



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

**STANLEY COLLEGE**

Full Name of College **Stanley College**  
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Principal Mr Stewart Shuttle  
Proprietors Mr Manjit Singh Bhambra  
Mr Parvinder Singh  
Mr Vishang Shah

Age Range 19+  
Total Number of students 12

Numbers by age and type of study  
19+: 12  
FE only: 12

Inspection dates **29 November – 1 December 2011**

## PREFACE

This inspection report follows the framework for Educational Oversight of private further education colleges and English language colleges. The inspection consists of a three-day team inspection of the college's educational provision.

The ISI is an approved educational oversight body authorised by the UK Border Agency to inspect privately funded further education colleges in England and Wales offering courses on the Qualifications and Credit Framework, and English language colleges.

ISI inspections are required to:

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

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

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

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

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## **1. THE CHARACTERISTICS OF THE COLLEGE**

- 1.1 Stanley College aims to provide high quality teaching at Levels 5, 6 and 7 in business and management courses. Located in Harrow, the college serves the local community as well as offering Tier 4 courses for students from overseas, predominantly India. The college is owned by three directors who oversee the direction and educational purpose of the college. The principal was appointed in October 2011, having previously worked in the commercial sector.
- 1.2 The college is located in first floor accommodation in the centre of Harrow-on-the-Hill. The college is newly formed and the current students are the first group to be admitted. There are no students under the age of 18 and the college targets higher education students at Level 5 and above.
- 1.3 The college currently has 12 students, 5 female and 7 male, all from India. None have any specific language or learning difficulties, and although English is not the first language for all students, their language levels are acceptable for higher level education. The college recognises that some students nevertheless require support in the use of English for study, and aim to cater for this in their planning. The students are enrolled on full-time certificated courses and are evenly divided between academic Levels 5 to 7.

## 2. THE SUCCESS OF THE COLLEGE

### 2.(a) Executive Summary

	Section of the Standards	Grade awarded 1-4
3.	The quality of the curriculum, teaching and learners' achievement	2 Meets expectations
4.	Students' welfare, including health and safety	2 Meets expectations
5.	The effectiveness of governance, leadership and management	2 Meets expectations

- 2.1 The quality of the curriculum, teaching, and students' achievements all meet expectations. The college offers suitable pre-entry guidance for prospective students. The courses offered are in line with the college's stated educational aims and include approved higher education business and management courses. Rigorous checks are made on the suitability and eligibility of prospective students, and teachers make good use of the pre-entry assessments in their planning. Teaching overall is good. Lessons are well planned, cater effectively for students of all capabilities, and assessment is accurate and supports progress. Occasionally the range of activity is limited and therefore does not fully engage all students. Students make good progress in their lessons. As the college has only recently opened there is no end-of-course information available, though teachers' assessment on current students provides reliable evidence that they are on track to complete their courses successfully. Preparation of students for applications to higher education is largely effective, though occasionally this occurs at too late a stage.
- 2.2 The college has robust arrangements to promote students' welfare and health and safety. Appropriate policies for first aid, fire safety and the security of the premises are effectively implemented. Attendance and admissions registers are properly maintained. Suitable action is taken with absent students and attendance rates are high. The building is of excellent quality and is accessible to people with disabilities. The college is a safe and friendly environment with a professional and business-like atmosphere that encourages achievement. The college actively promotes inclusion and helps students to adapt to life in the United Kingdom. Students are very positive about the quality of their courses, the support offered by all staff and the facilities and physical resources of the college. They value the effort the college invests in staff, resources and support for their learning.
- 2.3 The college directors have a good understanding of educational oversight and a strong commitment to delivering a good quality learning experience. Directors and college leadership carry out their statutory duties effectively. The development plan for the college is currently being amended by the new principal. Plans for future quality improvements are satisfactory and the actions being taken contribute effectively to the improvement of teaching and learning. There is a positive relationship between college governance and the leadership team. Teachers feel supported in their work with students.

### 2.(b) Action points

#### (i) Compliance with standards for Private Colleges

2.4 At the time of the inspection, the college met all the key requirements of the standards for private further education colleges and quality is good. **The college meets expectations for the quality of education.**

**(ii) Recommendations for further improvement**

2.5 The college is advised to make the following improvements.

1. The college should seek to provide a stimulating learning environment by using the physical resources more imaginatively.
2. It is recommended that students are encouraged to research the application process for higher education sooner and that this is undertaken within the first three months of their course.

