



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

**MONITORING VISIT**

**IMPEL COLLEGE OF LONDON**

**(07315506)**

Full Name **Impel College of London**

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Principal Mr Shoaib Mufti

Proprietors Mr Shoaib Mufti  
Ms Harjinder Grewal

Age Range 18+

Total number of students 10

Numbers by age and type of study 18+: 10  
FE only: 10

Inspection date **11 August 2015**

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 This privately owned college was opened in 2010 and is located in a self-contained suite in a shared office block in Hayes, Middlesex. The college aims to meet the personal education, assessment and training needs of all students. Two proprietors share responsibilities; one for finance and administration, and the other for academic progress and the welfare of students.
- 1.2 Tuition is provided in English for speakers of other languages (ESOL), and also security and construction testing, but this course does not lead to approved qualifications for UKVI purposes. At the time of the inspection three courses had just started and the college was teaching Level 6 Business Management, Level 3 Health and Social Care, and the Diploma course for Hospitality.
- 1.3 Ten students are attending the college, of whom 6 are male. Students are recruited locally and none are Tier 4 visa holders. None of the students has been identified as having special educational needs and/or disabilities (SEND). Students are recruited for all courses on the basis of previous qualifications and college based aptitude tests.
- 1.4 There was a full inspection of the college in July 2014 when the college was judged to meet expectations for the quality of education.
- 1.5 The recommendations from the previous report are:
  - Ensure that accurate initial and diagnostic assessment procedures are implemented consistently for all students.
  - Develop the use of Individual Learning Plans so that progress and achievement can be monitored effectively.
  - Ensure that errors in students' grammar and pronunciation are corrected appropriately in English language classes.
  - Devise and implement systems to accurately record and address lateness in classes.
  - Develop a comprehensive quality assessment system to identify priorities for improvement.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of July 2014 the college was found to meet expectations and the quality of education as judged at that time has been improved.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Courses are well matched to students needs. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. The quality of teaching is good and classes are interesting. Students' are positively engaged so they make good progress in their learning and attain well. Accurate initial assessment is carried out for all students and Independent Learning Plans (ILPs) record initial assessment and also systematic course work assessment at the end of course units. The use and design of the ILPs is continuing but does not include interim course assessments to improve the frequency of guidance for students on how and where to improve their work.
- 2.3 Students' welfare, including health and safety, is good. The college takes efficient steps to ensure the health and safety of students and staff through regular monitoring and also training for responsible staff. The premises are spacious, furnished appropriately for students and provide a suitable learning environment. Attendance and admission registers are accurately maintained. Pastoral support is good and valued by the students who find staff approachable and helpful. Induction arrangements are well organised. A satisfactory but limited programme of social activities for students is organised.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietors take a regular active role in the college and direct strategic development based on their day to day experience. Quality assurance procedures are good including the close monitoring of teaching and learning and careful financial management. Monitoring information is used to set targets for improvement and these are incorporated into a college development plan. Arrangements for the safe recruitment of staff and maintenance of associated records are in accordance with current guidance. Information for students is clear but guidance on course entry requirements is too brief to give students a clear idea of the relevance of their qualifications for the courses that interest them.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Ensure that accurate initial and diagnostic assessment procedures are implemented consistently for all students,
  - Develop the use of Individual Learning Plans so that progress and achievement can be monitored effectively.
  - Ensure that errors in students' grammar and pronunciation are corrected appropriately in English language classes.
- 3.3 Good progress has been made against the three recommendations. Initial assessments are carried out carefully for all students and these include the college's own diagnostic tests. Students starting points for their learning are therefore accurately assessed and this provides a good base point to monitor future progress.
- 3.4 Pertinent information is recorded efficiently on ILPs by monitoring each students progress to give a clear view of their development and where work needs to improve. Progress is assessed and discussed with students at the end of each four week course unit and this provides students with good guidance on how well they are learning. There is no assessment at the mid-point of each course units to guide improvement before the course unit is completed.
- 3.5 Good progress has been made against recommendation relating to errors in students' English language skills. This has been addressed in all courses including ESOL. Students' grammar and pronunciation is carefully monitored by tutors and support is provided effectively where improvement is needed.
- 3.6 The college curriculum policy is clear and courses are supported with appropriate schemes of work. Courses meet the aptitudes and requirements of students and so they make good progress and achieve well. Most students complete the courses for which they are registered. Students feel their courses meet their needs well.
- 3.7 The quality of teaching is good, classes are well planned and the good subject knowledge of tutors is used to provide interesting work for students to motivate them. Careful planning of lessons to cover the course requirements and develop students understanding and skills contributes to their good progress. A variety of activities are provided in lessons including good opportunities for students to work independently and take responsibility for their progress so they develop and refine their new skills well during their courses.
- 3.8 Attainment and progress are good. Students' progress is closely monitored and areas for improvement are identified carefully. In particular any slowing of progress is identified and extra support is provided by tutors to help sustain good attainment

