



Anglo Skills College 2019 - 20: Access and Participation Plan

1. Introduction

Anglo Skills College (ASC), is a Tier 4 private college located in the centre of Nottingham, with 8 years' experience in providing education services to both home and international students.

ASC is a Tier-4 sponsored college approved by the UKVI since 2013 and offers a wide range of accredited courses across various business subjects from Level 1 to Level 7.

The college offers NVQs for work-based learning courses ranging from Level 1 to Level 3 Diploma's and also BTEC Higher National Diplomas (HND) in business and Level 7 (pre-master) Leadership and Strategic Management courses. All the colleges BTEC HE courses are accredited by Edexcel-Pearson awarding body. The BTEC degree level courses are accepted by most UK universities for progression to bachelor and master's degree programmes and are highly regarded professional credentials recognised by employers both in the UK and internationally. ASC welcomes applications from both EU/Home students and international students. The college is accredited by a number of highly prestigious awarding bodies including Edexcel-Pearson, OCR, NCFE and City & Guilds.

Mission Statement

Anglo Skills College is committed to providing affordable high-quality learning and training opportunities for personal development, employment, community development and enrichment. We welcome students from all backgrounds nationally and internationally.

ASC Vision

The vision of ASC is to empower individuals with essential employment skills and study routes to assist to learners to achieve their career aims and improve social mobility.

1.1) ASC's 3 Year Strategy Plan outlines our long term and short term aims;

Long term;

- To expand the Colleges' partnership network and collaborative working with local employers to facilitate the college to develop and deliver a schedule of 'Business Insight' seminars and Open Days with industry experts and speakers, targeting prospective students in Nottinghamshire and the surrounding areas. Seminars will take place either on the college site, within local centres and partnership locations. The purpose of the Business Insights is to provide an opportunity for students to interact with employees currently performing in roles related to students' area of study.
- To partner with local universities to convert HND's into full degree's to support and provide progression opportunities for the college's students (Subject to OfS approval).
- ASC has delivered funded Level 3 courses specialising in Child Care, Health and Social Care, Teaching Assistant and business studies. As the college was not in receipt of funding for courses above Level 3, the retention rate fell. In line with it's wider participation activity and subject to funding access, the college aims to focus more activities on enabling access to HND or HE courses routes. Approval from OfS will facilitate our long terms goals to sustain high numbers of student retention for HE courses.



- Appoint a Student Advisor and deliver sessions and Open Days to promote higher education and provide information on progression routes to potential and current students. Students, parents and other key individuals involved with supporting student decision making will be invited to sessions which will provide a deeper understanding of the range of pathways into and through higher education, advise on support requirements, and provide an opportunity for face to face responses to enquiries.
- Appoint a Widening Participation Officer who will develop, implement and evaluate our widening participation activities, and visit local community centres and libraries in underrepresented areas to deliver awareness and information about courses.
- Implement a scheme which offers a financial contribution towards travel expenses for students from underrepresented groups defined as living within a 5-mile zone of the college.

1.2) Short term;

- To deliver class Taster Sessions targeted towards underrepresented communities in Nottinghamshire throughout the year and during UK holiday periods. The purpose is to enable potential students to attend a 1 day session to sample the course experience prior to enrolling which will help them to decide if the course meets their expectations.
- Expand outreach activities targeted at disadvantaged female single parents.
- Improve partnership and collaborative working to support local SME's by delivering Apprenticeships and training with particular focus on attracting and targeting underrepresented groups in Nottingham.
- As a private college, ASC's student recruitment has been primarily drawn from international students and subcontracting funded opportunities with local businesses. The college therefore aims to extend its student recruitment (subject to OfS approval) to the wider community and underrepresented groups which the college tends to attract but is often unable to accommodate such potential students due to restricted funding access. Securing approval from OfS is key to enabling the college to recruit students from our targeted underrepresented groups such as NG2, NG3 and NG7 areas.

Serving some of the most disadvantaged communities in Nottingham, ASC is committed to providing a supportive teaching environment to enable it's students to progress on to employment and or higher education.

ASC is committed to providing affordable high-quality learning and training opportunities for personal development, employment, community development and enrichment. We welcome students from all backgrounds nationally and internationally.

2.Assessment of current performance



Table 1.

