



Self-Evaluation Report 2018 - 2019

1. THE CHARACTERISTICS OF THE COLLEGE

Anglo Skills College (ASC) is an established college based in Nottingham, a vibrant city in Central England, UK. ASC is a private training and educational provider, committed to delivering a wide range of training and Academic courses like, Level 3, HNC/HND, Level 7 in Business Studies and NVQ Level 3 Children and young people workforce along with other vocational courses and English language courses to meet the current educational needs of local, national and global market. We have an Equality and Diversity Policy which means that all of courses are available regardless of gender, ethnicity and race, internationally and locally.

We also have English language courses from Beginners to Advanced level and have trained 400 students in English language and a further 900 students for short training courses since 2010. Anglo Skills College officially started teaching in July 2010. The college successfully achieved its first full round of inspection from ISI since November 2011 and maintained a grade 2 in all areas up to date. From 2011, we have had health checks from the ISI to oversee quality assurance to maintain an overall grade. In September 2014, we were fully inspected by ISI and successfully achieved grade 2 in all areas for the next round. ASC is registered with UKBA for tier 4 sponsor in March 2013 and have tier 4 status from UKBA for tier 4 sponsors for general students.

Since its opening, the college has been successfully accredited by many prestigious awarding bodies for example: Edexcel NCFE, OCR, City and Guilds etc., to further develop our range of courses and to attract more students from the local and international market.

We have completed two cohorts of the Academic course HNC Level4 in business studies and have gained 100 % student achievement. We are currently undergoing the IV the process for the third cohort which is expected to be completed before April 2017. We have started the first cohort of HND Level 5 in business studies in September 2015 and course delivery is completed and we are in the process of assessment and verification. The course is ready for final external verification and final certification for April 2017. The college has established 3 terms in the years for its academic courses and our English language courses and training courses have run successfully for many years.

Anglo Skills College has completed six years of successfully running its courses in 2018. During this long period, we have been inspected and visited by ISI and various awarding bodies and continually received feedback and improved and developed quality assurance in all areas. Now ASC has a strong foundation to build and develop in all areas and improved its teaching and learning, leadership and management, student welfare up to the required standards of education and training providers. Additionally, we have also completed two rounds of Academic Management Reviews from the Edexcel Awarding Body to complete the BTEC Courses. We have also gone robustly through the quality assurance process of assessment and verification process and teaching learning and feedback process for the BTEC programme to run these courses according to the UK qualification and education standards.



Now we have our own dedicated trained and qualified staff to run our courses, thus communication between the Tutors and Management has improved significantly. One such improvement generated is that all Tutors have been sending lesson plans in advance to Management via email.

We have also developed our Quality Assurance, to identify strengths and weaknesses of the college. Working in a small size structured environment creates a strong relationship between Management, Teaching and Learning. This would further help to identify any matters raised promptly in the weekly staff meeting and is mentioned in the minute meetings proforma which has been created to enable the college to record discussions and to set targets. We have also trained our permanent management staff to monitor Teaching and Learning standards as a requirement.

In October 2013, we successfully began running the HNC Business Level 4 Course for our two international students. Classes ran every Tuesday, Wednesday & Thursday, with students studying a minimum of 16 hours per week (teacher contact hours and independent studying). The students successfully completed their qualification and passed the course to achieve the 100% results of HNC course.

In September 2014, we started a new student group for the HNC Business Level 4 course. To expand our marketing, we have recruited four local students from the UK & EU who wish to progress in the business field and continue studying further to achieve their future goals through vocational qualifications and to fulfil the UKBA Compliance continually since 2013, as Tier 4 sponsors.

ASC successfully achieved a UKBA Highly Trusted Status (HTS) for Tier 4 General Students on the 28th February 2014. We have also passed the assessment for Tier 4 sponsors for the year 2015. For the year 2016-17 we have been approved from UKBA for tier 4 sponsors for the next 4 years. In 2017, we have completed 2 different courses HND, level 7 and the learner would be certificated after External verification achieved in April 2017.

Anglo Skills College has two different registration processes when enrolling students. One specifically designed for local and EU students and the other completely designed for international students. For local students, we provide a flexible time table which suits the specific needs of the learners. For international students, the study time table is 16 hours per week. Anglo Skills College has established an Equality and Diversity policy and is open to all students, regardless of gender, religion or race. This therefore, allows our student selection process to become more straightforward as we believe every individual has a right to study and that it is never too late to learn. Nevertheless, Anglo Skills College follows the registration process very seriously and we take great importance to ensure all necessary documents are stamped, dated, relevant and up to date when enrolling new students.

