

Impact College

Independent learning provider

Inspection dates

15–17 March 2017

Overall effectiveness

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Requires improvement

Outcomes for learners

Requires improvement

Requires improvement

Adult learning programmes

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Summary of key findings

This is a provider that requires improvement

- Learners' starting points are not clearly identified and used to plan individual learning.
- The narrow range of teaching and learning methods used in business courses does not engage all learners; the most able are insufficiently challenged and their progress is slow.
- Too much assignment work is not written in the learners' own words; when learners use their own words, the standard is much lower.
- Tutors do not routinely set targets to develop learners' vocational, personal and social skills.
- Tutors do not develop learners' English, mathematical and information and communication technology (ICT) skills in vocational lessons.
- Learners' attendance and punctuality rates are too low.
- Managers make insufficient use of data to monitor and manage the provision.
- Arrangements for observing teaching, learning and assessment are underdeveloped.
- The self-assessment process is not rigorous enough.
- Governance of the college is weak.

The provider has the following strengths

- Learners' achievement rates in health and social care are high, with a significant number passing with a merit or distinction grade.
- Learners enjoy their learning and grow in confidence; they are proud of their achievements.
- Tutors provide learners with good academic and pastoral support which they value.
- Learners benefit from a good range of additional learning opportunities.
- Managers place a very high priority on learners' safety.
- Managers are passionate about meeting the training needs of the ethnically diverse community in north Manchester to improve their personal lives and employment prospects.

Full report

Information about the provider

- Impact College is the trading name of Awaaz Enterprises Limited. It was established in 2004. It is an independent training provider located in the Cheetham Hill district of Manchester. This is a culturally and socio-economically diverse area in which approximately 33 community languages are spoken. The college offers a range of courses designed to improve residents' personal effectiveness and increase their chances of obtaining employment and/or progress to higher education.
- The college started to offer further-education courses in 2014/15. These consist of diploma qualifications at level 3 in business and health and social care. Health and social care learners have the opportunity to work towards the extended diploma in health and social care. Where appropriate, learners can also study for GCSEs and/or functional skills qualifications in English, mathematics and ICT.

What does the provider need to do to improve further?

- Clearly identify all learners' starting points, taking into account their previous learning and experience, and use the results to plan stimulating and challenging individual learning.
- Extend the teaching and learning methods used in business courses to inspire and engage all learners so that they are all challenged to the fullest extent and make the progress of which they are capable.
- Ensure that all assignment work is written in the learners' own words and that when they quote from other sources, including textbooks, journals and the internet, full acknowledgement is given and the quoted text is presented appropriately.
- Set targets to develop learners' vocational, personal and social skills which focus on learners' broader development and are not confined solely to the awarding organisation's specifications for business, and health and social care.
- Train tutors to integrate English, mathematics and information and communication technology (ICT) into vocational lessons so that learners are continually improving their knowledge and skills in these vital subjects.
- Increase immediately learners' attendance and punctuality rates, which are currently too low.
- Improve managers' use of data to monitor and manage the provision efficiently, and ensure that managers have a proficient management information system to assist them in making strategic and operational decisions.
- Implement arrangements for observing and improving the quality of teaching, learning and assessment by:
 - training highly competent staff to observe teaching, learning and assessment
 - skilfully identifying, through observation, the strengths and areas for improvement in teaching, learning and assessment, focusing especially on learners and learning
 - reporting the judgements to the tutors accurately, both orally and in writing
 - carrying out joint observations to check the accuracy and reliability of the strengths