Table 1	Students No.	International Tier-4 Std Number	UK/EU Student number	Sex	Sex	Disadvantage Students	Academic Year	Success Rate	Progression	Progression				
Courses	Full-Time+ Part Time	Full time	Part-time	Male	Female	Disadvantage %age	2013-14	2014-15	2015-16	2016-17	2017-18	%age	Employment	HE
Level 7 Strategic Management and Leadership	32	30	2	14	18	20%	0	8	14	7	3	100%	90%	10%
Level 5 HND Business	8	6	2	5	3	60%	0	1	3	4	0	100%	40%	60%
Level 4 HNC Business	18	15	3	8	10	40%	4	5	4	5	0	95%	30%	70%
Level 3 Diploma and PTLLS courses	76	35	41	33	40	70%	10	12	24	21	9	92%	80%	20%
IELTS General English	170	44	126	80	90	80%	32	45	30	25	38	93%	34%	66%
ESOL Courses	370	70	300	158	212	80%	52	58	82	85	93	95%	75%	25%
Training courses	400	0	400	302	98	70%	98	95	78	67	62	96%	60%	40%
Total	1074	200	874	600	471		196		235	214	205	96%	58%	42%

2.1) ASC was established in 2010 with a focus on delivering non-accredited, short training and English language courses.

The college delivered basic training courses and English language course for two years. In 2012 ASC secured an Education Training Agreement with the government of Saudi Arabia to provide short training courses to Saudi international students in the fields of Business, Management, Human Resource, Teacher training, leadership, Travel and Tourism, IT, Child Care and finance.

Since 2012 to present, ASC has trained 400 students for short training courses.

Having monitored the progress of the students who completed the above courses, over 58% have successfully secured employment or established their own companies in Saudi Arabia and 42% have progressed to higher education in UK universities.

The college's programmes and courses are career-oriented and designed to meet current, local and global industrial demands, as well as the future needs of individuals. Therefore, the feedback and data collected from our stakeholder has developed the college's confidence for further growth.

2.2) ASC is approved by the Independent School Inspectorate (an accredited inspection body for private schools and college) and has successfully achieved and maintained a Grade 2 status since 2011 in all 3 main areas, as follows;

1. Quality of Teaching and learner's achievement is Good (Meets the expectation)
2. Students welfare including health and safety is Good (Meets the expectation)
3. The Effectiveness of Governance, Leadership and management is Good (Meets the expectation)

The colleges ISI Monitoring Report 2018 can be viewed [here](#);

<https://educationaloversight.co.uk/college/anglo-skills-college-8351>

2.3) In 2013 ASC was approved by the UKVI for Tier-4 sponsor status to recruit international students.



- In the 2013-14 academic intake, we recruited a total 196 students. 4 students were international Tier 4 students enrolled on the BTEC HNC Level 4 Business course and the remaining 192 students were enrolled on English language courses.

During the same period, we began our working partnership with BEGIN (Basic Education Guidance In Nottinghamshire) and local community organisations to provide ESOL classes for UK/ EU students. The majority of the learners were from EU backgrounds with no basic English language skills which resulted in significant barriers into employment. Through this partnership we trained 370 students, on ESOL Entry 1 through to Level 1 courses. 56% of this cohort of students found employment in local SMEs upon completion of their course.

- In 2014-15, ASC recruited 224 students, 14 of which were Tier-4 visa students enrolled on the degree level BTEC Level 4 and Level 7 Leadership and Strategic Management course. The college achieved a 90% retention rate and 100% achievement rate.
- In 2015-16 the total number of students enrolled was 235, 24 of which were enrolled on Level 4 and above courses. During this period, ASC successfully secured a subcontracting opportunity with Pathways Direct to deliver funded courses in Level 3 Child Care and Level 3 Supporting Teaching and Learning courses. The college enrolled and trained 30 students achieving a 100% success rate. 90% of the students successfully completed their Level 3 Diploma (NVQ) and secured employment in relevant job fields.
- In 2016-17, ASC enrolled a total number of students 214, of which 16 were enrolled on Level 4 and above courses. In the same year, ASC was secured an Advanced Learning Loan with Pathways and trained 23 workforce learners from local schools and businesses.
- This cohort of students were previously employed as an unqualified workforce and with objectives to progress into careers and permanent employment. Following successful completion of their courses 81%, of learners secured permanent employment or promotion, and 19% registered for further educational progression.
- In 2017-18, as a result to changes to the Home Office policy regarding Tier-4 visa's, the number of international HE student applications fell by 86% in comparison to the previous year, therefore the majority of the 204 students enrolled were EU / Home students. In the same year due to the colleges successful partnership and learning outcomes of the Education Learning Agreement with the Government of Saudi Arabia, they have approved ASC to deliver English teaching and HE courses to sponsored students for a further two years. The agreement will be reviewed with a view to renewing.

