



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

MONITORING VISIT

LINCOLN COLLEGE

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| Full Name | Lincoln College |
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| Telephone Number | 020 8427 7849 |
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| Email Address | info@lincolncollegelondon.com |
| Website | www.lincolncollegelondon.com |
| Principal | Mr Irfan Awan |
| Proprietor | Mrs Shaila Khan |
| Age Range | 18+ |
| Total number of students | 31 |
| Numbers by age and type of study | 18+: 31 EFL only: 8 FE only: 23 |
| Inspection date | 10 March 2015 |

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 | 6 |
| 5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT | 7 |
| 6 ACTIONS AND RECOMMENDATIONS | 9 |
| INSPECTION EVIDENCE | 10 |

1. CHARACTERISTICS AND CONTEXT

- 1.1 Lincoln College is a private educational institution, which aims to provide a quality education at an affordable price. The director is the sole owner. The principal exercises governance and overall operational control. The college is based in Harrow and Wealdstone. It was established in 2009, as a private limited company, and started operating in September 2011.
- 1.2 The college is running accredited courses in door supervision and energy assessment. Its English language provision includes an IELTS preparation course, which was running at the time of the inspection, as well as preparing to teach in the lifelong learning sector (PTLLS) and English for speakers of other languages (ESOL) courses. Other security courses, such as the use of CCTV records, are also offered.
- 1.3 At the time of the inspection, 31 students were enrolled. All the students are over the age of 18 and are male. Students come from Pakistan, India, Sri Lanka and Nepal. All the students on the energy assessment course are from the United Kingdom. The majority of students do not have English as a first language. No students have been identified as having special educational needs and/or disabilities (SEND). Enrolment is on a continuous basis. Students are selected on the basis of their previous academic qualifications and standard of English language.
- 1.4 The college was inspected on 11 March 2014 when it met all key standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
 - Focus more on the application of English as it is used in business and social settings to help learners gain more confidence in its use.
 - Routinely share with teachers the learners' initial assessment results, so that lessons are better able to meet their needs.
 - Analyse better the results of learner surveys and devise action plans to consolidate areas of strength and address areas for improvement.
 - Improve the self-assessment process to better evaluate the strengths and areas for improvement in the college.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 11 March 2014 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 good. Initial assessment is appropriate and is effective in placing students on the right course. Teachers carry out the assessments and use the results to tailor their lessons to meet individual students' needs. However initial assessment results are not recorded in lesson plans to ensure consistency. An appropriate curriculum is offered, which effectively meets students' aims and objectives, as well as Home Office requirements for Tier 4 students. Teaching is good and includes relevant activities that fully engage the students. They enjoy their lessons and make good progress. English language teaching includes the use of relevant exercises on topical subjects so that students are able to apply English to appropriate business and social settings. Students make suitable progress, are very effectively tracked and have access to appropriate additional academic support. Students' completion and achievement rates are high.
- 2.3 Students' welfare, including health and safety, is good. Arrangements to ensure the health and safety of staff and students are effective and include regular checks and rigorous recording of risk assessments. The premises are fit for purpose and are reasonably well maintained and decorated. Admission and attendance records are accurate and well maintained. Staff are aware of Home Office requirements on attendance and reporting for Tier 4 students, although there are no such students enrolled. The attendance policy does not set out a clear procedure for contacting students who are absent at the start of the lesson to ensure consistent high attendance rates. Pastoral support is effective and meets the needs of the students. Students have access to appropriate social activities, which enhance their learning experience. They receive good quality advice on further education and career prospects.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The proprietor works closely with the senior staff, to provide appropriate educational direction and has a clear vision for the college's future. An appropriate range of policies supports the college's operation. However, they do not fully reflect its current stage of development. Quality assurance mechanisms are adequate. Staff are well supported through appropriate performance appraisal and lesson observation procedures. Lesson observation records do not include information on how areas to improve will be followed up. Progress in the analysis and use of learner surveys is satisfactory. Identified issues are discussed and resolved. Formal action planning and the setting of realistic targets are under-developed. Effective methods are used to assess the college's performance. However, self-evaluation makes insufficient use of data to support its findings and lacks clear areas to improve. The college has reliable arrangements for staff recruitment.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Focus more on the application of English as it is used in business and social settings to help learners gain more confidence in its use.
 - Routinely share with teachers the learners' initial assessment results, so that lessons are better able to meet their needs.
- 3.3 Good progress has been made against the first recommendation. Schemes of work and lesson plans indicate that the delivery of English language teaching is focused on the use of English in practical work and social settings. Teachers use practical reading exercises on topical subjects in lessons. The written feedback from students, who have undertaken English courses since the last inspection, shows that they rate highly both the study methods and course content.
- 3.4 Progress against the second recommendation is satisfactory. The teachers carry out appropriate initial assessment testing. The results of this assessment are recorded in the student files and made available to teachers to plan their lessons. However, lesson plans do not always contain information about individual students' needs to ensure these are consistently met.
- 3.5 The college has a clear educational purpose, which is effectively supported by appropriate schemes of work. The current range of provision is appropriate. Courses are well matched to students' needs and are effective in catering to the age, aptitudes, language capabilities and differing aspirations of the small number of students who attend the college. The majority of courses provide the practical knowledge and skills to assist students with finding employment and appropriate progression routes are available within the provision. The curriculum includes courses that meet Home Office requirements for students on Tier 4 visas, although no such learners are enrolled.
- 3.6 Teaching is good and effectively promotes students' progress. In the most successful lessons, relevant activities, including demonstrations and role-plays, fully engage the students. Lively discussion and peer feedback ensure that students are involved in assessing their own learning and progress. Classes are well planned and follow appropriate and structured schemes of work and lesson plans. Teachers are confident, knowledgeable and have a positive attitude. They develop good relationships with the students and have good relevant experience. They make effective use of the classroom resources. Consequently, students enjoy their lessons and make suitable progress. In a small minority of classes, insufficient involvement of the students limits their learning and achievement.

