



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

MONITORING VISIT

GLOBAL LONDON COLLEGE

(Company Reg. No. 7366665)

Full Name **Global London College**

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Website www.glcollege.org.uk

Principal Mr Luan Dranga

Proprietors Ms Swe Swe Aung
Mr Luan Dranga

Age Range 18+

Total number of students 53

Numbers by age and type of study

18+	53
EFL only	2
FE only:	51

Inspection date **30 April 2019**

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Global London College is a private further education institution situated in central London. Established in 2010, as a private company limited by shares, it is owned and governed by its two directors; one of whom acts as principal. The college relocated to its current premises in March 2018. The college aims to provide a dynamic, friendly yet professional learning environment in which it prepares and empowers students to develop their academic and career potential.
- 1.2 The college provides courses in general English and preparation for the International Language Testing System (IELTS) in addition to English for special purposes and individual tuition. Further courses include NVQ level 1 Health and Safety for the Construction Environment and NVQ level 2 Construction accredited by ProQual. Higher National Diploma and Certificate (HND and HNC) in Business Studies accredited by Pearson and the diploma in business and administrative management level 4 and 7 Awards for Training and Higher Education (ATHE) are also offered. However, these were not running at the time of this inspection. In addition, a progression agreement has been established with University of Worcester but has not yet enrolled.
- 1.3 At the time of the inspection there were 53 students enrolled, all of whom are over 18 years. The vast majority are male and from Europe. English is an additional language (EAL) for all students. The college has not identified any students with learning difficulties or disabilities. Student recruitment occurs throughout the year. There are currently no students enrolled under Tier 4 Visa arrangements.
- 1.4 The college was previously inspected on the 26 June 2018 when it met all Key Standards and the quality of education was judged to meet expectations. The main recommendations from the previous report are:
- Strengthen the teaching on business courses by introducing a variety of teaching activities so student interest is maintained to support learning.
 - Ensure that student ILPs contain clear and measurable targets.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 26 June 2018 the college was found to meet expectations and, though the quality of education as judged at that time has not been maintained in all respects, the college still meets expectations.
- 2.2 The quality of the curriculum, teaching and learners' achievements is satisfactory. Initial assessment is satisfactory and is used appropriately by teachers in lesson planning. However, it is not used effectively to inform the development of Individualised Learning Plans (ILPs). As a result clear and measurable targets cannot be set to monitor student progress. Course provision is satisfactory and meets the language, employment and academic needs of students. The curriculum is well planned and meets student needs; the structure enables students to make satisfactory progress and accurately reflects the demands of industry and higher education. The curriculum is well supported by schemes of work and lesson plans. Courses on offer to Tier 4 international students meet the definition of an approved qualification as set out in Home Office guidance. Teaching is good. Teachers have good subject knowledge and use a variety of methods to make learning interesting and involve students. Assessment is timely and used well to plan teaching. However, monitoring is incomplete and does not provide an accurate indication of progress. Written assignments include errors which are not corrected and assessors make errors in English on student feedback forms. College data indicates high levels of student achievement.
- 2.3 Students' welfare, including health and safety, is good. Arrangements for health and safety are good. There is an effective fire safety policy supported by appropriately trained staff and safety equipment. Records of alarm checks, fire equipment and evacuation drills are well maintained. Risk assessments are regularly updated. There is a satisfactory first aid policy which is well implemented. Premises are fit for purpose, well equipped and maintained to a high standard. Records of registration and attendance are accurate and well maintained. Appropriate systems are in place for making reports to the Home Office where students studying under Tier 4 visas do not enrol, discontinue study or fail to comply with attendance requirements. Pastoral support is good. There is an effective relationship between staff and students who consider that they are well supported by staff for advice on academic or personal matters.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. Proprietors provide good oversight and meet their legal obligations, setting a clear educational direction and ethos for the college. The management structure is appropriate for the size of college and supports good communication between staff and managers. There is a comprehensive range of policies which are effective in directing the college's activities. Measures to support quality assurance are effective and performance indicators are used appropriately to monitor the college's activities. Self-evaluation is satisfactory. However, it does not involve all staff and actions to address weaknesses are not accurately tracked. Staff recruitment is satisfactory and

ensures that staff are suitable to work with students. A performance management policy provides effective support for staff. This includes regular lesson observation which contributes to appraisal and enables opportunities for staff development.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is satisfactory. All Key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Strengthen the teaching on business courses by introducing a variety of teaching activities so student interest is maintained to support learning.
 - Ensure that student ILPs contain clear and measurable targets.
- 3.3 No business courses were running at the time of the inspection. Consequently the first recommendation could not be reviewed.
- 3.4 No progress has been made in meeting the second recommendation. Student's complete written assignments for NVQ construction courses but there are no targets set for improvement on ILPs.
- 3.5 The quality of courses provided is satisfactory. Students are educated well in line with the college's aims. The curriculum is well planned with clear lesson plans and schemes of work to address the needs of students. The courses are suitable for the ages and aspirations of students enabling them to learn and achieve their desired outcome.
- 3.6 Initial assessment is satisfactory. Students undertake a multiple choice placement test to identify appropriate level of course. Suitable interview and writing activities form part of initial assessment for students. However, speaking and listening are not included in this process. Consequently, significant areas of language development are neglected. Teachers use initial assessment information appropriately to plan lessons. However, it does not contribute to the initial development of the students' ILP or to support students to make satisfactory progress. Courses on offer to Tier 4 international students meet the definition of an approved qualification as set out in Home Office guidance. Currently there are no students enrolled under Tier 4 visa arrangements.
- 3.7 Teaching is good. Classes are well structured using a variety of methods to make the learning interesting and ensure student participation. Teachers have good subject knowledge and promote effective learning, responding well to individual student needs and abilities.
- 3.8 Assessment is satisfactory, it is timely and is used effectively to plan future teaching and enables students to develop independence and consolidate their learning. Resources are satisfactory and are used well to encourage discussion. Students make progress in class and levels of attainment are at least satisfactory. However, monitoring is incomplete and does not provide an accurate indication of student progress. Tracking of progress of students is in place for English classes and ATHE courses but not for NVQ programmes. With no clear start and end date accurate