2.4) As a private college, ASC is currently unable to expand to offer UK students opportunities for further and higher education, without access to public funding. Analysing our five years' experience to deliver HE courses, we are confident in our aim to recruit 30 students enrolled on Level 4 and above business courses for the year 2019-20, upon successful registration with OFS.

The college has developed strong mechanisms of quality assurance in teaching and learning and delivery of HE courses during last five years.

The college operates and delivers all courses from its main dedicated campus in Nottingham City Centre. ASC's wider participation plan enables close collaboration with local businesses and strategic



partners, such as BEGIN, Nottingham City Council, Nottingham County Council, ENABLE, Job centre Plus and various community centres to attract students from diverse and disadvantaged backgrounds.

The college also works with local charities such as The SEEDS foundation to provide education and training courses to underprivileged children and young people to enhance their future prospects. In line with its community wider participation commitment, ASC has provided educational support to refugees and individuals from underrepresented groups from new emerging communities such as Kurdish, East European, Syrian ethnicities.

ASC organises social events and opening days to assist such individuals to return to education, and gain access to college support.

2.5) The Access and Participation Plan has been prepared in connection with the UK Government's Teaching Excellence Framework for new providers approved as fee capped category providers (without TEF Award) who intend to charge the basic tuition fee for Home/EU students commencing full-time undergraduate courses in 2018-19.

ASC has a strong commitment to widening participation and seeks to provide flexible routes into education that are accessible to individuals from a range of backgrounds and those who have been identified as disadvantaged.

2.6) This Agreement has been prepared in accordance with the guidance and requirements identified in Condition A1 of the OfS Regulatory Framework.

3. ASC Student number and fee income

3.1) Funded students

ASC has been in operation for 8 years, during which the college has catered to 1074 students from both local, EU and international backgrounds.

ASC has delivered funded courses for two years (2015-16 and 2016-17) as a subcontractor to Pathways Direct whereby the college provided Level 3 Diploma courses to 53 UK/EU students accessed via the Advanced Learning Loan.

As a direct result of changes to the subcontracting of the Advanced Learning Loan, ASC were unable to expand our course delivery to local students. For this reason, in 2018-19 local student numbers declined.

To facilitate the college in enrolling and attracting students from disadvantaged groups, ASC has taken measures to improve its opportunities and mechanisms to secure wider funding from a range of sources;

- Successfully registered with Nottingham City and County council as an alternative education provider, which will enable us to work with local schools to deliver courses for under achieving students and further enhance student employability after study.
- Successfully registered with DWP to enable the college to bid for regional contracts.
- Agreed a contractual partnership with ENABLE to deliver courses funded by the Adult Skills Budget.



3.2) International students

Since its inception in 2010, the college has enrolled 200 full-time international students from 15 different nationalities.

In December 2017, ASC was successful in securing an Education Learning Agreement with the Government of Saudi Arabia, which approved the college to deliver English and Management and Leadership courses to Saudi sponsored students. For the year 2018, the college's main source of funding stems from this particular agreement.

ASC's projected student numbers enrolled via this contract for 2019-20 is anticipated to increase by 40%. This income stream will increase the colleges finances significantly. ASC estimates that a minimum of 15% of income generated will be allocated to activity and expenditure in improving access, student success and progression.

3.3) Under-represented groups

ASC's data collated from previous years to present, shows that the college attracts a high proportion of student enrolments from under-represented groups. (Section 3.2 the expenditure level for this access agreement will be a minimum of 15% of the fee income above the basic fee (OFFA Guidance on Access Agreements 2018-19).

Table 1 indicates that 70% of Level 3 funded courses were attended by underrepresented groups.

Upon securing access to funding, in 2019-20, ASC intends to extend its services to further help underrepresented groups and communities' access and progress in collaboration with established partnerships developed with local businesses, charities and organisations.

3.4) Tuition fee limits

ASC is a small college and therefore offers a limited number of undergraduate HND's in business studies and a post graduate Level 7 Extended Diploma course in Leadership and Strategic Management.

ASC do not charge differential tuition fee's for different subject areas. This enables prospective students to better understand the course fees and reduces financial barriers where students may wish to transfer across programmes. Note that Tier 4 sponsors students enrolled via our Saudi Government Agreement are charged the colleges international rates. Table 2.

3.5) Programme of study Tuition fee (2019-20) Academic year

ASC's application is based on the fee capped category.

