



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

ANGLO SKILLS COLLEGE

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Principal Mr Farooq Mir

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Age Range 18+

Total number of students 11

Numbers by age and type of study
18+: 11
EFL only: 2
FE only: 9
EFL and FE: 11

Inspection dates **23 Sep 2014 to 25 Sep 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Anglo Skills College is located in the centre of Nottingham and was established in April 2010 as a private education college limited by shares. The principal and the welfare officer are the proprietors. The college's mission is to provide affordable, high quality learning and training opportunities for personal employment, community development and enrichment. At the time of the inspection, the college offered English for speakers of other languages (ESOL) courses, a level 4 Higher National Certificate (HNC) in business and a level 7 diploma in strategic management.
- 1.2 Students apply directly to the college and are accepted after interviews and qualifications and English language test results have been checked. Students are further assessed on arrival at the college through a stringent initial assessment process. At the time of the inspection 11 students were enrolled, four of whom were female. Students come from Lithuania, Spain, Libya, Niger and Pakistan. Five students are local to the college and six students are studying on Tier 4 visas. All the students have English as a second language. The college reports that no students currently require support for special educational needs and/or disabilities (SEND).
- 1.3 The previous inspection in April 2014 resulted in a judgement that the quality of education had not been maintained.
- 1.4 The action point from the previous inspection report is:
1. Ensure comprehensive and systematic quality assurance arrangements to monitor learner progress and instigate effective interventions in a timely manner. (Key Standard 44)
- 1.5 The recommendations from the previous inspection report are:
- Introduce effective initial assessment arrangements for business students in order to identify any English language weaknesses at an early stage and to put in place appropriate additional language support.
 - Ensure all business students are fully aware of their course qualification and assessment criteria at induction and during their study programme.
 - Introduce an appropriate social programme for international students to enhance their learning experience.
 - Establish a formal cycle of review to identify priorities to improvement and procedures to implement decisions effectively.
 - Update the college website to include accurate information of current opportunities available and course fee information.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment following the recommendation from the previous inspection is now thorough and provides sufficient information to effectively plan appropriate support for students with English language weaknesses. Current course provision meets the requirements of students. Following the recommendation from the previous inspection, business students are now given a thorough induction to their course and a course handbook detailing awarding body criteria. Teaching is good and learning activities are well planned. However, some learning activities are hampered by unsuitable seating. In some classes students clearly take responsibility for their own learning and initiate discussions. Achievement is good and all students are making progress. The college has invested in a Virtual Learning Environment (VLE), which is not yet operational.
- 2.3 Students' welfare, including health and safety, is good. Security is good. Health and safety are managed effectively with appropriate records kept. Premises are well maintained and clean and teaching rooms pleasant, clean and tidy. Admission and attendance records are accurate and up to date. Attendance is rigorously monitored and absences immediately followed up. Attendance is excellent. Students receive a thorough induction on their arrival. Pastoral care is good, with a good level of advice and guidance provided by experienced, caring staff. Good progress has been made against the recommendation in the previous inspection and a social programme is now in place for international students. Advice and guidance to higher education meets expectations. Work placements help students to gain confidence and experience real life situations.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors have thorough insight into all college operations and ensure the college is a safe and secure working environment. They are successful in directing its strategic development and providing clear educational direction. The proprietors are involved in all aspects of the day-to-day management of the college and work closely with staff and students. Newly appointed staff are well qualified and experienced in managing all aspects of provision. The lesson observation process does not focus sufficiently on learning and achievement and is not linked to the college's appraisal and continuous professional development (CPD) programme. Quality assurance meetings are formally recorded and actions show clear progression in addressing the shortcoming identified in the previous inspection. Quality assurance is satisfactory. Students' feedback is regularly collected to inform the course review process. Employability checks are made on new staff and a thorough induction given. The provision of information to all learners is satisfactory. Good progress has been made against the recommendation from the previous inspection to update the college website, which now includes clear details of current courses and fee and refund information.

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

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

- 3.1 Assessment of students prior to and on arrival is good.
- 3.2 Good progress against the recommendation from the previous inspection to introduce effective initial assessment so as to respond more appropriately to students' 'language needs'. The college has now strengthened its initial assessment process and at induction all business students take a series of tests in numeracy, literacy and information technology. In addition, students also complete a learning styles questionnaire. A good foundation for learning is provided by these tests. The results are shared with staff to plan teaching and arrange additional support for students if required. English support is good and teachers work closely to identify which skills the student needs to improve.