2018-19, Anglo Skills College has been approved from Saudi government to provide General English courses (IELTS) classes throughout the year to prepare them for Higher education and study. All these students are on tier 4 sponsored visa as a full-time student. We are also running ESOL Classes for EU/ Home students on part time classes.

It is therefore extremely important for the college to keep a profile of all the students whose first language is not English and have established robust transparent attendance systems. Students have to sign our attendance register at the start of lesson which is attested by the Class Teacher. Anglo Skills College uses two methods to



attendance record this- one is electronically recorded via Microsoft Excel and the other method of recording is recorded and secured in our office.

2. THE SUCCESS OF THE COLLEGE

2a. Executive Summary

ASC has completed Eight years of its successful business as an Education and Training provider in 2018.

This success is reflected in a strong team, hard work, improvement and collaboration with our partners and organisations; In fact, we always believe on improving at any time or any stage.

We have established the student's satisfaction questionnaire on a monthly basis, which is monitored by the Senior Management Team and used as tool for further development and progress. We have had a very positive response from our current students which can be found on the testimonial page on our newly improved website.

ASC has also successfully completed two rounds of inspection from ISI and has been rated Grade 2 in all areas and continuously maintaining its Grade 2 until now.

ASC has successfully run the BTEC HNC/HND and Level 7 courses and achieved 100% results and achievements. The key strength of these courses is our free English classes for our international students and the approachability of staff to talk with the students and has resulted in increased English Language support and increased confidence to work in English at this high level of competence.

We have also successfully completed our 5th Academic year to run BTEC HND and L7 Courses and enrolled student's achievement is 100 % in all BTEC Courses. All SV reports for all courses are excellent and up to date.

ASC has achieved the DCS status for all NVQ child care and teaching assistant courses in 2017.

ASC has successfully achieved 4 years' Academic Management reviews for BTEC courses in March 2018,

ASC has successfully completed of its 5 years with UKVI of Basic Compliance Assessment as a tier 4 sponsor college. The UKVI assessment results 2018 are as follows: Refusal rate: 0%; Enrolment Rate: 100% Course completion Rate: 100%.

In December 2015, we secured a contract of £60 000 +24 learning loan as a sub-contractor through our partnership with pathways group for the year 2015-16. We have launched a new course of NVQ level 3 children and young people workforce to meet the need of local businesses and community and clients.

We have registered 20 learners on this course in January 2016. 19 learners completed and achieved the qualification which gives us 100% success rate on learners who completed the course. We have run this course for the first time for our local people and we have achieved the DCS (direct claim status) from edexcel. 60% of the learners are already working in child care sector and other 40% of these learners have been offered a job after graduation. Due to the high demand of the course and our success rate, we have been re- subcontracted to run it this academic year, we have started the new cohort of this course.



Moreover, we have also been put on the Leicestershire county council training provider list for EYFS and childcare related subjects which is another great achievement for us.

Key strengths

The new development and progress to deliver funded course for local community allowed us to expand our services to the wider local community and has put us in a better and stronger position to deliver these courses in the future as a prime contractor.

Another key strength is as a result of the successful delivery of this contract, we are now eligible to apply funding directly from SFA this year as we are already on roto list. We have also gained the DCS status from edexcel awarding body to deliver the child care course just in one year time. We have also passed the Ofsted compliance, Setout from our partner prime contractors to meet the SFA standards of delivery as an education and training provider.

One key strengths of our college is our incredibly flexible marketing strategy to meet the current needs of our community and fill gaps of learning opportunities. We offer classes full, part time, daytime, evenings and weekends. This therefore allows us to accommodate the needs of our students and we are able to provide times and days which suit their individual needs. As a college we are available to provide and cater for all students aged 18 and above.

Through this, we are able to cater for the needs of all students and their individual needs and expectations; this would further help to sustain our business to run short and English language courses and NVQ courses. Our Level 3 NVQ is very popular for the local business community. Now we have been approved by the Leicestershire council provider list, which means, we would be able to deliver early years NVQ courses for their employees and staff .We have also applied for Nottinghamshire council to be a on the provider list to deliver similar courses for the councils unqualified workforce working in child care sector. We have also developed the links with many local business and schools and nurseries to train their staff with up-to-date knowledge.