The tuition fee limit for the undergraduate courses and Extended Diploma course in Leadership and Management is capped for 2019-20 has been set at £6700 per year for full time students. A prorate fee for Part-time students will not exceed £3500 in any one academic year. Students enrolled on a sandwich programme as part of their programme of study will pay a fee to a maximum of £1700 per year.

The College may increase tuition fees annually by the inflationary amount and agreed amount set each year by Government. As a small college, with a minimum expected enrolment of 30 new full-time students in 2019-20, it is anticipated that a minimum of £20,000 will be invested in access, success and progression measures. (Table 4)



Table 2.

Programme of study	Tuition fee 2019-20
Any undergraduate full-time course on HND Business and L7 Extended Diploma in Leadership and Strategic Management (home students).	£6700
Any undergraduate part -time course on HND Business and L7 Extended diploma in Leadership and Strategic Management (home students).	£3500
Sandwich year programme (home)	£1700
International Saudi sponsored fee	£10,200

4. Ambition and Strategy

4.1. Access, Student Success and Progression Measures

ASC College aims to support access, student success and progression by investing a minimum of 15% of the higher fee income into development of social events, advice and guidance and career development activities with local partners and businesses to extend the widening participation of all communities to improve these measures of students access fairly.

ASC's investment in the above mentioned areas will be monitored to ensure that the college is attracting groups from the underrepresented groups.

4.2 Access priorities and work

The college continues to develop it's collaboration with Nottingham City Council and Nottinghamshire County Council surrounding networks having recently registered as an alternative provider as outlined in section 2. These partnership agreements will enable the college to extend it's education provision to include GCSE and FE level and offer additional programmes in similar areas of study.

The contract will strengthen our progression routes, enabling progression from GCSE's through to FE study with the college, thereby facilitating student retention on a long term basis. This in turn contributes to an increase in the college's student intake and retention.

As part of it's short term plans to further facilitate fair access, the college aims to appoint a Student Advisor, with the purpose of developing links and partnership networks with local organisations and education providers such as the University of Nottingham and Nottingham Trent University. This will expand student's learning opportunities and meet the wider needs of students facilitated by career advice events relating to guidance and progression. In instances where prospective students who are seeking courses which aren't presently part of the ASC's course portfolio, the college will refer such students onto such partner providers.

4.3) Students categorised as disadvantaged by postcode

ASC is located in the centre of Nottingham city, surrounded by a number of disadvantaged postcode areas classified as POLAR 1- 4. The college has a five-year track record of working with disadvantaged areas and communities and has developed strong links with small local businesses and employers. Currently the college is working with number of organisations including; Karimia Institute, Fig-tree nursery, Enable, BEGIN, Nottingham City Council, SEEDS Foundation, NG7, Futures and Nottingham County Council. The college attracts a high proportion of individuals from disadvantaged communities,



with over 68% of students enrolled in 2016 and 2017 identified as living in postcodes classified as POLAR 1- 4.

Our previous experience will be tailored with the commitment of above mentioned driven activity to increase access to courses from disadvantaged areas to encourage students to progress from Level 2 to Level 3 and L3 to higher education and employment.

We have also widened our participation through NVQ routes to encourage learners who were unable to continue their education due to socio-economic reasons, enabling them progress to our NVQ routes to achieve a Level 3 qualification, progression and access to HE courses.

ASC recognises that students from underrepresented groups may require additional support, therefore the Student Welfare Officer applies an intervention approach by providing pastoral care and engage with students who may be at risk of withdrawal or undergoing personal / financial circumstances which may affect their studies.

The table below details the profile of students studying at ASC;

Table 3

Category	Students Enrolment			
	2014-15	2015-16	2016-17	2017-18
Age				
21-26	92%	94%	95%	96%
30+	95%	93%	94%	96%
Disability				
Student has a learning difficulty or disability	0%	0%	2%	5%
No learning difficulties or disabilities	100%	100%	98%	95%
Gender				
Female	44%	45%	70%	60%
Male	66%	65%	30%	40%
Average Gap	-15%	-12%	-15%	-12%
Student with a widening participation postcode				
Yes	60%	50%	60%	65%
No	40%	50%	40%	35%
Largest Ethnicity category				
White British	10%	12%	12%	10%
White European	20%	26%	30%	27%
Asian	40%	34%	28%	30%
Afro caribbean	10%	13%	12%	13%
POLAR	20%	15%	18%	20%

The average trends of students enrolment is below from national trend data. HE courses enrolments are low, due to the college having no access to funding. However, the wider enrolment trend in terms of student enrolments from all ethnic groups is a positive indicator for future success and progression to meet the widening participation targets and milestones of the college.