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

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

- 3.1 The assessment of students prior to arrival is thorough and meets expectations. The college has a rigorous system for checking eligibility and suitability before acceptance onto any course. Members of the management team undertake interviews with students via online video messenger to verify language claims and motivation for studying their chosen course. The college does not recruit students under 18 years of age, verified using passport checks, and has policies to support students self-declaring special educational needs and/or disabilities (SEND).
- 3.2 Initial assessment meets requirements. Suitable qualification checks are undertaken, English language qualifications are verified and students undergo online testing at the start of their course. Teachers use the information from this initial assessment to inform their planning and devise appropriate support for individual students. Schemes of work and lesson plans are thorough and are cross-referenced to the curriculum and assessment criteria.
- 3.3 The college website and prospectus provide clear information on the curriculum and the college. The student handbook is comprehensive and accurate, and students consider the college's induction process very supportive. Named college staff provide effective advice, guidance and support for students.

#### **3.(b) Suitability of course provision and curriculum**

- 3.4 The curriculum has some strengths and few weaknesses. Course provision is appropriate and matches the college policy for students over the age of 18. Students are offered beneficial in-house and external opportunities for further and higher study. Support for English as an additional language is embedded in taught sessions. The college has identified opportunities for additional higher level qualifications in English Language as a priority for future development. The curriculum offers a broad range of teaching and learning methods, enabling students to learn and consolidate skills.
- 3.5 Students say they chose the college as a route into international employment or further study, in line with the college's stated aims. The curriculum successfully encourages students to explore and practice skills using case studies from international companies and brands. The system for monitoring attendance and progress is rigorous. Regular tutorials enable staff to monitor students and to highlight and address any concerns or needs quickly. The scheduled tutorials enable targets for individuals and groups to be set and adjusted effectively, although such adjustments are not always reflected in students' individual learning plans.
- 3.6 At this early stage retention rates are good. Policies and procedures are in place to support students to meet their career aspirations of progressing into employment or higher education. Students are encouraged to explore pathways to external progression in the final months of their programme.

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

- 3.7 The quality of teaching is good, and many teachers have high levels of subject knowledge and experience. This enables students to extend their learning in a supportive and challenging environment. Teachers encourage students to apply

knowledge in class-based activities and in independent study. Assessment is continuous and constructive because feedback is effectively embedded into all sessions. Students know how well they are learning and what is required of them to improve.

- 3.8 Students benefit from ample opportunities to explore business practice and to reinforce their learning. Teaching methods are good in many lessons and include a wide range of activities, including use of information technology (IT) and software packages. Students are encouraged to engage independently in presentations, ensuring that their understanding of the subject improves and that their confidence in using IT, books and periodicals increases. In good lessons groups of students work successfully in teams, evident in a session on business investment options. Independent study underpins the curriculum, as befits the curriculum level. Sessions are mostly well planned, offering students opportunities to work with peers and with their teachers. Occasionally the teaching does not make imaginative use of organisation and resources. All students use computers as a routine part of every lesson. In all observed sessions students were able to apply subject knowledge with confidence. Lessons are well planned and structured to underpin, explore, develop and assess learning.
- 3.9 The quality and accuracy of assessment are good. Helpful feedback is given in sessions and tutorials spur students on to meet deadlines and achieve high standards. Unit assessments are well planned and work is regularly and thoroughly marked. Marking sheets enable teachers and students to identify and manage areas for improvement and development. The college has effective policies for supporting students with special educational needs and/or disabilities, although the college does not currently have any students requiring this support.

### **3.(d) Progress and attainment**

- 3.10 At this early stage of the college's development progress is good, though it does not yet have achievement data for completed courses. However, students' on-going assessment records are consistent with progress observed and work scrutinised during the inspection, and indicate that students are on track to complete their courses successfully. Students show a developing knowledge of business systems and practice, using analysis, research and good business planning skills where necessary. They have an understanding of the key concepts appropriate for their level and demonstrate this verbally and in their written work. The quality assurance cycle is new, but has been effective so far in improving attainment of students. Academic monitoring systems are in place and work well. The college has had one External Verification visit from an awarding body and no concerns were recorded.