and weaknesses identified

- producing, and monitoring, action plans for observed tutors to enable them to improve their standards of teaching and assessment and to deliver the highest possible standard of service to the learners
 - providing appropriate training for staff arising from their action plans.
- Increase the rigour of self-assessment by:
- involving managers, tutors, partners, employers and learners in the self-assessment process
 - ensuring that the self-assessment report is comprehensive and evaluative, and that it accurately identifies all the strengths and weaknesses in the provision
 - producing a quality improvement plan that is aligned closely to the self-assessment report and which is monitored regularly for its impact on raising the quality of teaching, learning and assessment.
- Strengthen arrangements for governing the college by establishing a formal governing body with suitable representatives from the college, local businesses and the local community to hold managers to account for:
- the quality of teaching, learning and assessment
 - learners' achievements
 - the prudent management of financial resources
 - the deployment of staff and resources and the extent to which they are contributing to the improvement of teaching, learning and assessment and to the overall efficiency of the college
 - other issues that arise from time to time which are related directly and indirectly to the quality of provision and the functioning of the college.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The business planning process is not sufficiently robust. Managers have given insufficient attention to planning the college's future development in a logical and systematic way to ensure its long-term viability, financial stability and resilience.
- Managers do not have access to an integrated range of relevant information to help them manage the provision efficiently. For example, information relating to learners' enquiries, enrolments, attendance, retention and achievements is stored on separate spreadsheets, with the result that comparisons and trends are difficult and time-consuming to obtain. Managers acknowledge the need to install an information-technology system that will produce the required information quickly and easily, thereby enabling them to use data much more efficiently to manage and monitor the provision.
- The process for observing teaching, learning and assessment is underdeveloped. Although a small number of peer observations have been completed, their impact on improving the quality of provision is ineffective. Peer observers gave too much attention to teaching, rather than learning, and their reports are too descriptive and insufficiently evaluative. The action plans lack detail and will have little, if any, success in improving the few weaknesses identified. Managers have, so far, not carried out any formal observations of teaching, learning and assessment and they do not have sufficient information about the quality of teaching, learning and assessment and where improvements are required.
- The self-assessment process is not rigorous enough. Consequently, the self-assessment report has overemphasised the strengths and failed to identify many of the weaknesses found by inspectors. The development plan places too little importance on improving the quality of teaching, learning and assessment to ensure that learners experience provision of the highest possible calibre.
- Managers have a clear vision and mission for the college. They are passionate about meeting the training needs of the ethnically diverse community in north Manchester. They have succeeded in creating a culture of respect and tolerance among staff, learners and the wider community.
- Managers have considerable experience of providing learning opportunities for people living and working in north Manchester. They have a very good knowledge of skills shortages in the area and this led them to introduce health and social care and business courses because of the local employment opportunities and career prospects for successful learners in these two sectors.
- Managers continue to ensure that the provision in health and social care and business helps to meet local and regional priorities. They are keen to ensure that all learners obtain the qualifications for which they are studying.
- Managers have attracted a diverse range of learners, for example Muslim women and long-term unemployed men and women. They are totally committed to enabling learners to develop their vocational knowledge and skills to improve their chances of gaining employment and/or proceeding on to further study.
- Managers have developed good partnerships with a wide range of organisations, including the Greater Manchester Police Force (GMPF) and a mental-health charity, which are of

great benefit to learners. For example, through the auspices of GMPF, the college is a 'hate crime' reporting centre which is of immense benefit to learners who have a hate crime to report because it dispenses with the need for them to visit the local police station.

- Managers place a very high priority on ensuring that learners are safe. They promote a culture of harmony, acceptance and respect, with a zero tolerance of bullying, harassment, discrimination and unfair treatment. Managers are passionate about British values. They are committed to ensuring that all learners understand fully the importance of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Managers promote very successfully the 'Prevent' duty in an area where there is a high risk of radicalisation and extremism. They ensure that tutors and learners have a good understanding of it.

The governance of the provider

- Governance is weak. While the manager, the assistant manager and other staff meet periodically to review learners' performance and to deal with any complaints, there is no overall scrutiny of the college by members of a formal governing body.
- The college does not have any external representatives whose role is to hold managers to account for all aspects of the college's work, including, for example, the quality of teaching, learning and assessment, learners' achievements and the prudent management of financial resources. Overall, there are too few checks to ensure that the deployment of staff and resources are resulting in continually improving quality.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers place a very high priority on safeguarding and keeping learners safe. A lead safeguarding officer and a 'Prevent' duty officer are responsible for ensuring that tutors and learners are fully informed about the importance of safeguarding and the dangers of radicalisation and extremism. Learners are particularly well informed about the different forms of abuse, how they can be detected and the action to take if abuse is suspected.
- All managers and tutors have been appropriately checked and their suitability for working with young and/or vulnerable people has been verified. Although staff training is appropriate, female genital mutilation has not been covered and the lead safeguarding and 'Prevent' duty officers do not have a safeguarding qualification at level 3.

