place which lead to the improvement of the quality of educational experience or the maintenance of existing high standards? **[Standard 44]**.

Recommendations for further improvement

In addition to the above action points, the college should:

- Ensure that self evaluation accurately reflects college performance.
- Produce an action plan with SMART targets and review regularly for effectiveness.
- Ensure systems are in place to enable systematic reviews of college policies.
- Develop a staff appraisal process which includes the outcomes of observed teaching and student learning outcomes.
- Ensures all pre-employment checks are undertaken timely and all staff files are managed in a regulated and consistent manner.

INSPECTION EVIDENCE

The inspectors reviewed lessons and curriculum planning, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor, and reviewed registration protocols. Inspectors examined regulatory documentation made available by the college.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Mr Philip Preedy	Team Inspector