ASC will monitor recruitment trends to ensure that recruitment numbers at the College are a representative reflection of the local community

ASC needs to continue targeting it's activities to attract

- Emerging communities
- Individuals aged 16 – 20

4.4) Financial Support and Bursaries for student's access, success and participation

As noted, the college currently have no access to public funding. As a part of our wider participation plan, we intend to provide financial support to our students in line with our 3 Years Strategic Plan.

In 2021-22, we intend to allocate financial support and hardship funds to our target groups from under representative areas, including students who are within one or more of the under-represented categories, as defined by OFFA. As a new provider, we will gradually develop our fair access strategy to invest in student's success in our 3 year plan to provide financial bursaries, which will be awarded upon successful achievement of the course.

As a new provider and over the course of our three-year plan, the college will gradually develop it's fair access strategy to invest in students success by providing financial bursaries, which will be subject to successful achievement.

As a part of wider participation, the students from under representative areas are supported on regular basis during their study. Those students, who shows good performance in their study will be eligible to apply for such funds.

Such Bursaries and financial support may vary from a minimum of £300 up to a maximum of £1000. The Financial support may be in the form of a cash bursary, in-kind support (e.g. purchase of equipment such as laptop or books) or a fee waiver, depending on the application.

The Financial funds allocation will increase every year as defined by OFFA.

4.5) Students with additional learning support needs

Our Approach to Meeting the Particular Needs of Individuals.

ASC is committed to providing impartial and accurate guidance for all students to ensure their placement on appropriate courses which offer success and progression.

It is recognised that individuals may have particular needs that fall within equality and diversity requirements and needs. Where individuals have cultural and religious needs which may require a modification to existing arrangements, the College, where practical, will endeavour to accommodate these needs. With each circumstance and request treated sensitively and fairly.

The College intends to provide further awards in future to assist students with specialist costs, travel, trips and study tours costs associated with HE studies.

Ensuring all students can Access, Succeed in and Progress from Higher Education

ASC will endeavour to ensure that every student is enrolled on a course that is appropriate for them and every effort is made to help students succeed. In the event that a student is assessed to be falling behind with their studies, an intervention programme is agreed with the student. The student is monitored closely, with support from their tutor (and the Welfare Officer where necessary) until the student is back on track with their with studies.



ASC courses are designed with the intention of meeting the future skills requirements and reviews its courses and delivery models annually to ensure that its courses are suited to the current job market and the requirements of higher education institutes.

The college monitors the students' progress following their course completion to track their progression.

In 2017-18 the college identified within student Initial Assessments that over 30% of learners specified a requirement for additional academic English writing help and support. To support such students, the college provided free classes for students alongside their courses study programme to improve their academic writing.

Where individuals are placed at a substantial disadvantage as a result of their disability, the College makes reasonable adjustments to arrangements, practices, premises or equipment provided to accommodate a student's needs.

Wherever possible, the College will provide opportunities and training for individuals with disabilities, including those who become disabled, in order to support their needs, meet their skills requirements and develop their potential. To ensure all resources are accessible to learners with disabilities within the college, qualified and trained staff are provided for extra help and support where possible. As part of its fair access plan, the college aims to offer a Disability Support Allowance in the future to reduce barriers to course entry and education.

4.6) Equality and Diversity (Access)

ASC College is committed to promoting an environment which is balanced, inclusive and diverse, a community which is open and accessible to all students, staff. We believe that there should be no barriers in the College for students and staff as defined by any equality measure;

ASC aim's to;

- Celebrate differences
- promote equality and diversity
- embrace and recognise the talents of all staff and students.
- Ensure that all learners succeed and can progress in ways via routes that match their abilities and aspirations

The College has a Single Equity Scheme which covers all nine protected characteristics or strands of diversity: disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation.

The scheme is monitored by Senior Management Team against our priorities to monitor equality and diversity on a regular basis. This includes analysis of participation and success rate trends by gender, ethnicity, learning difficulty and disability; apparent achievement gaps are followed up.

Our aims are to promote and practise equal opportunities in our training, materials, publicity, and recruitment of staff and students in all aspects of the colleges service and operations.

In supporting this mission, the Equal Opportunities Policy will strive to ensure equality of access to all potential students from diverse background as well as to ensure that all students enjoy equal access in terms of curriculum, assessment, support services and teaching resources and learning opportunities.



