



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

**MONITORING VISIT**

**EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT**

Full Name of College **East Midlands School of Business and Management**

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Principal Mrs Tamu Gill

Proprietor Mrs Tamu Gill

Age Range 18+

Total number of students 14

Numbers by age and type of study 18+: 14  
EFL only: 14

Inspection date **17 September 2013**

## PREFACE

This inspection report follows the Framework for Educational Oversight 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, including 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 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 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.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality 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. CONTEXT

- 1.1 JAKS (Leicester) Ltd, trading as East Midlands School of Business and Management (ESBM), is a privately owned organisation operating from the centre of Leicester. The college was founded in 2009 and acquired by the present owner in 2012. The college aims to ensure that all students receive every encouragement and assistance to reach their full potential. Its mission is to empower students to lead global corporations and develop the spirit of sustainable development.
- 1.2 The college is currently delivering English language courses at beginner, elementary and pre-intermediate levels. The college is also accredited to offer business and management programmes, but there are no current enrolments on these courses.
- 1.3 At the time of the inspection 14 students were enrolled. All are studying English language programmes on short courses lasting up to 12 weeks. The majority of students are sponsored or receiving scholarships from public bodies in their own countries. All current students are either from Libya or Saudi Arabia. None has English as their first language. The gender breakdown is three males and eleven females. Depending on student preference there are some designated female only classes. No student has been identified as having a special educational need or disability (SEND).
- 1.4 The college now currently only enrolls students from Middle Eastern countries. Students are selected after completing an application form and a review of their prior educational attainment, including English language capability. All students are interviewed via a teleconference link. Enrolment takes place throughout the year.
- 1.5 The college was inspected from 18 to 20 June 2012, when it was found to need improvement. Consequently a follow-up visit took place on 30 October 2012, at which time it was found to meet expectations. The main action points and recommendations from the previous report are:
  - Ensure that published information provides a clear and accurate picture of the college's course provision.
  - Develop procedures to ensure all students are admitted on courses appropriate for their capabilities and matched to their educational goals.
  - Develop a system for timely, reliable and consistent student assessment to plan teaching and inform students regarding actions to improve and make progress.
  - Develop policies and procedures to monitor the quality of education and student pastoral care regularly and use information to plan improvements.
  - Develop systems for utilising initial and diagnostic information to plan teaching and individual learning, including meeting particular language and learning needs.

- Develop a system for managing staff performance and identifying development needs, which are linked to college goals.
- Ensure planning for teaching takes account of student development needs, sets appropriate objectives and demonstrates progress against student goals.
- Create quality assurance procedures, which take account of student and staff views, to identify, prioritise and plan improvements.
- Ensure that policies are regularly reviewed to monitor their suitability and effectiveness, and that relevant policies are made available to all students and staff.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** The previous inspection of 30 October 2012 was judged to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learning is satisfactory. The curriculum has been devised and implemented to ensure that individual students' learning needs can be identified and met. Initial assessment and guidance are well used in the planning of classes and tutors are well supported in classroom delivery. Students enrol on courses suitable for their educational needs and capabilities. Students are regularly assessed and receive advice on how to improve in their studies. The student tracking and monitoring systems are used to gain an accurate picture of student progress and allow teachers to plan classes according to students' progress against their goals. Teaching is satisfactory and is often excellent. Teaching and learning facilities are appropriate. All courses on offer to students studying on Tier 4 visas satisfy Home Office requirements.
- 2.3 The health, safety and welfare of students are good. Students feel well supported and confirmed that staff are approachable at all times. The college has all necessary policies and procedures in place to reduce the risk of fire and other hazards. Staff are appropriately trained in first aid and fire safety procedures. The premises are maintained in a neat and tidy condition. The college has a well-developed tutorial system that supports students' academic and non-academic needs. Attendance is closely monitored and attendance and enrolment data is recorded on the college database. Procedures for reporting to the Home Office are secure.
- 2.4 The quality of governance, leadership and management is satisfactory. The college is undertaking a systematic review of its existing policies and procedures, and the owner and senior managers work well together to advance this work, although it is not yet complete. The quality of the education provided is regularly monitored. Students are well supported by quality processes that have led to improved teaching and assessment practices. Staff and student feedback on courses is used to plan for and deliver improvements. Staff development needs are identified from student and staff feedback. Improved college application and enrolment procedures, along with more accurate information provided on the college's website, ensure that students enrol on appropriate courses. The college is still developing its quality assurance processes by adapting policies to better suit its own management structure, but it is not yet using self-evaluation as a quality improvement technique. Students do not fully complete course evaluation feedback forms. The college complaints procedure does not make allowance for arbitration by an external adjudicator.