In fact, one of our main attractions is our evening ESOL and FCE classes, as few colleges offer this flexibility; therefore, this provides us with a competitive advantage as we are reaching out to a potentially large market of workforce of local business. The key strength of these classes is focused on the skills of their English needs and we have trained 300 students in English language courses for English for communication purposes , English for work and many more ; these are available for different levels from beginners to advanced levels.

From June 2014, we began IELTS preparation classes for students wanting to achieve an English qualification for academic purposes. These classes commence every Tuesday, Wednesday and Thursday for 9 hours per week. Most of the students on the course are looking for a high band score (5.0 band plus) in order to gain successful entry into university to study at a bachelor's Degree level.

ASC has major strengths to monitor student records and check their progress. This would further have recorded in the student's feedback forms which are monitored and reviewed every term and have improved any gaps and weaknesses.

It is our duty as an Educational Institute to ensure all our students are learning at a very high standard but it is also equally important that we monitor student progress so that they are also achieving at ASC.



Through the success of our ESOL/ FCE classes, our strength is our initial assessment procedure as we test all students prior to their enrolment and again once they have completed their ESOL course. This allows the college to track the progress of all students on arrival and at the completion of their classes. Additionally, all students have an ILP which outlines their needs and goals- reviews are held every four weeks and reflect progress regarding target setting and outcomes.

Anglo Skills College has been approved from Saudi government to provide General English courses (IELTS) classes throughout the year to prepare the sponsored students for Higher education and study. All these students are on tier 4 sponsored visa as a full-time student.

In 2017, ASC has been sponsored by the Saudi government to provide the English language courses for their sponsored students. This means, we are expecting more students this current year for English courses. We have provided English classes for 4 Saudi government sponsored students for the year 2017-

In 2018, As an approved sponsor from Saudi government. We have been offered 10 places on tier 4 sponsor long term visa for Academic English. 4 students have already started the Academic English.

From May 2018, 4 sponsored students have already started their English language classes as a full-time student.

Our ESOL Classes are also running on regular basis for EU/ Home students on part time basis. The mode of these classes is flexible, morning and evening sessions.

The college also provides students with additional resources which further enable their learning progress, one of which is our IT suite providing free internet access to our students for study, additional help or for personal use. Anglo Skills College also provides students with working material, workbooks, textbooks and printer access, which they can freely access on college premises. However, as we are a start up college, a development which the college wants to further progress to, is an online virtual learning network. Having this will allow students and tutors to have a direct communication link, so if any students needed additional help, tutors are on hand to assist.

However along with our strengths, there are also weaknesses of the college. One of our main weaknesses is the inability to reach out to local students, because the majority of the learners are from the EU or local students, who are looking for free courses. Unfortunately, we have no access to government funding so we are unable to deliver free courses at the moment.

To overcome these weaknesses, we have implemented a new marketing strategy, which includes building links with the local diverse communities, thus there are many services which we could offer them. Now the college has registered with the Skills Funding Agency as an education and training provider. We have also applied for funding to train the local people in teacher training and mentor training courses for community funds. Once we have been approved for funding provision, we will use the established communication links with the local community to deliver our courses through partnership with community centres and other organisations. We have also arranged for leaders of the community centres and representatives from local educational institutions to visit our college. We have also identified the basic needs of local businesses and we have



planned to provide courses in: food safety, customer service, health and safety and first Aid in level 1 and level

2. There is a lot of potential in this area to meet the needs of the local market and businesses.

This will also help us to establish stronger business links and enable us to expand our business to the local community growth. We have highly trained and qualified Tutors, Assessors and Verifiers to deliver these courses.

As part of our development strategy, we have also established links in, Europe, China, Turkey and other Middle Eastern countries to recruit students for our summer school English Language Courses. This year our summer school was very successful than last year.

Summary on the student views

Student viewpoints are incredibly important to the college, therefore after a course or a term has been completed, all the students at ASC would then anonymously fill in a feedback form. We have two types of feedback forms, one is for the courses and how they have been delivered (See Appendix3) and the second is for the overall feedback in regards to the standards of the college (See Appendix 4). All the feedback received from our students is all very positive; they all collectively enjoy their lessons and want to carry on studying so they can further improve their English.

