



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

BRISTOL COLLEGE OF ACCOUNTANCY

FOLLOW-UP INSPECTION

25 APRIL 2013

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

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Principal Mr M A Choudary

Proprietor Mr M A Choudary

Age Range 18+

Total number of students 57

Numbers by age and type of study
18+: 57
EFL only: 1
FE only: 56

Inspection date **25 April 2013**

PRIVATE FURTHER EDUCATION

FOLLOW-UP REPORT ON BRISTOL COLLEGE OF ACCOUNTANCY

Background and overall findings

A follow-up visit for the Bristol College of Accountancy took place on 25 April 2013 to assess the progress made in implementing the recommendations of the inspection dated 30 October to 1 November 2012.

During the visit to the college inspectors gathered evidence from lesson observations, formal meetings with staff and students, scrutiny of the management information system and operating systems within the college, in addition to formal meetings with the director of operations, governors and the financial director.

The college was found by inspectors to be **meeting expectations**. The findings from the visit are detailed below.

<p>1. 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.</p>
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<p>adequate progress made</p>

A comprehensive review of policies and procedures was undertaken after the last inspection. This review has resulted in the setting up of a management system that enables the college to monitor and review the quality of provision. The college's review of policies resulted in a comprehensive suite of revised policies, including student and staff handbooks and a quality assurance handbook. These documents are useful, well-constructed and cover all important aspects of the work of the college. Further, a revised structure of meetings allows a two-way flow of information between teaching, administration and managerial staff. This markedly enhances management's ability to monitor and review its procedures and performance.

However, minutes of committee meetings are not sufficiently detailed to provide an authoritative record, which hinders a thorough evaluation of the provision. Current strategic and overarching action plans are not in place in order to set targets, depriving the college of useful benchmarks against which to measure progress. There is no current self-evaluation of college performance, which is a further impediment to measuring progress, though plans are in place to construct revised strategic actions plans and a system for performance review in order to measure progress.

2. 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.

adequate progress made

Systems for the collection and use of data have improved, and enable the college to monitor and enhance the quality of provision. The revised quality assurance handbook outlines a framework of internal assessment boards, which will meet to consider module marks and evaluate student performance. There have been no completed modules since this structure was revised and, as a consequence, there are no examples of the operation of the board.

Further progress has been made regarding the collection of data. Classroom observations have taken place and teaching is regularly monitored and results retained. Moreover, the college collects a range of information from students through the use of questionnaires. However, outcomes of lesson observations are not evaluated during staff appraisal, which restricts the ability of both the college and the teachers to improve. Moreover, the systematic evaluation of student questionnaires is too limited to inform action planning. Results of on-going assessments to further students' development are not used appropriately to inform planning.

The college has registered with alternative awarding bodies to gather detailed assessment information and thereby make improved judgements about performance. Currently the college does not have comprehensive records of student achievement from the previous awarding bodies and it is too soon to gather any from the new awarding bodies.

3. Provide more opportunities for the assessment of English language skills and more structured support where needs are identified.

adequate progress made

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 diagnostic test that includes English language skills. Results of these tests are used to ensure that students are placed on appropriate courses and offered relevant support. Students' English language ability is well matched to their level of study. Moreover, students and staff are positive about the contribution these tests make to improving outcomes.

There is no specific timetabled provision for English language support because no students have been assessed as requiring support. However, timetabled English lessons are available should the need arise. Students can also take part in English for speakers of other languages (ESOL) classes.

4. Develop an induction and social programme for all students at the college which supports students who are new to this country.

good progress made

The college induction programme includes a comprehensive range of information and 'getting to know you' activities. The programme gives detailed information regarding academic, administrative, pastoral and legal matters in a clear, coherent manner and offers real academic and pastoral benefit to all students. The programme has been developed with the views of current students and staff in mind. Students and staff are positive about the value of the programme, with students expressing enthusiasm about its contribution to their experience.

The social programme is limited in scope. Whilst local activities help student orientation and social life, there is lack of guidance to enable students to enjoy the culture and history of the UK. Each course has elected student representatives, and plans are in place to form a student social club and devise a student newsletter.

5. Create opportunities for staff to undertake continuing professional development to improve the quality of teaching and learning.

adequate progress made

A programme of continuing professional development has been delivered by external trainers to all staff, primarily in the areas of curriculum design and management information systems. In addition, the college has created an opportunity for one member of staff per year to undertake an externally accredited programme.

6. Ensure that documentation on staff appointment files is complete, using a checklist which includes references, job descriptions and medical fitness.

good progress made

All staff files contain a checklist which includes references, job descriptions and information regarding medical fitness. Files also contain application forms, passport and visa information, qualifications, personal details and CRB (Criminal Records Bureau) checks. The files are complete and well organised.

Inspectors

Mr Jason Merrill-Glover	Lead Inspector
Mr Derek Hamilton	Team Inspector