



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

CAPITAL COLLEGE UK

Full Name of College	Capital College UK
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Email Address	principal@capital-college.com
Principal	Mr Taiwo Salami
Proprietor	Mr Taiwo Salami
Age Range	18-44
Total Number of students	89
Numbers by Age and type of study	18+: 89 FE only: 89
Inspection dates	15-17 November 2011

PREFACE

This inspection report follows the framework for Educational Oversight of private further education colleges and English language colleges. 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 in England and Wales offering courses on the Qualifications and Credit Framework, and English language colleges.

ISI inspections are required to:

1. Report on the extent to which colleges comply with the published Standards for private colleges;
2. Assess and report on the quality of educational outcomes and provision;
3. 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 Capital College UK is a private further education provider which was registered as a limited company in July 2004. It began trading in January 2006. The sole proprietor of the college fulfils the roles of principal and managing director. The college's aim is to provide qualifications in business and accountancy to international students. The college was originally based in the Old Kent Road and moved to its current premises in Eltham in South East London in August 2006. It offers courses leading to externally examined and recognised qualifications in Business Management, Human Resource Management, Finance Management, Business Information Systems, Travel, Tourism and Hospitality Management, Marketing Management and Accounting through the Association of Chartered Certified Accountants (ACCA) and the Association of Business Executives (ABE).
- 1.2 At the time of the inspection there were 89 students enrolled at the college, of whom 83 were studying under Tier 4 general student visas. When an individual applies to join a course, the college checks their suitability either through the use of a pre-course application form or a pre-arrival interview with the college's principal. The profile of students includes school leavers as well as adults with prior work experience both of whom are seeking to enhance their career prospects through the attainment of a recognised international qualification. The age of the current student population ranges from 18 to 44 with an average age of 24 and a gender split of around one third male and two thirds female. The majority of students come from Africa, either Nigeria or Cameroon. The college has Highly Trusted Sponsor status with UKBA.
- 1.3 All the students come from backgrounds where English is not their first language. There are no students with special educational needs and/or disabilities (SEND).

2. THE SUCCESS OF THE COLLEGE

2.(a) Executive Summary

	Section of the Standards	Grade awarded 1-4
3.	The quality of the curriculum, teaching and learners' achievement	2 Meets Expectations
4.	Students' welfare, including health and safety	2 Meets Expectations
5.	The effectiveness of governance, leadership and management	2 Meets Expectations

- 2.1 Capital College UK is successful in meeting its aims. It takes appropriate steps to ensure students are on appropriate programmes of study to meet their needs. The students are satisfied with their courses and make good progress. The programmes offered match students' goals, aptitudes and abilities. Programmes are taught over two days which means students are in the classroom for extended periods of time. The quality of teaching and learning has no major weaknesses. Teachers demonstrate good levels of subject knowledge and teaching methods enable students to effectively apply learning to relevant business contexts. In some classes there is insufficient checking of students' understanding and levels of student engagement are below what they should be. There is good formative and summative assessment of students' progress, although students do not have individual learning plans. This means that tutorial sessions are not always focused on students' specific goals. The data collected is not used as effectively as it could be. Some classrooms have limited space and lack fixed multimedia equipment.
- 2.2 There are effective arrangements in place to ensure the health, safety and security of students and staff. Students report that they feel safe and secure at the college. Relationships at the college are very good. Students are positive about the guidance, support and care they receive. They are confident that they can approach staff and teachers with any problems. The procedures for recording student registration and attendance are systematically implemented and action taken in the event of non-attendance is timely and rigorous.
- 2.3 Governance and leadership are effective in setting educational direction through the small and committed management team. Therefore the education provided is generally of a good standard. Responsibilities are effectively delegated to ensure co-ordination of the individual programmes. However there is no role which has responsibility for co-ordinating the whole academic provision to ensure consistency of approach between the different programmes. Staff are appropriately qualified. There is no formal staff appraisal system, and therefore no systematic approach to monitoring staff performance or development needs. There is a quality assurance policy and quality assurance systems in place such as teaching observations. These are not well developed to ensure the consistent raising of educational standards. Staff recruitment is very well organised and the provision of information through the college's website is good.