Section 3: Recommendations for further improvements

| Section of the standards | Grade awarded 1-4 |
|---|-------------------|
| 3. the quality of the curriculum, teaching and learners achievement | 1 |
| 4. Students welfare including health and safety | 1 |
| 5. The effectiveness of governance, leader ship and management | 1 |

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

3. (A) Assessment of Students prior to or on arrival

Key strengths

ASC has a set initial assessment procedure for our entire Academic and English language students. We are very strict in terms of recruiting international students that is why; our shortlisted students are low in numbers, but high in quality and further progression. For international students, we strictly follow the criteria of



eligibility and suitability of home office requirements and our affiliated awarding bodies. English language is a key criterion for selection of the students for every particular course. Apart from that, we have also our own assessment procedure, which students have to complete prior to officially enrolling. This would not only allow us to identify which English level students fit into but it also allows teachers to follow the progress of the students, and this is also assessed through target setting. It is imperative that International students can work to a reasonable academic standard in English.

Target setting is a meeting between the students and the Teacher, and allows the latter to follow the student's progression, question whether they are having any issues in class and to set targets as a basis for goal setting. (See Appendix 5). Part of our initial assessment is that we conduct a 5 minute interview with the candidate and it is during this stage where any issues concerning the students can be resolved therefore we as a college can make any changes to accommodate their needs.

Anglo Skills College also has a set initial assessment procedure for students wishing to enrol on ESOL and English language courses. Students not only have to complete a writing test, but also literacy and numeracy Level 2 assessments which then confirms that they are suitable for the course. It is very important for all students enrolling on any course to complete the initial assessments because it provides the tutor crucial information on the students learning development and how well they will be able to successfully complete the course and whether it will allow them to further progress in the course. From

In September 2015, we are also partnered with the MOU with De Montfort University to run the Foundation Degree courses in Business Studies at our college; this initial assessment process is also useful for these particular students.

Areas of development

As of now, the college has set procedures for the initial assessments for English Language classes and for our BTEC courses. However, when enrolling students on to the training courses, no initial assessment is required as these courses are unaccredited and is solely run for training purposes.

A further development the college would like to progress, for students to complete VAK (visual auditory kinaesthetic) tests prior to their enrolment. This would benefit the college, especially the tutors to identify how students are more likely to learn, therefore allow the Tutors to prepare in advance on the best way to teach the students in order for them to further progress and utilise their preferred learning styles in and outside of class.

Prior to the beginning of each new term a meeting is arranged with the Tutors, Administrator and the Principal to discuss students' needs and their targets. At this stage the tutors are requested to present their scheme of work and ILPs for the length of the courses, which includes the process of assessment and evaluation of student progress and any special arrangements required for any individual student. Implementing this practice will help the college to improve the monitoring process. This practice would also further develop the strong coordination between administration and teaching staff to improve the learning process.



Additionally, we have a fully trained and qualified internal verifier who checks the standards of teaching and learning. Monthly standardisation meetings are conducted to review learner's feedback and progress. In the full inspection in September 2014, we have successfully overcome this weakness by reviewing all of our teaching, learning and assessment areas and continually arranging the standardisation and management meeting to discuss to resolve all the issues on immediate effect. Working as a team, we have reviewed our assessment process and monitoring the teaching and learning on fast track and we have retained our grade 2 in all areas within 6 months in the Full ISI inspection round in September 2014.

3. (B) Suitability of course provision and curriculum

Key strengths

We cater to learners from 18 years of age onwards and people from all types of professional and educational backgrounds through vocational routes and we are eligible to receive vocational qualifications from recognised prestigious awarding bodies. This would be a more economical and flexible route for students who have some experience in businesses to further progress in their career. Our short training courses, which are unaccredited, refresh their knowledge and skills in their existing fields and careers. As we are a small private college, our priority is to identify courses which are in demand and popular so we can provide courses which students want to study at a competitive rate and at a comfortable institute. We have trained 800 learners in different short courses.

All of our courses focus on the fields of Business, Marketing, Management, Human Resources, IT, Finance and Public Administration, we also run many English language classes to aid those students which need to help to either improve English or those who need to learn English for professional and personal development and teaching training.

In 2016-17 we expanded our NQV courses provision to the local community through funding's. We have run NVQ Level 3 child care course and 19 learners have achieved the qualification last year. And we have achieved the direct claim status for next year. We have been accredited for these courses by many different awarding bodies, so we can offer students a wider choice.

Course Provision and the curriculum is decided amongst the Principal, Tutors and Assessors of the college in the monthly meeting to ensure that all aspects of the courses are being covered and that there is a direct relationship between

The Principal and the Teaching Staff so there is no room for miscommunication and confusion.

One of the main advantages as a private college is that we are incredibly flexible in terms of when and what time we can run us courses therefore we have the ability to run courses both on weekends, weekdays, evenings and mornings etc.