in relation to their starting points in their various courses. Attainment is analysed well by the college and this is used to guide lesson planning. Students enjoy their work and regard their progress as good because they are well taught.



#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Devise and implement systems to accurately record and address lateness in classes.
- 4.3 The college has made good progress against the recommendation to address lateness and punctuality has improved as a result. Registers are taken regularly and absences and any occasional incidents of late arrival are accurately recorded and followed up promptly. Students are aware of the penalties applied to poor attendance and lack of punctuality. The college does not recruit Tier 4 students at present but has a clear understanding of the requirements for Home Office reporting.
- 4.4 All aspects of health and safety are monitored and any necessary steps are taken to reduce risks from fire and other hazards within the college area. The office building has additional fire and safety tests as well as fire drills for all users. Health and safety matters are supported by a clear policy which is shared with students. Risk assessments are in place and regular training in health and safety matters is undertaken by staff. Students confirm that they feel safe in the college.
- 4.5 The premises provide suitable and safe accommodation for students. Rooms are clean and tidy and of a good size so they provide a good learning environment. The classrooms are light and airy and furnished appropriately for adult students. There are sufficient washrooms for all students and students with disabilities can enter and easy access to all floors for students have good access to the building and college suite.
- 4.6 The pastoral support of students is good and begins with comprehensive induction programme for new students. Small classes facilitate the development of supportive relationships with tutors who know their students well. The principal and administrator provide additional pastoral support and students are confident that they can approach members of staff to discuss academic concerns or personal problems. The college has an appropriate range of policies and procedures regarding the safeguarding of vulnerable adults.
- 4.7 Initial steps have been taken to provide a social programme for students. This programme does not yet include planned learning experiences beyond college such as visits to work places or areas of cultural interest.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Develop a comprehensive quality assessment system to identify priorities for improvement.
- 5.3 The college has made good progress in addressing the recommendation. Careful monitoring of all areas of the work of the college is now used in a well-structured strategic development plan. As a result, areas for development are sharply identified and steps are planned to bring about improvements efficiently.
- 5.4 Oversight of the college is good. The proprietors have well defined daily responsibilities in the college. They set a clear vision and direction for the college and this is underpinned by close attention to matters of health and safety and legal permissions from relevant bodies. Measures for safeguarding are secure. Financial management is extremely good and resources are well managed to ensure a good learning opportunities for students.
- 5.5 Leadership and management are good. This is reflected in the sustained progress and good achievement of students. Policies are securely in place, reviewed regularly and shared appropriately with staff and students. Managers ensure that the courses offered meet the needs of students. An effective system of lesson observations ensures the good quality of teaching is maintained.
- 5.6 Staff retention is good but nevertheless appropriate procedures are in place for the recruitment of staff. Checks on the qualifications and staff suitability are carried out efficiently prior to their appointment. The college has a clear complaints procedure which includes reference to a panel including an external adjudicator for any unresolved complaints.
- 5.7 The provision of information is good. The college website is informative and conveys accurate and helpful information about the college. Information on course entry requirements is too brief to help guide students in judging how their prior qualifications will be helpful to the courses they might wish to study. The college complied with all requests for information during the inspection.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has improved the satisfactory quality found at the last inspection.

### **Recommendations for further improvement**

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

- Assess students' interim progress during course units as well as at the end of units.
- Extend the programme of out of college activities to include the development of enrichment activities to enhance classroom learning.
- Clarify the guidance provided for students on course entry requirements provided on the college website.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietors and attended registration sessions. The responses of staff and students to confidential pre-inspection questionnaires were analysed and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Dr Norma Ball	Lead Inspector
Mrs Margaret Arokiasamy	Team Inspector
Mr Peter Casey	Team Inspector