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. Develop individual learning plans with clear goals which are discussed at formal tutorial sessions
2. Design the curriculum so that it is delivered over three days
3. Deploy all possible teaching spaces to better accommodate learners comfortably and install multimedia equipment in classrooms
4. Analyse progress and student feedback data by course, unit and teacher to judge performance and make improvements
5. Establish a system of centralised management and quality assurance of courses and course development
6. Establish a formal staff appraisal system and an effective system of teaching observations.

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 good. Initial advice, guidance and support for students ensure that they can make informed choices about the course that is right for them. The principal makes personal visits to the students' countries of origin and is involved directly in their recruitment and in the provision of the early advice and guidance they receive. As a result students are following appropriate programmes of study that meet their needs. Initial assessment tests, carried out on arrival, are used to provide additional information on individual learners at the start of the programme.
- 3.2 The teachers use the information from the application form and from the initial diagnostic assessment to plan lessons and to deliver an appropriate programme of study which meets the students' needs. The application form includes a question about the student's goals, but this is not used to develop individual learning plans which can be reviewed and updated regularly.

3.(b) Suitability of course provision and curriculum

- 3.3 The suitability of course provision and curriculum is good. Students are well educated in accordance with their objectives and the college's aims. The college has a written statement of educational purpose and this is supported by appropriate schemes of work. The learning programmes offered meet the students' needs as they lead to internationally recognised qualifications. Learning programmes are based on the awarding bodies' syllabus, and approved textbooks and learning resources. Close ongoing contact with the awarding body means that programmes are kept up-to-date, relevant and in line with external requirements. Most students complete the course they initially register for.
- 3.4 Effective co-ordination of the curriculum for individual qualifications takes place and this supports the progress and achievement of students. Whilst the college complies with the UKBA's requirement of at least 15 hours of supervised study per week, the curriculum for some courses is delivered over two days. This means students are in the classroom for extended periods of time.
- 3.5 The website and prospectus give a clear and accurate description of the courses being offered.

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

- 3.6 The quality of teaching is generally of a satisfactory standard and there are no major weaknesses. In the more successful lessons teachers use effective teaching methods which encourage learning and achievement. Activities promote the application of learning and encourage independent thinking. Teachers use relevant examples which put the teaching in context and help students to apply the learning. Opportunities are maximised to promote awareness of cultural diversity. Some good lesson planning is evident with clear objectives and lesson plans containing a variety of student focused activities. Teachers demonstrate effective class and time management, and have good subject knowledge. As a result students make expected and, in some cases, good progress towards attaining their individual learning goals.

- 3.7 In the less successful lessons there is little or no checking of students' learning and little student participation. Teaching lacks variety of teaching style and activities to encourage independent learning. As a result individual learning needs are not always met. Some classrooms are too small for the number of students, leaving no space for the teacher to move around to monitor and support individual learners. Classrooms lack multimedia equipment to enhance teaching and learning.
- 3.8 Effective use is made of ongoing formative assessment in the classes including, in one case, the use of a mock examination. Some teachers use effective questioning to test students' knowledge. Students are given extensive support in addition to the classes through the use of tests and assignments given as homework which they bring to the class for feedback. Students are encouraged to become independent learners. Some students download their own revision assignments from the awarding body's website and determine when they are ready to sit the examinations. Teachers provide support including through tutorial meetings which are organised as required. Students' written work provides clear evidence of continuous and timely assessment. Marking is fair, accurate and consistent and teachers provide constructive feedback to enable improvement. Assessment materials encourage the application of learning and questions set are appropriate and challenging. As a result students' outcomes are satisfactory and sometimes good.
- 3.9 Examination results and other progress data are not analysed to show performance by course, unit or teacher so the use made of this information is limited.