In terms of our unaccredited training courses, we also have the flexibility to mould the course duration which fits the needs of our students, for example, we can complete training courses in a midst of one or two days, one week, 4 weeks to 3 months or any other duration. This therefore allows us to have a competitive



advantage because we have the flexibility to mould our courses around the specific requirements of the students, work and life balance.

Areas of development

An area of development is to be accredited by more prestigious awarding bodies so we are able to provide more of a variety of courses to students so we can reach to a wider student community.

Our English Classes, especially ESOL have a very flexible curriculum and we run through Trinity College and Cambridge which allows it to become easier for lesson planning on behalf of the Teachers. However, to further develop and progress our college, we would like to have a set curriculum for every course especially for our unaccredited training courses.

Another area of development is to run more courses which are highly in demand so we are providing courses which fill a gap in the market such as Beginner's English and ESOL for Work.

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

Key strengths

ASC gives a lot of importance to the recruitment procedure as we feel as an Educational Institute, it is our responsibility to provide highly qualified and trained Tutors and staff, so we follow a full recruitment process for potential candidates (See Appendix 6) and this has enabled us to recruit staff successfully. One of our key strengths is that we are always able to provide high quality Teachers and Assessors for the appropriate course, and this has always had a positive impact on learning, and this has been evident when speaking to students during their target setting and from their feedback forms. Continued development in these areas would make a marked difference on our student's achievements and progress and has resulted in 100% pass rate on the HNC Level 4 Business Course.

We have also trained our own Internal Quality Assurance member of staff who is our Principal, who has achieved a full Internal Quality Assurance level 4 qualification, which is a huge success to monitor internal teaching and assessment process and trained the tutors for assessment and progression.

Areas of development

A main area of development will be to recruit Teachers who will be involved within the organisation on a long-term basis, because the majority of our courses are now focused on academic purposes, however as we want to develop more to full time study and hope that Tutors will remain with us for a long time. Having a frequent change of staff can have a negative impact on students and their progress, therefore it will be important to recruit tutors who are not only qualified but are also committed to working with us permanently. Our strategy is more successful to achieve this goal.



To further develop this, we are planning to devise specific long time contracts so we can determine the same Tutor for the duration of that particular course. This will then ensure they commit to a contract therefore to ensure students that they will have the same Tutor and have a positive impact on the student progress.

Another key aspect the college wants to progress to is train key members of staff to become Internal Verifiers in order to have an adequate internal quality team and processes in place to make sure that all student work adheres to a certain standard which is maintained by all members of staff and that all staff adhere to the same quality of standards to ensure standardisation.

As the part of our planning, we have trained our long term employed staff in assessing and verifying to strengthen our quality of teaching and learning. We have now decided to recruit Tutors with these specialist skills; currently we have four members of staff, which has helped us to improve our internal quality assurance and the standardisation process.

2. (D) Progress and attainment

Key strengths

Since the commencement of teaching, ASC has been progressing constantly and positively. In term of student achievement, we have successfully run two cohorts of HNC Level 4 courses and achieved 100% results. In terms of business attainment, ASC obtained many accreditations from many prestigious awarding bodies which have allowed ASC to further progress and grow in to a successful college. One of our main reasons of our successful progression has been the running of our unaccredited training courses. These training courses allow students to gain training in their particular field which allows them to further develop themselves in their chosen profession.

At the college, hundreds of students have completed their Academic, Short courses and English language courses and because of the success, some students have even returned to attend other training courses which are also relevant to their chosen field. We are continually developing and expanding our courses to the wider community because of confidence and feedback and word of mouth advertisement.

Regarding ESOL and FCE classes that we run, the majority of the students who attend our classes are from the EU - they have also thoroughly enjoyed these classes which run for the duration of no more than three months throughout the year. These are available for all levels from Beginners to Advanced level in English. This has proved to be incredibly successful as all the students feel much more comfortable in their assigned class and also feel much more confident especially in speaking as everybody is on the same level. It is important for us to differentiate levels in classes and allow learners to make measurable progress as a result.

A key aspect of learning which the college wants to further progress in to is the use of ILP's (individual learning plans) as we only provide ILP's for the English courses. Now we have developed this system for our level1, level 2 and level 3 vocational courses. To progress in these courses will allow students to track their own personal progression so they can identify how well they are improving and what they can do to further their progression. This is measurable, essential data and can be used against student tracking.