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

### **4.(a) Health, safety and security of the premises (in line with expectations of educational institutions)**

4.1 The college has robust arrangements for first aid, health and safety, and security. It monitors its performance in this area and records are kept for fire equipment, accident reporting and building evacuation procedures and drills. Students report that they feel safe and understand the procedures for evacuation and for emergency reporting. A qualified first aider is on site at all times and appropriate arrangements are observed to respond to the needs of any students who are ill or injured. The building is suitable for students with mobility difficulties. Wheelchair access is currently restricted, although with reasonable adaptations, the building would be fully accessible. The building is of excellent quality.

### **4.(b) Student registration and attendance records**

4.2 Attendance and admission registers are well kept, up-to-date, centrally co-ordinated and correctly maintained. Policies for student enrolment and refund of fees are in place and no student has yet withdrawn from a course. Suitable action is taken with absent students and attendance is high. The college operates procedures in line with United Kingdom Border Agency (UKBA) reporting guidance, including procedures to monitor rates of course completion.

### **4.(c) Pastoral support for students**

4.3 College staff provide good pastoral care. The college actively promotes inclusion and helps students to adapt to life in the UK. Students are very positive about the quality of their courses, the support offered by all staff and the facilities and physical resources of the college. Relationships between staff and students are excellent. A close family atmosphere of encouragement exists, which is successful in supporting the well-being and achievement of students. Student feedback from the pre-inspection questionnaire was positive and consistent with the college's own views on student satisfaction. Students are very positive about the teaching and classroom activities they undertake during their courses.

4.4 The college is clear about its responsibilities in recognising and addressing forms of bullying or harassment. The written policies provide clear guidance on how the college deals with any issues and staff understand these procedures. No issues have been reported, and the college very positively promotes integration at the core of its approach to student support.

4.5 Advice and guidance for students is satisfactory. Pre-course information is appropriate, correctly represents college provision and resources and encourages academic progression in line with the college aims. The college provides good guidance on students' progress into higher education, linked to possible career intentions. Students recognise this as being a welcome and effective support for their study.

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

### **5.(a) Ownership and oversight**

5.1 Ownership and oversight of the college are effective and meet expectations. The college directors clearly set the mission and purpose for the college and provide excellent strategic and corporate oversight and educational direction. They understand and fulfil their responsibilities in matters of finance, educational standards, staff and learning resources. The leadership team are effective in overseeing student and staff welfare, and health and safety planning is good. Directors have a clear understanding of daily operations and are usually in residence in the college. There is an excellent lesson observation process to monitor the quality of teaching and learning, which is beginning to take effect. The directors and leadership team ensure that policies and safeguards are implemented effectively. The directors hold all necessary permissions from the relevant bodies.

### **5.(b) Management structures and responsibilities**

5.2 Leadership and management at all levels are effective. Senior leadership provides clear educational direction based on the priorities established by the directors. The college has an effective improvement plan with clear and appropriate targets for improvement. Management structures and operational processes are satisfactorily discharged and meet expectations. The directors collectively and effectively set corporate priorities and these are then applied to the life and work of the college by the academic teams. Policies and procedures for the safeguarding and health and safety of students are appropriate and effectively implemented. Management is successful in securing and motivating sufficient high quality staff and ensuring they are suitably trained for their roles in meeting the needs of students. Appraisal and lesson observation processes are well planned, and have a positive influence on the quality of teaching and learning, although a full appraisal cycle has not yet been completed.

### **5.(c) Quality assurance including student feedback**

5.3 Quality assurance is systematic and effective. The views of the small number of students are considered internally and their feedback is universally very positive. Students clearly value the support of the college and the help that all staff provide. Answers to the confidential questionnaire completed by students prior to the inspection showed they were especially pleased with their courses and had no concerns.

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

5.4 The college has effective processes to recruit teaching and support staff, and makes all the necessary checks with a thorough checklist and routine verification process. The college has recruited staff with high levels of training and experience, and has implemented a structured development plan to develop teaching skills. Some part-time teachers are expert practitioners and highly qualified in their subject areas. The process to validate references and qualifications is good and the audit trail is clear with a due regard to statutory requirements.

### **5.(e) Provision of information**

- 5.5 The college website contains most of the required information and is set out in an informative way. All the information necessary for inspection was provided, including detailed information regarding monitoring and compliance.

## 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 pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Mr Chris Cherry	Lead Inspector
Ms Jacqueline Lawrence	Team Inspector