3.(d) Progress and attainment

- 3.10 Levels of attainment and progress are acceptable. The examination data provided, which was for 2010 to 2011 only, showed a pass rate of two thirds. Previous data was not available as it was retained by the awarding body. Students make expected progress, including success in examinations, which supports them in attaining their individual learning and future career goals. The student management database is used to record students' test and examination results.
- 3.11 Students' written work demonstrates good application of subject knowledge and understanding in a work related context. They also make satisfactory progress in developing their writing skills and their use of business English. Students are able to speak articulately and with confidence about their work and their progress. They demonstrate both a good understanding of their subject and of its practical application.

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 health and safety of the premises meet statutory requirements. Security is good. The college occupies a single storey building in a quiet residential area of South East London. The building was previously a church hall and was converted into the college's premises five years ago. The building is generally fit for purpose and maintained with regard to the health and safety of students and staff. The classrooms have adequate lighting, however space is limited. Toilet facilities are sufficient in number and clean.
- 4.2 Effective arrangements are in place to ensure the health and safety of students and staff. Students report that they feel safe and can approach staff with any problems. They are aware of the steps taken by the college to secure their health and safety. An adequate health and safety policy statement is in place which includes the names of staff with specific responsibilities in relation to safety matters. This complies with legal requirements and is implemented appropriately. Checklists, updated annually, are in place for fire prevention, first aid provision and emergency planning and evacuation. General health and safety and fire risk assessments have recently been completed. First aid training and certification are up-to-date. There is step-free access to the building. The college has a satisfactory level of fire safety which conforms to legal requirements. Appropriate numbers of trained fire marshals are in place and regular fire drills are carried out and recorded. Fire protection equipment has been recently checked and is sited appropriately. Fire safety signage is adequate with fire exits being well signposted. First aid training and certification is current.
- 4.3 Security arrangements are effective and there is strict adherence to signing in procedures.

4.(b) Student registration and attendance records

- 4.4 The college keeps highly accurate admissions records and attendance registers. Enrolment and attendance procedures are very well managed and records are comprehensive, well maintained and with excellent attention to detail. Admissions and enrolment policies and procedures are robust and fit for purpose. Registers are completed for each session and validated by the teacher and administrator before being entered into the college's comprehensive student management database. The database is used very effectively to track student attendance. The attendance policy is well publicised and implemented in a timely manner. Student files contain a signed declaration that they are aware of the attendance policy. Procedures for contacting students who miss a class are highly effective. The college makes the necessary reports to UKBA and fully complies with its regulations.
- 4.5 There is a clear fee collection and refund policy which is published in the prospectus and implemented appropriately. Details are fully documented and maintained in the student files.

4.(c) Pastoral support for students

- 4.6 The arrangements for the pastoral support of students are good. Students' needs are well met by the support provided by the college and they receive effective support, advice and guidance. Accurate course information is provided to students prior to their arrival. Induction arrangements are also effective and help students to

settle into the college. They report that they can approach the staff and teachers with any problems of either an academic or personal nature. In the pre-inspection questionnaire, students made extremely positive comments about the support they receive from teachers. All students reported that they receive the individual support they need. Students' progress is monitored well and appropriate intervention is made if needed. All students responding to the pre-inspection questionnaire reported that they are kept informed of the progress they are making.