3.(b) Suitability of course provision and curriculum

- 3.3 Course provision is good and students are well educated in accordance with their objectives and the college's aims. The college has made good progress against the recommendation from the previous inspection to ensure all business students are fully aware of their course qualification and assessment criteria at induction. Students are given a thorough introduction to the course at induction and each student is given a comprehensive course handbook. Full course information is also available on the website. Assignment briefs specify the criteria students need to meet to complete work. Feedback from students states that the course provision meets their needs. Inspectors confirm this view with the majority of students successfully completing the course they registered for.
- 3.4 All courses offered to international students lead to qualification that meet the Home Office definition of approved qualifications.

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

- 3.5 The quality of teaching and its impact on learning is good. Teaching is good. Teachers have very good subject knowledge and are able to use this to respond to students' questioning and extend students' learning. A clear outline is given at the start of the lesson to prepare students. There are effective relationships between teachers and students and students enjoy their lessons. Students are keen to be involved in their learning and take responsibility by initiating discussions and frequently asking questions. Time management is good with appropriate interventions made by teachers to ensure discussions remain relevant. All lessons are well planned and the pace of teaching is good. Effective questioning is used to check learning and ensure all students understand. Students' contributions and experiences are valued to illustrate theory. Restrictive seating in one room hampers some learning activities.

- 3.6 A range of activities in ESOL classes ensures students use listening, reading, writing and speaking skills in each lesson and rapidly develop their vocabulary. Activities in ESOL classes allow students to work according to their ability either individually or in groups and students are at all times positively supported by their teachers. Well designed and relevant resources are used to encourage ESOL students to study at home.
- 3.7 There is a small study room with a small library. Students have access to computers and the internet. The college has invested in a VLE but this has yet to be fully operational and at present does not contribute to students' learning.

3.(d) Attainment and progress

- 3.8 Attainment and progress are good and courses are well planned. The majority of students on ESOL courses successfully complete their course. Attendance rates on both ESOL and business classes are high.
- 3.9 Students on ESOL courses are making excellent progress in class, actively building on previous learning. Lesson observations confirm that students on the business courses are now making satisfactory progress. Assignments and course files are of an acceptable standard and in accordance with awarding body standards. Students are progressing well in class and on target to complete their courses. Assignments are returned to students in a timely manner with constructive feedback. However, the feedback does not inform students what to do to get a higher grade.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 The management of health and safety is good. Staff and students agree that the college provides a pleasant, safe and secure environment for learning. All policies and procedures in place meet statutory responsibilities. Health and safety provision is covered well at induction and reiterated in the college's student handbooks.
- 4.2 The college is situated in a managed building and security is good. Emergency procedures are well planned and staff are appropriately trained. Fire exits are clearly marked and pictures are used to illustrate hazards for any students with limited English. Electrical equipment is regularly tested. Suitable procedures and training are observed for first aid with three members of staff trained as first aiders. All relevant activities within the college and outside are carefully assessed for risk and regularly updated.
- 4.3 The building is fit for purpose and has a lift and a toilet adapted for the needs of those with disabilities. The premises are clean, tidy and well maintained.

4.(b) Student registration and attendance records

- 4.4 The monitoring and recording of student admissions and attendance is good. Records are accurate, properly maintained and regularly updated. Attendance is monitored rigorously with all absences immediately followed up. Attendance during the inspection was excellent. The college's attendance policy is explained to students at induction and students are regularly reminded that good attendance is essential.
- 4.5 Arrangements comply with Home Office requirements and include suitable procedures for reporting to the Home Office if necessary. Information on fees and refunds is clear and comprehensive and available to students on the college website.

4.(c) Pastoral support for students

- 4.6 Pastoral support for students is good. Students are very pleased with the support they receive from all members of staff in respect of both academic and personal issues. Inspectors confirm that staff are prepared to go the extra mile to ensure students' needs are met. Relationships are good between staff and students and amongst students. The welfare officer has good links with external support organisations and the local community.
- 4.7 Prior to arrival in the United Kingdom students receive a pack containing information about living in the United Kingdom, banking and healthcare. On arrival students receive a thorough, carefully planned induction. The college has an acceptable harassment and bullying policy which is effectively implemented with additional posters in classrooms. Students say that they find the college very friendly and supportive and that college staff are very responsive to their needs.