- 3.7 Methods to assess students' work and monitor their progress are reliable and timely. Comprehensive electronic systems are used, very effectively, to record and track students' progress. Appropriate additional support is provided, on an individual basis, following the identification of issues by the class teacher. ILPs are used well to set general targets. Teachers follow up the targets effectively and brief comments on progress are recorded.
- 3.8 Most students successfully complete their course and gain the qualification. Success rates, in a small minority of subjects, are significantly higher than the national average. Students interviewed confirmed they are making good progress.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 Arrangements to ensure the health, safety and security of students and staff are effective and include appropriate provision for students who are ill, injured or have physical disabilities. Measures to reduce risk from fire are rigorous and include clearly displayed evacuation instructions, well signposted and clear fire exits, regular fire drills and comprehensive risk assessments. Regular checks are effectively recorded and documentation is well organised. Appropriate induction procedures ensure that students are aware of what to do in the event of an emergency. Staff are appropriately trained.
- 4.3 The premises, including the classrooms, are suitable for the courses offered and are clean and reasonably well maintained and decorated. Toilet facilities are adequate and are regularly checked. Good space, including a library and computer room, is available for private study.
- 4.4 Accurate admission and attendance registers are maintained. Data from paper registers is input to a database, from which individual attendance can be effectively monitored. An appropriate attendance policy is well communicated to students, at induction. Any absence is followed up, but the policy does not clearly set out the procedure to follow if a student is absent at the start of the lesson, to ensure consistent high attendance rates. Staff are fully aware of Home Office requirements on attendance and reporting for Tier 4 students. These are appropriately reflected in the attendance policy, although no such learners are enrolled.
- 4.5 Pastoral care is effective. Staff members provide effective personal support and guidance in accordance with the needs of the students. A designated and experienced student welfare officer handles any concerns and provides appropriate advice. A comprehensive induction ensures that students receive sufficient relevant information at the start of their course.
- 4.6 Relationships, between the staff and students and among the students themselves, are positive. Students report that they get on well with each other and that staff are friendly, approachable and have a good cultural awareness. An appropriate social programme provides good opportunities for students to get to know each other outside the course and to enrich their learning experience. Staff have good links with local businesses. These links provide students with access to suitable employment opportunities. Students confirm that they get appropriate advice on further education and career possibilities.

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 recommendations in this area from the previous inspection report are:
- Analyse better the results of learner surveys and devise action plans to consolidate areas of strength and address areas for improvement.
 - Improve the self-assessment process to better evaluate the strengths and areas for improvement in the college.
- 5.3 Satisfactory progress has been made against the first recommendation. The outcomes of learner feedback questionnaires are analysed and reports are produced. Issues that are raised, including through informal feedback mechanisms, are discussed and appropriate action is taken. However, meetings are not systematically recorded. Action planning, to continuously improve the provision, is under-developed. Clear realistic targets are not set. Therefore, effective monitoring, to ensure areas of strength are consolidated and areas to improve are addressed, is limited.
- 5.4 Satisfactory progress has been made against the second recommendation. The college regularly assesses its performance through the review of student feedback, recorded lesson observations, student achievement data and the results of awarding body visits. A new written self-evaluation was put together for the inspection. This makes insufficient use of the available data to objectively evaluate the college's performance and does not identify any areas to improve.
- 5.5 The proprietor exercises effective oversight of the college and is appropriately engaged in its strategic development. She works well with the senior staff to provide appropriate educational direction and has a clear vision for the college's future. She is closely involved with its day to day running and holds the staff to account to ensure they carry out their responsibilities well. An appropriate range of policies supports the college's operation. However, they do not fully reflect its current stage of development to ensure they can be effectively implemented.
- 5.6 Leadership and management are satisfactory and are effective in meeting the college's aims. Senior managers are successful in securing, supporting and developing sufficient high quality staff. Quality assurance mechanisms are adequate. Staff performance is regularly reviewed through appraisals and lesson observations. Records of lesson observations are maintained and include areas to improve. However, they lack clear follow-up mechanisms to ensure continuous improvement of the teaching. Teachers are supported to undertake relevant continuing professional development. The college is not a member of a fee protection scheme.

- 5.7 The college has reliable arrangements for staff recruitment. Well-organised staff files contain details of pre-employment checks carried out, which include a medical fitness questionnaire and references.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- Improve the self-assessment process so that it explicitly makes full use of the range of available data, in order to accurately evaluate performance and establish clear areas to improve.
- Formalise clear action plans, based on self-assessment, and ensure they include specific targets to consolidate areas of strength and address areas for improvement.
- Improve lesson observations to include discussion of how identified areas to improve will be monitored and record this to ensure accurate follow-up.
- Include the results of initial assessment in lesson plans to ensure consistency in meeting individual students' needs.
- Amend the attendance policy to include a clear procedure for addressing student absence, at the start of the lesson, to ensure consistency.
- Establish a policy review procedure to ensure all policies are up-to-date and fully reflect the current stage of the college's development.

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

Inspectors

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| Ms Diana Morriss | Lead Inspector |
| Dr Brian Giddings | Team Inspector |