ASC practices a clear approach to access, success and progression for all our students by;

- Ensuring that all course information is accessible, accurate, clear and free from explicit or implicit discrimination
- Providing written entry criteria and procedures which are free from any form of discriminatory practice

ASC's Senior Management Team is responsible for overseeing the above points in terms of equality and access to all potential students.

The SMT are also responsible for monitoring access, approval, distribution and outcomes of supporting activities provided for students from disadvantaged backgrounds to facilitate their studies, to ensure that such activities do not provide students with an unfair advantage over students who do not receive such support.

4.7. Collaboration and Outreach approach

The College has an established, a collaborative network with local schools and businesses such as Karimia Institute, Nottingham City Council, Nottingham County Council, ENABLE and Djanogly Academy to promote participation in Higher education courses. ASC's previous collaborative work with local communities and businesses facilitated the college in accessing students from disadvantage students.

ASC's outreach and collaborative work with partners and community centres would enable the college to expand it's teaching and learning services at secondary level and A-Level, support students to have direct access to ASC's higher education courses. z

4.8) Alternative Access Arrangements

As a small college, ASC does not provide transport provisions. However, the college is located in the centre of Nottingham city centre with easy access to all local public transport and including the tram, trains and buses. Students with a disability are eligible to apply for Disability Support Allowance to support with travel costs.

The college's building has disability access in the form of a lift, walk ways and classrooms are wide enough to accommodate wheelchairs.

5. Student Success

5.1) Learning support activities

ASC College has an Extended Learning Support Programme (Section 4.5) embedded into the beginning of each academic year to assist with students transitioning between years of study. For all new students this programme is integrated into the initial assessment procedure and induction process.

Which is further tailored with bridging activities of tutorial support and additional support classes early in the academic year time.

Activities mentioned in (section 4) are designed to ensure that all course information is written in a format that is easily understood by all prospective students as under;

- Ensuring that the curriculum meets and reflects the diversity of our student body and community.
- Ensuring the students' representative is also included in any final decision relating to the student's achievement and progress.



- Ensuring that all teaching staff identify opportunities in all the areas in which they work to adopt the best approach to the opposition to racism, sexism and all forms of discrimination as it might occur in course content, teaching styles and classroom organization and management for all student community of the college.

5.2) Continuous Tutorial support

The Senior Management Team has developed processes for monitoring teaching, learning and student's attainment. The college has two types of Student Support Programme which are categorised as a) High Level Support Needs, those learners are identified severe disability and will be provided long term learning supports activities b) Low Level Supportive Needs, are for those learners, who have barriers in term of language learning or any short term support to improve their learning ability will be provided for short period of time to overcome these needs.

The Senior Management Team and tutors engage in weekly operational meetings to discuss all student's progress and attainment. Students with High-Level support needs are able to benefit from our regular supportive programmes

This will enable the college team to arrange the pastoral and academic support via weekly tutorial arrangements. This would further support student's attainment and retention and student's success.

5.3) Students feedback and delivery arrangement

One of our advantages as a small college, is that we can provide small class sizes which enables tutors to offer a more personalised teaching experience and one to one support sessions to cater the students more effectively.

Through-out each term and at the end of the course, the college collates students' feedback via both email surveys and feedback forms to identify areas for improvements to teaching and learning and that our advice and guidance and course portfolio continues to meet student needs and expectations. Where we identify Higher Levels Support Needs or Lower Level Support Needs, we are committed to providing additional support to meet the needs of each student.

6. Progression

6.1) Link with local business and partner organisations

ASC has developed different types of partnership with local organisations as mentioned in section xx

The College maintains supportive links with all of its strategic partners and organisations to raise the awareness and promote progression onto further HE studies. The college has organised hosted a number of social events such as Charity Dinners to invites local SMEs and charities to promote our business and specialised courses.

Through its subcontracted partnership with to the Pathways Direct, the college has identified skills gaps within the specialisms of Child Care and Teaching Assistant at Level 3 required by local private nurseries and primary schools.

The college has trained 53 learners from BMEs disadvantaged communities. 40% were female, single parents employed as midday supervisors or low-level roles within the child care sector

Accessing funded courses equipped this cohort of students with advanced knowledge and understanding of new regulations within the child care sector.

ASC's successes and achievements include working with the local charity Karimi Institute which runs a primary school, chain of 4 nurseries and 5 community and cultural centres in Nottingham, providing education for more than 300 children's and young people.



Approximately 60% of the individuals working with the charity were previously unqualified. 10 members of staff received CYPWf Level 3 and a Teaching Assistant training delivered by the college. The college has identified similar gaps in other small business with staff requiring further training in customer service, business and admin and management, short courses, health and safety courses and the college has trained their staff to support local business growth.