monitoring of progress is not possible. Appropriate written assignments are completed. However, errors are not corrected and assessors make mistakes in English on the student feedback sheets. Students on vocational further education courses are not given support in the use of Standard English. Courses in English are available for students on NVQ courses but there has been no take up to date.

3.9 Data provided by the college shows a high level of achievement.

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 The arrangements for health safety and security of the premises are good. Policies are well implemented and monitored effectively to assure the safety of staff and students.
- 4.3 The premises are well managed and appropriate arrangements are in place to ensure that they conform to fire safety legislation; including alarm systems, fire safety equipment and current risk assessments. Regular evacuation drills are carried out and senior staff are trained as fire marshals. Records of regular testing of equipment and drills are well maintained. Students receive an appropriate briefing on health and safety during induction and full details are included in the student handbook. There is an effective first aid policy which is supported by trained staff. Records of accidents and incidents are recorded.
- 4.4 The college accommodation is fit for purpose, well maintained and provides a healthy and safe learning environment for all its students. The building is decorated to a good standard and maintained in a clean, tidy and hygienic state. There are sufficient accessible washrooms for staff and students.
- 4.5 The lighting, heating, sound insulation and ventilation are good; furniture and fittings are appropriate for the needs and ages of students providing a comfortable study environment.
- 4.6 There is a clear attendance policy of which students are fully aware. The recording of admission and attendance is detailed and accurate. Daily attendance is recorded and absences followed up as a matter of course. Appropriate procedures are in place to conform to Home Office requirements for reporting Tier 4 students where students fail to enrol or whose attendance does not meet requirements.
- 4.7 Pastoral and personal support for students is good. Staff are readily accessible and students benefit from studying in a small intimate environment. Students indicate that they feel well supported by the college. There is an effective induction programme which ensures that students are aware of the requirements of the college and the support it provides and prepares them for their studies.
- 4.8 The college provides a social programme for enrolments of larger student numbers. Good careers advice is provided by college staff to enable students to make informed choice of further studies.
- 4.9 The college has appropriate arrangements to safeguard students which are reviewed regularly. The college does not currently recruit students under the age of 18. However, all staff are aware of the procedures for safeguarding and an accurate central record is maintained of information on staff including qualifications and checks carried out to confirm identity and right to work in the UK.

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 proprietors provide good oversight and fulfil their legal obligations providing clear educational direction which successfully incorporates the college's aims and ethos. The management structure is appropriate for the size of the college and provides clear resource planning supporting effective communication between senior managers and staff. The college has developed a comprehensive range of policies and procedures which are regularly reviewed to direct its activities.
- 5.3 The systems and processes to support quality assurance are effective and the proprietors know their college well. Self-evaluation is satisfactory. However, it does not involve all staff fully; college's activities are measured against key performance indicators and measures are taken to improve where they are seen to be weak. However, these are not accurately monitored. As a result, targets are not always achieved in a timely manner nor understood by all staff.
- 5.4 Staff recruitment is satisfactory. Staff are checked to ensure their identity and right to work in the UK. Employment records and qualifications are taken into account with references to ensure their suitability to work with students. All new staff undertake a 3 month probationary period before their appointment is confirmed.
- 5.5 Staff are well supported by college leadership to enable them to carry out their roles effectively. There is a detailed performance management policy which includes teaching observation. Staff receive a comprehensive induction and participate in an appraisal system. Information from the observations is incorporated in the appraisal and is linked to staff development and training opportunities to improve the quality of teaching and learning.
- 5.6 The college has an effective complaints policy which provides for records to be maintained showing the stage of resolution. In the event that internal resolution can be achieved there is provision for external independent arbitration. Details of the complaints procedure are available on the college website.
- 5.7 Information provided on the college website is comprehensive and enables prospective students to make an informed choice of college and course.
- 5.8 The college responded to all requests for information to support the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

The college has not maintained the good quality found at the last inspection.

Recommendations for further improvement

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

- Implement clear systems to track student performance and record achievement.
- Use initial assessment to inform tutors for planning and development of ILPs.
- Involve staff fully in self-evaluation to set targets for improvement and monitor progress towards their achievement.
- Ensure that all students on Further Education programmes are given effective support to improve their English language skills.
- Ensure that assessors use correct grammar and spelling in written feedback for students.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietors. The inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Peter Wood	Lead Inspector
Ms Ann O'Toole	Team Inspector