The college also developed a student academic handbook which provides students them with information regarding on how to write essays, the use of reflection, resources, information regarding about the college,



areas of development health and safety and student welfare and the complaint procedure. This will provide student an additional resource which they can refer to if they needed that extra help in their academic work.

An area of development is to further attain more accreditation from prestigious awarding bodies so we provide a variety of courses and subjects because as of now the main subjects are Business, ICT, and health and social care and teaching assistant for Local community. By attaining more accreditations we can then run a more variety of classes and reach to a wider market.

Another progression we want to make is towards our unaccredited training courses, we want to include a more variety of training courses in various aspects of business, finance and IT. This will allow us to give more choices to students which fit their needs and expectations.

We have no any recommendation in this area of the comments of ISI Inspection team is as under;
3.7 Progress and attainment are good. The progress that students are making through their course is reviewed regularly by tutors and agreed areas for improvement are recorded. Students on non-accredited courses successfully achieve their learning targets. The vast majority of student's progress to higher level courses and pass rates on accredited courses are high.

In 2017 ISI Inspection Report, Inspectors comments on this area as under:

3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.

3.7 Progress and attainment are good. The progress that students are making through their course is reviewed regularly by tutors and agreed areas for improvement are recorded. Students on non-accredited courses successfully achieve their learning targets. The vast majority of student's progress to higher level courses and pass rates on accredited courses are high.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4. (A) Health, safety and security of the premises (in line with expectations of educational institution)

Key strengths

As a college, we have all aspects of Health and Safety insured at our college, with all necessary precautions for hazards, mishaps and accidents. The college now has four staff members who are First Aiders to ensure all safety precautions for both staff members and students. All staff members and new students undergo a Health and Safety induction where they are provided all the information and the actions to follow if a fire or hazard were to occur.

The induction covers the role of the Fire Marshall, the Health and Safety Policy, First Aid policy and named First Aiders, the fire exit, safety regarding electrical equipment and evacuation alarm; all new students are given a tour of the building a health and safety induction receipt is signed and dated to evidence that all staff members and students have received a Health and Safety induction and this is signed and dated by the employee, the Senior Manager and by the student and Tutor. It is also important for Tutors to inform students regarding health and safety at the start of any course. Our main First Aiders at the college include



both Directors of the college Farooq & Firdouse Mir, the office support administrator Farzeen Heesambee and Director of Studies/ ESOL teacher Maggie Gadsby. These members of staff have attended a six hour long training course in first aid, which enabled them to be fully trained in first aid. All students are told who the First Aiders are during the induction day which is held specifically to provide students with crucial information regarding the health and safety precautions of the college. Information is also provided in our health and safety policy, under the fire safety and first aid section.

Another very important aspect of health and safety is the Safeguarding Policy. The college informs all members of students and staff on the aspects of safeguarding, and to further aid students, safeguarding notice are also put up at the college to enable that all students know what the safeguarding policy is and how it can best protect them.

Areas of development

As a college, we have all aspects for health and safety covered however an area of development could be to run fire drills at least once a month to ensure that all students know what to do if a fire was to occur. Regular practises are being implemented.

4. (B) Student Registration and attendance records

We have established student's attendance and registration procedure in place.

Once the student is registered on the particular courses after completing the admission and registration process. The admission office will register the student in the student database system, where full details of the student is recorded and each student has been given the unique student ID number. For international students attendance is important part of their study which is monitored and recorded by the Tutors and admission office then every month the attendance is added on the database of each student.

Key strengths; we have established a transparent attendance system. Students have to sign an attendance register at the start of lesson which is attested by the class teacher. Anglo Skills College uses two methods to record attendance. One is electronically recorded via Microsoft Excel and the other method of recording is student filing via a filing cabinet

This process would allow the college and staff to track the student's attendance and update them promptly. It is easily manageable on current college level.

Areas for development

This process would be further developed in future on content management system, which is easily traceable and accountable through the software system.

4. (c) Pastoral support for students

Anglo Skills College has a dedicated team to support and guide the students. Our student welfare procedure is thorough, and staffs closely communicate with students on a daily basis.



Key
a small

organisation, we have strong communication systems between, tutors and management. If any issue raised with records to teaching and learning, or the welfare and management we can resolve it smoothly and quickly.

4. (D) Safeguarding for fewer than 18s and vulnerable adults (if applicable)

Anglo Skills College does not admit students under 18 but the college has its safeguarding policy and vulnerable adult policy in place. Additionally, the staff members have full safeguarding training. The college has no students under 18, but management team is well aware about the procedure and its implementation.