Such activities enable the college to build upon its strong links with local businesses and employers.

As part of our 3-year strategic plan, we will widen our links with local businesses and employers by offering Advice and Guidance sessions, student workshops, more vocational courses and apprenticeship programmes.

6.2). Careers advice and guidance

To support student's progression into employment and advice on career routes, ASC will appoint Student Advisors to deliver seminars, develop advice and guidance events and create opportunities of placements with different partner organisations.

6.3) Safety of Personal data and Records

ASC maintains effective policies and procedure with regards to its operational management and safety of personal data and operational activities. The Senior Management Team is responsible for reviewing all policies on a yearly basis. The college maintains robust security systems and measures to store staff and students records and data. Hard copy documentation is retained securely on site, under 2-tier locking storage facilities. Information provided by existing and potential learners or members of staff is used for internal monitoring purposes only and is not shared with 3rd parties. Data handling and security is adhered to in line with GDPR.

6.4). Continuous Monitoring System to Measure Risks

ASC has developed clear objectives as mentioned in section 2 to ensure that applications from underrepresented groups develops in line with the college target, and continually monitors student success and progress.

To monitor the effectiveness of our student admission and that student recruitment procedures reflect the colleges Equal Opportunity Policy, basic information relating to students' initial assessment, and needs analysis will continue to be gathered and analysed thereby providing organisational statistics in respect of all types of risk of under achievement; under representation, sex, religion or belief, race, colour, nationality, ethnic or national origin and disability. This data analysis is regularly monitored and tracked through the action plan.

Course evaluation and student feedback throughout the duration of the course is used as a monitoring tool to measure risks and student improvement.

Individuals are under no obligation to provide such data; however, all information obtained in order to provide statistical information for monitoring purposes will be treated in the strictest confidence.

Should barriers to equality of opportunity relating to student activities be identified which highlight under-representation, the College will take the necessary remedial action by a programme of positive action and support.

Good practice in equal opportunities is promoted and disseminated with, action continuing to be taken to demonstrate to potential students, staff and clients and to the public at large, that the College is an equal opportunity employer.

Intervention with regards to all risks to student performance and achievement takes place on a regular basis.



Any concerns or complaints reported by the students or clients are handled in accordance to the college complaint procedure. Disciplinary action may be taken against any member of the College Community, who is found, upon investigation, to have acted in contravention of the college policies.

The College has implemented an Assessment and Evaluation Schedule, which enables the Senior Management team and Assessor to monitor tutor delivery and student interaction.

Monitoring and Evaluation

1. Analysis of key data (postcode) to determine the recruitment of students from target / underrepresented groups.
2. Monitoring of students who have sought the support from the Student Welfare officer or referred to other support groups.
3. Monitor the access, success and progression of students who access the colleges financial support funds and assess the impact.
4. Monitor progression of students in receipt of financial funding from the college against students not in receipt.
5. Progress reports produced for the Board of Governors and SMT
6. Monitor data on student absences and retention to identify trends

Going forward

- Monitor all students who are in receipt of any financial funds from the college.
- Further specific monitoring and evaluation activity will be implemented to facilitate the College's widening participation aims.

6.5. Targets and Milestones

The colleges Targets and Milestones are referred in sections 1.1 and 1.2 ;

Assessment of current performance trends of HE courses in (Table 1) indicates that home student recruitment to HND and Level 7 courses is low as the college currently has no access to funding offer to these particular courses home students.

It is therefore proposed that given the focus of the increased spend on access activities outlined above, the most appropriate milestones will relate to student success, whilst continuing to attract applicants from underrepresented groups.

In sections 2 and 4 we have mentioned, that in 2019-20, we are expecting to deliver business courses and leadership courses through our existing resources and network. We are optimistic in recruiting 30 student for the first year. In the second year we will increase 40% of our students recruitment to widen our participation in attracting under representative groups in the POLAR 1-4 defined by OFS.

Data on retention and achievement is readily available from the ILR and tutor's feedback and is already closely monitored through the College's self-evaluation reporting processes.

Access expenditure is targeted at providing financial support for students across all stages of the study with the college, with the majority of spend allocated to student success. The college will monitor and assess the impact of access expenditure through monitoring retention and achievement data which is linked to the strategic priority of supporting student success.

The College aims to recruit students from underrepresented groups from the local areas, with a priority on improving student success and progression post-HE study.



