



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

**JAK (LEICS) LTD T/A EAST MIDLANDS SCHOOL OF BUSINESS AND  
MANAGEMENT**

**FOLLOW-UP INSPECTION**

**30 OCTOBER 2012**

**PRIVATE FURTHER EDUCATION**

**FOLLOW-UP REPORT ON EAST MIDLANDS SCHOOL OF BUSINESS  
AND MANAGEMENT**

### **Background and overall findings**

A follow-up visit for East Midlands School of Business and Management took place on 30 October 2012 to assess the progress made in implementing the recommendations of the inspection dated 18 to 20 June 2012.

During the visit to the college inspectors gathered evidence from formal meetings with staff and students, scrutiny of the management information system and operating systems within the college, in addition to formal meetings with senior staff.

The college was found by inspectors to be **meeting expectations**. The findings from the visit are detailed below.

<b>1. Ensure that published information provides a clear and accurate picture of the college's course provision.</b>
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<b>adequate progress made</b>
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The college has made adequate progress ensuring that published information provides appropriate detail to inform student choice. The website has now been redeveloped with accurate information relating to courses, awarding organisations and student options. It can be updated appropriately with controlled access for staff. To date, there is no printed prospectus, though this is planned to coincide with the next student intake. An appropriate student handbook has been published and this contains useful information to ensure student expectations are accurate and likely to lead to progress and achievement.

<b>2. Develop procedures to ensure all students are admitted on courses appropriate for their capabilities and matched to their educational goals.</b>
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<b>good progress made</b>
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There has been excellent progress made in this regard. Students now complete a revised application process followed by a thorough checking of appropriate documentation. The intent to study and academic goals are fully reviewed and recorded, and a placement test is completed to effectively diagnose both written and spoken English. An interview is then

completed which further explores students' standards of English, educational goals and intentions of study. An offer of a place is then made. Examples of this process in action were explored during the follow-up inspection, confirming its effectiveness.

<b>3. Develop a system for timely, reliable and consistent student assessment to plan teaching and inform students regarding actions to improve and make progress.</b>
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<b>adequate progress made</b>
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The college has developed an appropriate system for student assessment. Students now have an assessment schedule linked directly to qualification specifications. This includes submission and re-submission dates. Appropriate feedback is offered to support improvement. This clearly shows achievement related to the assessment criteria and developmental comments to challenge all levels of students and achievement. Some students have not completed their assessments by agreed deadlines. Further support to maximise achievement is offered in the newly established tutorial system. However, attendance of tutorials is optional and students are not accessing this offer of support where it would be useful.

<b>4. Develop policies and procedures to monitor the quality of education and student pastoral care regularly and use information to plan improvements.</b>
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<b>adequate progress made</b>
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The college action plan identifies a series of policies and procedures that have been implemented to increase levels of retention, attendance and achievement. These include student feedback questionnaires, academic quality monitoring reports and peer observations. In addition, improved student recruitment, induction and assessment have also had a positive impact on the quality of education.

As part of the induction programme students receive useful information on how to integrate into the locality successfully, including how to register at a doctor and use the transport system. The newly established tutorial system, although not utilised to date, offers further pastoral support. To be effective, this system requires further development.

The action plan identifies further policies and procedures that are to be implemented in the short term; these have been selected with appropriate priority.

<b>5. Develop systems for utilising initial and diagnostic information to plan teaching and individual learning, including meeting particular language and learning needs.</b>
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<b>good progress made</b>
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Appropriate initial and diagnostic assessment is now in place both before and during the students' learning programme. This information is recorded in individual learner files and

distributed appropriately to the academic teacher and pastoral tutor. It is then used to inform teaching and learning, for example the choice of modules for individual students related to their education goals. It is also used to provide information on additional needs; the newly established tutorial system supports this further. Language needs are developed by appropriately qualified staff on an individual basis. Examples of this were observed during the follow-up inspection.

**6. Develop a system for managing staff performance and identifying development needs, which are linked to college goals.**

**adequate progress made**

Systems are in place to offer support to staff and to ensure continuous improvement; this has a positive impact on teaching and learning. All staff have appropriate, though informal, inductions and appraisals, identifying both personal and professional aspirations. Staff skills are assessed and related to college goals. For example, staff are updated on changes to specifications and choices of awarding organisations to ensure the relevancy of the curriculum. Methods of managing performance are appropriate though not fully recorded to date.

**7. Ensure planning for teaching takes account of student development needs, sets appropriate objectives and demonstrates progress against student goals.**

**adequate progress made**

Planning for teaching now uses the comprehensive pre-arrival assessment of both language and course-specific needs. This process involves both academic and administrative staff and is recorded in each student's file. The academic staff now set regular assessment goals with clear and positive outcomes for learners. This demonstrates improvement, with enhanced progress and attainment noted for some of the current student cohort.

**8. Create quality assurance procedures, which take account of student and staff views, to identify, prioritise and plan improvements.**

**adequate progress made**

There is now an operational quality assurance process, which has a positive impact on the learner experience. There are three members of staff with appropriate knowledge and experience to implement the system; this includes an external consultant who is available to offer support where needed. Effective systems for internal verification of assessment activities and assessment decisions support appropriate assessment planning and inform continuous improvement. Systems are not fully recorded or embedded to date, though this is as a result of appropriate prioritisation.

<b>9. Ensure that policies are regularly reviewed to monitor their suitability and effectiveness, and that relevant policies are made available to all students and staff.</b>
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<b>adequate progress made</b>
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Policies are currently being developed. Some are now operational and implemented fully, such as student recruitment and induction, whilst others are partially operational, such as quality assurance. The college has an effective plan for all policies and practices to be produced and implemented over time with appropriate prioritisation. Once policies are operational they are added to the student handbook; they then are uploaded onto the website. This process is partially completed.

## Inspectors

Mrs Julie Gibson	Lead Inspector
Mr Ray Brogden	Team Inspector