4.(E)Residential accommodation (if applicable) for colleges with residential accommodation or who organise homestay accommodation for students under the age of 18 only.

In last 2017 Inspection Report, ISI comments in this area:

4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5. (A) Ownership and Oversight

Key strengths

There are two main proprietors in our college and the two main are the share holders of this private College. These two are Farooq Mir and Firdouse Mir. They have complete control on the decisions made at the college. Mr. Farooq Mir is the Principal and the Director of the college and has the final say in any decision making. He also has complete involvement in regards to the student enrolment process, staff recruitment (conducts the interviews), internal verification of assessment decisions, and course curriculum. Firdouse Mir is also the Director of the company and she has an equal share of the decisions made about the college, her involvement at the college is limited to student welfare/ health & safety and enquiries though additionally she has equal share on all the decisions made.

Areas of development

Currently the college is growing successfully with the two current Proprietors with regards of the capacity and the size of the business. However if the college were to expand a long term goal would be to include another shareholder as part of the college. At the moment, the college has sufficient capacity for the current courses; however in case of expansion we have the flexibility to expand further and to increase our capacity within the building.

5. (B) Management structures and responsibilities

Key strengths

As the college is growing, the roles within an organisation are shared across to a limited amount of employees. Appendix 8 shows the basic and hierarchical structure of our college; however the roles conducted are shared amongst the staff members. The main employees in the management section are:



Mr. Farooq
Director, as
principal of the college, also Lead Internal Quality Assurer

Mir - The
well as the

Mrs. Firdouse Mir : The Second Director and Student welfare officer , and dealing with student enquiries and complaints.

Farooq Mir – Internal Quality Assurer

Iftikhar Mehdi: IT/Web Development duties included (IT, Web development, and liaison).

To ensure a standardisation amongst the management team, weekly meetings are held. This is to overview the aims and objectives of that week, so all the employees know what they need to be working towards and how to implement their tasks.; it also allows the employees to voice any concerns or worry they may have, which will enable their fellow employees to assist them in any way. All meetings held at ASC are all minuted providing recorded written evidence of what was said at the meetings and what we will do to complete all tasks. Since the operation of the college from July 2010, all meetings that have been held have all been recorded and minuted.

Areas of development

An area of development is to hire specialist people in each aspect of the hierarchical structure so more of the responsibility is shared and that there is one person per job role as shown. As of now there are only four employees whom share all the various roles and responsibilities but we want to create more job roles and therefore distribute more of the responsibility.

To develop the management structure, we have included new people in management; with new roles and responsibilities as under:

Hamza Maqsood: who deals with the enquiries via phone and email, involved in student learning and assists the senior management in all aspects.

Dr Aslam Academic manager: Responsible for course delivery and teaching and learning and students. Organising standardisation meetings, teaching observation. progress and attainments. Organising seminars and tutorials.

Jonathan Colburn: Senior manager. Dealing with day to day activities of the college as a whole with all of its operational aspects reviewing the running courses and delivery and managing the performance of college and development. Also responsible for developing advertising materials such as leaflets, posters, brochures and the college prospectus.

5. (C) Quality assurance including student feedback

Key strengths

Student feedback is very important for ASC, therefore we have two methods of student feedback, one is through our feedback forms and the second is a target setting meeting. Once we have received all the various forms of feedback, our strategy is then

Moulded round our feedback so we can ensure that we are listening to our students and are implementing any



changes to improve the standards of the college. To also ensure quality assurance, the principal of the college observes a class for 10-15 minutes to ensure that the teachers are up to standards and that the students are being taught up to the standards of the college.

Nevertheless, staff feedback is equally as important, therefore the Principal is always present for all classes. This allows the teachers to voice any of their personal feedback regarding the college or any personal concerns which can then be discussed through short meetings prior to the lessons starting, which is then included in the minute meetings.

We also have a set internal verification policy, which we outline the aspects of how we internally verify all students assignments, the process of sampling students assignments to ensure that grading is fair, having student target setting meetings to identify student progress and also having a pro forma which allows students to issue a complaint if they so wish.

Another key strength is Tutors have a direct link to their students via email, so if any concerns and issue were to arise, they will be able to directly assist their students. Additionally, this system is used to set and send homework, send apps and website links, PDF work and notes and keep in contact with the learners.