Students in receipt of any financial support from the college will be monitored throughout their programme of study and at the end of the programme to evaluate the impact of the support.

In the event that a student is assessed to be falling behind with their studies, an intervention programme is agreed with the student. The student is monitored closely, with support from their tutor (and the Welfare Officer where necessary) until the student is back on track with their with studies.

ASC's courses are designed with the intention of meeting future skills requirements. The college monitors the progress of it's students after they have completed their course to ensure that courses are suited to the current job market or the requirements of higher education institutes.

7. Monitoring and Evaluation Arrangements

The College is currently developing a more robust monitoring and evaluation system to effectively measure the impact of this expenditure. It is anticipated that by 2020-21, an effective monitoring and evaluation process will be embedded, which will allow us to make informed decisions in relation to future access arrangements and funding.

7.1 Internal assessment and monitoring system

ASC's internal assessment and monitoring takes place throughout each term.

A regular system of assessment is in place for all courses and monthly assessments are conducted to ensure students are meeting the requirements of the course. The aim of such assessments are to assess that the learning is taking place and teaching is been effective, and secondly to guide teachers in the implementation of future classes. The feedback from assessments results are used to plan subsequent learning.

ASC will ensure all the necessary steps are taken in line with it's monitoring and assessment procedures to maintain the quality of teaching and learning through the Access and Participation Plan. The Senior Management Team are responsible for monitoring classes and teachers on a regular basis via teacher observations.

ASC ensures all students have fair access to all materials throughout their lifecycle.

Timely cooperation between teachers and students on further education courses and NVQ courses supports us with high student retention. The college also firmly believes success in each of these areas depends on the extent to which students are engaged, and that their engagement depends on their sense of belonging in an environment which fosters their well-being and engages their interests.

8. Investment

The total turnover for Anglo Skills College last year was approximately £72,510.00 pounds. We intend to develop and achieve growth by 20% - 30% next year.

In 2018, ASC was approved an Alternative Provider with the Nottingham County Council and City Council. Due of our successful record of delivery of funded courses (Table 1) through subcontracting, the college have been approved by the Department of Work and Pensions to deliver training and employability courses and community learning courses.

The college is a Tier 4 sponsor and in January 2018 secured an Education and Learning Agreement with the Government of Saudi Arabia to provide English language courses and training courses to students sponsored by the Saudi government. Student are from a range of background including academia, government officials and professionals. ASC is also listed on the ESFA training provider list.

Anglo Skills College has established a variety of routes to expand sources of funding to enable sustainability and development. Being officially recognised within the approved fee capped category



by the OfS will strengthen the colleges position to expand on it's quality of educational delivery, and anticipate that it's turnover will double.

During the last three years the college has reinvested 20% of it's income in upgrading it's facilities. With 150 –200 funded students we anticipate utilising approximately 15% of our income to improve our facilities and thereby enhance our accessibility for students by creating classrooms to include more IT facilities and communal area.

As a small to medium sized college we aim to invest in underrepresented groups in a manner appropriate to our capacity. If approved for OfS funding, we would be in a strong position to broaden our scope to include an increase of such groups.

The table below describes the proportion of tuition fee income to be spent on access and student success measures;

Table 4 Investment Table 2019-20

Area of Expenditure	Estimated amount 2019/20	% of Higher Fee Income
Access	£5,000	25%
Success	£6,000	30%
Progression	£7,000	35%
Financial Support	£2000	10 %
Total	£20,000	100%

9. Provision of information to Prospective students

Transparency and Accessibility of all Information for Students

ASC demonstrates transparency of information for all its students.

The college ensures it's marketing material, social media resources and websites reflects it's ethos of equality and diversity and is updated on a timely basis. Details of all courses are available to potential students via course descriptions and course content enabling students to make informed choices about their studies.

The college ensures provision of clear information about fees, finance and additional costs at open days, taster days, and via our websites and other marketing materials. Information is reviewed regularly to ensure currency and accuracy.

ASC staff provide guidance for students to help them decide whether they will be able to cope with the demands of the courses and whether a course is suitable for their future career plans. The utmost care is taken to ensure that a student is not enrolled on a course to which they are not suited. Should a student find that they are enrolled on a course which they believe does not meet their requirements, they are offered an alternative where possible in line with the colleges policies.

ASC undertakes to keep students informed of any possible sources of funding that may be available to them to support their studies and maximise financial student support.

The College will ensure that information regarding outreach, financial and student support arrangements are provided in a timely manner to students, partner organisations, businesses and employers and UCAS to ensure earliest promotion of events and of provision current information.