Quality of teaching, learning and assessment

Requires improvement

- Tutors do not use the information that is available to them to plan each learner's starting point in business, and health and social care. Where learners have prior knowledge, skills and experience that are relevant to their current study, they are not taken into account sufficiently when planning learning. Tutors place insufficient importance on the need to

match learning to each individual learner's needs.

- Target-setting is weak. Tutors do not routinely set individualised targets, including for the development of vocational, personal and social skills, which would make a significant contribution to learners' development. Tutors do not set targets that ensure that all learners are working to their full potential. The pace of learning is too slow for some and too fast for others. Too many learners do not make the progress they are capable of making. This is particularly apparent in business, where learners are not passing their level 3 qualification with merit or distinction grades.
- Tutors give insufficient attention to developing learners' English, mathematical and ICT knowledge and skills in vocational lessons. They do not include English, mathematics and ICT when planning lessons, and when teaching they neglect the many opportunities that arise for linking these three subjects with health and social care and business. As a result, learners' English, mathematical and ICT knowledge and skills improve too slowly.
- In the business course, tutors use a very narrow range of teaching and learning methods which do not engage and motivate all learners. Tutors do not plan interesting and inspiring practical activities to maximise learners' involvement in lessons and too many learners become uninterested. However, in health and social care, tutors use a wider range of teaching and learning methods. These interest and engage most learners and enable the majority of them to fulfil their potential and, for a significant number, obtain merit and distinction grades in their qualifications.
- Too frequently on the business course, tutors only focus on meeting the minimum academic requirements that learners are required to achieve. Tutors do not check learners' understanding often enough or rigorously enough. Errors in learners' spelling, punctuation and grammar are not routinely corrected and, as a result, learners repeat the same errors. Tutors' expectations of what learners can achieve are too low.
- Tutors have good vocational subject knowledge. Learners value and benefit from the academic and pastoral support they receive from their tutors, both in and between sessions. Learners' progress is reviewed regularly and they have a good awareness of what they still have to do to complete their qualification.
- Learners have a good understanding of the formal assessment requirements for their level 3 qualifications in business and health and social care. Tutors assess learners' written work promptly and give helpful oral feedback. However, tutors' written feedback is poor. It often lacks detail and it does not tell learners what they can do to improve the standard of their work. The majority of current learners are on track to complete their qualification within the planned time.
- Learners make good use of the virtual learning environment (VLE) to check assignment requirements and submission dates. Many learners also make good use of the learning resources that are stored in the VLE if they have been absent from classes.
- Learners have good opportunities to obtain additional qualifications, especially in English, mathematics and ICT. Many learners whose English, mathematical and ICT skills are low take advantage of these opportunities and prepare for functional skills and/or GCSE qualifications. Learners also have access to a good range of learndirect courses and qualifications, should they wish to extend their expertise. All of these qualifications are outside the scope of this inspection.