- 4.8 In response to the recommendation in the last inspection to develop a social programme the college has made good progress and now has a planned social programme. Major trips are planned in addition to a flexible programme of local visits. –
- 4.9 Advice and guidance on careers and progression to university is satisfactory. The principal gives students advice and guidance on progression to the next level of their education. The college is working on more extensive links with universities through the Internal Foundation Programme. Work placements can be arranged for students with local charities to help build their confidence and experience real work situations.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Oversight of the college by the proprietors is good. They provide clear direction through effective financial planning and strategic development commensurate with the aims of the college. Day-to-day involvement in the management of the college ensures they are able to make appropriate decisions to promote growth in student numbers and improvement in the curriculum. Policies and procedures are fully implemented to ensure a safe and secure learning environment for staff and students, as well as being reviewed regularly. All legal permissions are up to date.
- 5.2 The proprietors have addressed the shortcoming identified in the previous inspection report and made considerable changes to staffing and quality assurance provision. There are now monthly, minuted quality assurance meetings where student progress is tracked and all aspects of the business courses monitored. Progress has also been made against the recommendation that the college establish a formal cycle of course review. Student feedback is obtained at the end of each term and informs priorities for improvement in course provision.

5.(b) Management structures and responsibilities

- 5.3 Management and leadership are good. The small management team is sufficient for the present size of the college and provides effective management in all aspects of college operation. Clear educational direction is given and the quality of overall provision has greatly improved, especially with respect to the business courses, since the last inspection. Management ensures that sufficient experienced, well-qualified staff with good subject knowledge are employed. Communication between management and staff is good. The self-evaluation report, strategic plan and development plan are all up to date. The development plan does not include focused targets and milestones, not allowing management to evaluate whether sufficient, timely progress has been made.
- 5.4 Staff have clear job descriptions and contracts. Although new staff have regular lesson observations these tend to focus on teaching and do not sufficiently address learning and achievement. Lesson observations are currently not linked to appraisal and continuous professional development. Appraisals are annual and current teaching staff have not yet been with the college a sufficient amount of time to come within the scope of this policy.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is satisfactory. Considerable work has taken place in the last six months following the requirement of the previous inspection to improve quality assurance within the college, with actions showing clear progression. There are now monthly meetings, regular observation of new staff, review of lesson plans and

schemes of work, regular internal verification of marked work and regular review of student progress.

- 5.6 Student feedback is gathered at the end of the course and analysed to form part of the course review process. The college has a course review policy which sets out the review process for all courses incorporating student and staff feedback and achievement data.
- 5.7 In their responses in pre-inspection questionnaires and meetings with inspectors students are very positive about the college. They value the support they receive from teaching staff and management and would recommend the college to others. Full details about fees and refunds are available on the website.

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

- 5.8 The college has employed high quality staff with extensive experience and good subject knowledge. All necessary employability checks are made and references taken up when appointing new staff. New staff receive a full induction. Staff files are accurate and up-to-date.

5.(e) Provision of information

- 5.9 Provision of information to learners is satisfactory. Good progress has been made against the recommendation made by the previous inspection to update the college website. The website now includes accurate, clear information regarding current opportunities available.
- 5.10 Provision of information to learners is satisfactory. Good progress has been made against the recommendation made by the previous inspection. The college website has been updated and now includes accurate, clear information regarding current opportunities available and course fee and refund information.
- 5.11 The college promptly provided all information requested by inspectors in connection with this inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Implement a formal lesson observation policy that takes account of the impact of teaching on learning and achievement.
- Link the outcomes of lesson observations to staff appraisal and continuous professional development.
- Ensure the college development plan provides focused aims with interim targets to measure progress.
- Ensure classroom furniture does not inhibit teaching activities.
- Use the VLE to support classroom learning.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with staff and with the proprietors. 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

Mrs Sally Butler	Lead Inspector
Mr Peter Hymans	Team Inspector