Areas of development

To ensuring an Internal Verification in all aspects of student data, to further develop the college standards keeping in mind student feedback. To frequently review student progress as currently we review once a month, however want to further progress

Reviewing students frequently. Currently we have developed the foundation of the virtual learning network (moodle) where students can log in to their personal accounts and be part of a network, however this is still under development as we have been having some technical problems since publishing our new website streamed by company" its eeze." Another area of development is to also start recruiting teaching support staff; this will allow more assistance to students who are finding it difficult in class and who require specialised input.

5. (D) Staff Recruitment, Qualifications and Suitability

Key strengths

As ASC is a developing private college, our Teachers and Tutors work on a self employed basis, where we call upon them as and when we need them. However for our fixed classes the teachers more or less work on a fixed term basis. However the contract they do sign is a self employed .

However, the permanent members of staff are the office administrator and the office support administrator, their contract is a permanent contract and they are paid via the payroll system.

We use two methods of advertising our vacancies, one of which is advertising the vacancies on Job Centre Plus

and the other is via our website, our main source of applicants however is through the Job Centre Plus.



ASC goes
recruitment

through a
process

which we follow when recruiting and selecting staff members

As our employees work only on a self employed basis, ASC however have never compromised the suitability of staff members because we believe that suitable members of staff can only ensure the smooth running of the college and positive student feedback. We therefore follow the recruitment process very seriously so we as a college can ensure that any member of staff we employ is more than suitable for this job role. When completing the recruitment procedure we also maintain an individual staff files with the use of a checklist to ensure all documents are completed. When recruiting for Tutors in particular, qualifications are very important because we want to hire the most qualified to ensure our students with quality teaching. However, even though qualifications are important, experience in the teaching field is equally if not more important therefore when following through the recruitment process we not only ensure that teachers have the correct qualifications, but we also recognize their teaching experience so we as a college can identify how experienced they are. During the interview process, potential teachers are observed in class to assess suitability.

Areas of development

An area of development is to transfer our Tutors on to the payroll so they become permanent staff members of our college. At the moment they are paid via a cheque and given an invoice receipt. However to ensure Tutors remain with us on a long term basis, we want to transfer them to the payroll, so staff members have insurance of their job with us, and also provide us as a college a guarantee that we will have teachers on a long term basis.

To further improve standardisation and internal verification, all long-term staff members will further undergo Continuing Professional Development courses, to ensure that the our educational and learning procedure is working towards the progression of the college.



In 2017

Inspection

Report, ISI team comments in this area:

5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.

RECOMMENDATION IN THE FULL INSPECTION OF February 2017

1. In the February 2017 inspection, ASC has shown in incredible improvement and inspector gave the commendable comments on overall improvement for the ISI inspection team. However, we have some recommendations for future improvements. In order to further improve the good quality provided, the college should:

| <i>Recommendations for further improvement</i> | <i>What We did</i> |
|--|---|
| Liaise with the landlord to ensure that appropriate signage is in place for all evacuation routes, as identified in the fire risk assessment | We have contacted the landlord to raise the concern of important point of signage in the building to show evacuation routes. This matter has been resolved by the landlord who have fitted appropriate signage next to the lifts. All stairs and fire exit areas are clearly sign posted. |
| Provide all visitors to the college with clear instructions for emergency evacuation. | The visitor book is placed on the reception desk to record the visitor, s detail. We have provided all visitors to the college with clear instructions of evacuating the office. We have put guidance next to the entrance of our office that shows visitors the directions of leaving the building in a floor plan format. We have also put a fire action signage next to the entrance of our office which guides the visitor on what actions they should take if there is a fire. In case of emergency Evacuation, all present Visitors are instructed and guided appropriately. |
| Extend the opportunity for teachers to share good practice through the peer observation process | All trained teachers are advised to support the new teacher by sharing good practice through peer lesson observation. New tutors are also advised to shadowing the lessons of senior tutors to learn professional practice through feedback and guidance to adopt and apply good practise to their lesson planning. The IQA is closely monitoring the teaching and learning practice on regular basis and offering guidance., where needed. Teaching and learning issues are resolved very quickly. There are administrative meetings and standardisation meetings to discuss issues arising during |
| Assign specific target dates to identified areas for development to form a clear action plan for improvements | When setting targets after a lesson observation, we take into account two pieces of information: 1. The student evaluation 2. The teacher's observations. Following this, feedback is provided to the teacher with clear set targets to reach within a time frame. And regularly reviewed through standardisation meetings and communication. More details can be found in the Business Development plan. |