Personal development, behaviour and welfare

Requires improvement

- Learners' attendance and punctuality are too low in business and health and social care. Tutors do not ascertain the reasons for learners' absence and lateness. Tutors mark registers systematically and indicate the learners who are at risk of not completing their courses successfully. However, managers and tutors do not use this information effectively to encourage learners to improve their attendance and time-keeping, which is a fundamental requirement for successful employment. Managers do not have an attendance target against which to measure learners' attendance.
- Learners' unacceptable behaviour, on the rare occasions when it occurs, is not routinely challenged by tutors. For example, tutors did not reprimand learners using their mobile phones to send text messages in lessons.
- Health and social care learners' practical skills are insufficiently developed and monitored. Too many learners, who are now well into their course, have yet to begin their work placement, which is a mandatory requirement of the course. Tutors do not place sufficient importance on ensuring that all learners are allocated a placement early in the course. Insufficient importance is placed on the need to have regular contact with health and social care employers, who are a vital resource for providing work experience placements.
- Learners show high levels of respect for each other and for their tutors, including those from different cultures and with different values. They are cooperative and demonstrate good team-working in class. They value their training and the associated career opportunities.
- Learners, many of whom speak English as an additional language and live in areas of high social and economic deprivation, discuss their work enthusiastically. They enjoy their courses, grow in confidence and take pride in their work.
- Learners receive good information, advice and guidance before they begin their training and during their course. This ensures that they are placed on programmes of study suited to their individual needs. Learners have a good awareness of progression opportunities and career pathways. Where learners are not ready to study for a level 3 diploma, they receive good advice and appropriate signposting to other courses that will prepare them for studying at level 3.
- Learners benefit from a wide range of additional qualifications and enrichment activities. For example, current learners have attended workshops on radio presenting, confidence building, interview preparation and preparing for employment. Learners also have good access to functional skills qualifications in English, mathematics and ICT, as well as GCSEs in English and/or mathematics.
- Managers and tutors promote and reinforce equality and diversity very effectively. Learners understand and confidently apply their knowledge in their personal lives and, for those who are employed, in their work settings.
- Learners are safe and feel safe. They know that bullying, unfair treatment, harassment and discrimination are not tolerated and that the provider places a high priority on their welfare and well-being. Learners realise that democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and for those without faith, underpin life in modern Britain and they are particularly keen to uphold these values. Tutors place considerable emphasis on the importance of bringing members

of the community together to learn and to enjoy being with each other.

- Learners have a good understanding of the dangers associated with radicalisation and extremism. They have a good awareness of the signs to look out for and what to do if they suspect someone is being radicalised or has extremist views. Learners know how to keep themselves safe online and when using social media.

Outcomes for learners

Requires improvement

- The most able learners in business are insufficiently challenged. This results in them progressing too slowly and not achieving their qualification with merit or distinction grades. Tutors' expectations of what these learners are capable of achieving are too low.
- While the standard of learners' assignment work meets the requirements of the awarding organisation, on closer scrutiny it is clear that much of the work is not written in the learners' own words. When learners use their own words, the standard of writing is much lower and it is there that spelling, punctuation and grammatical errors occur. This is a significant weakness that has not been identified by assessors or by internal or external quality assurers.
- While learners' pass rates in business at level 3 are high, too few obtain a merit or distinction grade. In health and social care at level 3, learners' achievement rates are high, but many of these learners pass with a merit or distinction grade. Many then progress very successfully in the second year to, and obtain, the extended diploma in health and social care.
- Many learners are ambitious to progress to higher-level courses. A high proportion of health and social care learners who completed their course in 2015/16 are intending to progress to higher-education courses in 2017. A small proportion of business learners who completed their course in 2015/16 have progressed to a business qualification at level 4 in another college, with many more accepted to begin the level 4 course in September 2017.
- In-year retention remains high in business and health and social care. The majority of learners are on track to complete on time.
- Learners enjoy their learning and are proud of their achievements. They are particularly complimentary about the learning and pastoral support they receive from their tutors, which they say makes a very strong contribution to their achievements.

Provider details

Unique reference number	1237099
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	100
Principal/CEO	Mr Altaf Ramtoola
Telephone number	0161 839 9817
Website	www.impactcollegeuk.com

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	–	–	–	–	73	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	–	–	–	–	–	
Number of traineeships	16–19		19+		Total			
	–		–		–		–	
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
Funding received from:	Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the centre manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plan. Inspectors used group and individual interviews and telephone calls to gather the views of learners, partners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Ken Fisher, lead inspector

Ofsted Inspector

Bev Cross

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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