- 4.7 Relationships between staff and students and amongst students are positive. There are no concerns about bullying or harassment. The college has an appropriate policy in place to promote equality and diversity. All students responding to the pre-inspection questionnaire agree, and the majority strongly agree, that relationships at the college are positive. Inspectors share this view. The vast majority of respondents agree that teachers treat all students equally.
- 4.8 Students feel well prepared for higher level study or for returning to their home countries to work. There is some information with regard to higher level study provided on the college's website. Most students report that they are intending to return home to take up employment on completion of their studies.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 The college is effectively governed, with good oversight by the proprietor who, as principal and managing director, is closely involved in the day-to-day operation of the college. His focus on motivating students to learn and on teachers' performance helps to ensure that the education provided is of a good quality. The leadership effectively discharges its responsibility for educational standards, financial oversight and investment in staff. It provides educational direction and is effective in communicating this to the teachers. Teachers report that they follow the college's policy in relation to educational aims and focus on examination success. The proprietor acknowledges the areas that need to be developed and improved and produced a new set of quality policies during the inspection.
- 5.2 The governance ensures that the college meets its legal obligations in regard to health and safety. It has appropriate legal permissions including appropriate use for the premises, relevant licences and insurance.

5.(b) Management structures and responsibilities

- 5.3 The leadership and management of the college are good. The college has a small and committed management team and communication channels are generally informal but effective. The principal and managing director is supported by two course co-ordinators who are also teachers. The leadership and management of the programmes are effectively delegated to the course co-ordinators. They are effective in providing educational direction which helps to ensure the good quality of the students' education. The course co-ordinators are well supported to carry out their roles. The team works together to ensure that some improvements are made. However there is no overall co-ordination of lesson planning to ensure consistency and a focus on learners' needs, and no centralised quality assurance of teaching, learning and course development. There is a system of peer observation of teaching. However this does not focus sufficiently on student activity and outcomes nor does it link to other staff development policies. The majority of completed lesson observation forms show an over-generous rating of teacher performance so do not provide the possibility for meaningful constructive feedback.
- 5.4 Management is generally successful in securing, supporting, developing and motivating sufficient numbers of high quality staff and ensuring they are suitably trained for their roles. A particularly competent and highly effective administration team is in place. Teachers take responsibility for their own continuing development and are supported in this by the management of the college. Most teachers have teaching qualifications or are working towards them. There is no formalised staff appraisal system.

5.(c) Quality assurance including student feedback.

- 5.5 Arrangements for quality assurance are in place but need improvement. The management of resources contributes to the generally satisfactory outcomes of students. The leadership and management of the college have a very strong commitment to make improvements. A quality policy is in place but it does not encompass all the areas that support quality assurance such as peer teaching observations, analysis of student performance and feedback from the awarding

bodies. Targets for improvement are not sufficiently well developed or rigorous to ensure the consistent and ongoing raising of standards. They are not explicitly linked to the outcomes from self-evaluation. The examples of good practice which exist are not always shared effectively across the whole college provision. Customer feedback forms are kept manually and cannot easily be analysed to provide useful management information.

- 5.6 An appropriate complaints policy is in place and is communicated to students in the student handbook, downloadable from the college's website. No formal complaints have been raised to date.
- 5.7 Overall the students' views of the college are very positive. All the students who responded to the confidential questionnaire thought that they were making good progress and that they received individual support from teachers when they needed it. All of the students would recommend the college to others. No serious concerns were raised and the inspectors agreed with the students' views on the areas addressed in the questionnaire.

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

- 5.8 Staff recruitment procedures, including all required recruitment checks, are excellent. Thorough and reliable arrangements for checking the suitability of staff are in place. All appropriate checks are carried out prior to their appointment. Record keeping and the systematic approach to ensuring checks are completed in a timely manner are exemplary. Qualifications and references are checked before appropriate employment contracts are issued.

5.(e) Provision of information

- 5.9 The provision of information to students meets with required standards. The website and prospectus are adequate and provide appropriate and accurate information about courses, admission procedures and course fees. The website contains the college's policies on health and safety, welfare, disability and complaints. The college provided all the information requested in connection with the inspection and made available all the necessary documentation both before and during the inspection.

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 proprietor. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Ms Diana Morriss	Lead Inspector
Ms Beth Maloney	Team Inspector
Professor Paul McGregor	Team Inspector