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

- 3.1 The quality of curriculum, teaching and learners' achievements is satisfactory. All key Standards continue to be met.
- 3.2 The recommendations in this area from the last inspection report are:
- Develop procedures to ensure all students are admitted on courses appropriate for their capabilities and matched to their educational goals.
  - Develop a system for timely, reliable and consistent student assessment to plan teaching and inform students regarding actions to improve and make progress.
  - Develop systems for utilising initial and diagnostic information to plan teaching and individual learning, including meeting particular language and learning needs.
  - Ensure planning for teaching takes account of student development needs, sets appropriate objectives and demonstrates progress against student goals.
- 3.3 Good progress has been made against the first recommendation. Students' personal and academic details and achievements are thoroughly checked prior to an offer of acceptance. Student certificates of prior attainment are verified. An applicant's educational goals are discussed and recorded, and all applicants complete a placement test that accurately diagnoses spoken and written English. All applicants are interviewed, which further ensures that students are placed on appropriate programmes of study.
- 3.4 Good progress has been made in developing a system for appropriate student assessment. The published assessment schedule is linked to educational outcomes and qualification specifications. Dates for the submission of work are clear and students confirmed that the college enforces the schedule. Written feedback to students is constructive and enables students to make progress. A tutorial system offers further support for students, which contributes to a system where tutors understand students' needs well and plan in order to meet them.
- 3.5 Initial and on-going testing and assessment are in place and continue throughout students' time at the college. Student files show systematic recording of academic progress, enabling tutors and managers to have a good understanding of individual student progress. Detailed course and lesson planning documentation confirmed that tutors use information gained from initial and on-going testing in the design of lessons, thus meeting students' learning needs.
- 3.6 Good progress has been made against the fourth recommendation. Lesson plans and schemes of work are thorough and demonstrate that teaching takes the individual learning needs of students into account and that educational tasks and activities are appropriate for the range of abilities in classes. The college has made

progress in delivering a programme of education that allows students to achieve their goals.

- 3.7 All teaching observed was at least satisfactory and a majority was excellent. Effective teaching methods encourage skill development, student participation and application and enthusiasm in class. Students show confidence in asking and answering questions and most display considerable progress and achievement. Appropriate use is made of information technology as a teaching aid. Additional support is provided in class by a teaching assistant for students who are at the very beginning of English language studies, helping such students gain confidence at the commencement of their course.
- 3.8 All courses on offer to international students studying on Tier 4 visas lead to qualifications or outcomes that meet the definition of an approved qualification for Home Office purposes.

#### **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 Health and safety arrangements are good. The premises provide a secure learning environment and students feel that the college is safe and a welcoming place to study. Appropriate health and safety and fire risk assessments are in place. First aid procedures are in place, with suitably trained and qualified staff to support them.
- 4.3 Toilet facilities are adequate. The college has provided good facilities for students and there is a well-equipped student common room area with facilities for games, catering and relaxation. Notice boards display appropriate information such as timetables and course details, as well as details of local attractions and amenities.
- 4.4 A specialist student welfare officer works effectively with other academic managers and the owner to meet students' welfare needs. Students commented to inspectors that tutors and managers were always ready to support them with any personal issues. The college tutorial system is used to support students in their pastoral needs.
- 4.5 The college maintains accurate admission and attendance registers. Registers show attendance to be good, and tutors confirm that they are expected to remind students of the need to come to college punctually and regularly. Procedures for reporting absent students or those who fail to enrol to the Home Office are clear and in place.

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

- 5.1 The effectiveness of governance, leadership and management is satisfactory. All key Standards continue to be met.
- 5.2 The recommendations in this area from the last inspection report are:
- Ensure that published information provides a clear and accurate picture of the college's course provision.
  - Develop a system for managing staff performance and identifying development needs, which are linked to college goals.
  - Create quality assurance procedures, which take account of student and staff views, to identify, prioritise and plan improvements.
  - Ensure that policies are regularly reviewed to monitor their suitability and effectiveness, and that relevant policies are made available to all students and staff.
  - Develop policies and procedures to monitor the quality of education and student pastoral care regularly and use information to plan improvements.
- 5.3 Adequate progress has been made against the first recommendation. The college website contains accurate information concerning courses, awarding and accrediting bodies and student choices. The website is updated regularly. The college has decided not to use a printed prospectus, but there is a comprehensive student handbook containing useful information about studying and living in Leicester, with accurate course information and details about the college.
- 5.4 Good progress has been made against the second recommendation. Staff development needs are now identified using student feedback, information gained from lesson observations and in discussion with staff. Tutors are undertaking appropriate training to increase their skills. Staff are appropriately inducted and are informed the college's goals, which they fully support.
- 5.5 Quality assurance procedures are satisfactory overall. A number of quality assurance processes are in place and the college is particularly effective in the development of internal verification procedures. This has led to excellent assessment planning to help meet individual student needs. Regular staff and student team meetings, both formal and informal, have enabled the college to improve the educational experience for learners and, as a result, outcomes have improved. Quality assurance does not make use of an embedded self-evaluation cycle linked to college planning processes.
- 5.6 The college is making good progress in reviewing a range of policies for their suitability and effectiveness, although the owner and managers accurately recognise that the process will not be completed until the end of 2013. Updated staff and student handbooks show evidence of the work that has been completed.

- 5.7 Satisfactory progress has been made against the fifth recommendation. Student feedback questionnaires are now regularly used, but are not always fully completed by students. Regular academic quality monitoring reports and peer observations enable academic managers to get a good understanding of the quality of education being delivered and to plan to make improvements. The tutorial system is used to further explore student feedback and to offer pastoral support. Students feel well supported at the college and inspection findings affirm their views.
- 5.8 The college complaints procedure does not include provision for the resolution of a complaint through a process that includes independent external adjudication. There were no records of complaints at the college.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has maintained the standards found at the last inspection.

### **Suggestions for further improvement**

In order to improve the satisfactory quality provided, the college is advised to:

- Develop a systematic quality assurance cycle that includes self-assessment techniques.
- Ensure that the college complaints procedure has provision for third party adjudication.
- Ensure that students fully complete the student feedback questionnaires.

## 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 proprietor. The inspectors examined regulatory documentation made available by the college.

### Inspectors

Professor Paul McGregor	Lead Inspector
Ms Julie Griffiths	Team Inspector