



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

**MONITORING VISIT**

**INTERNATIONAL BUSINESS COLLEGE MANCHESTER**

**(Company registration number - 07505626)**

Full Name **International Business College Manchester**

Address Europa House, 55 Mosley Street, Manchester, M2 3HY

Telephone Number 0161 228 3607

Email Address enquiries@ibc-manchester.com

Website [www.internationalbusinesscollege.co.uk](http://www.internationalbusinesscollege.co.uk)

Principal Ms Yasmin Powell

Proprietor Mr Mark Harrington

Age Range 18+

Total number of students 11

Numbers by age and type of study 18+: 11  
FE only: 10  
EFL and FE: 1

Inspection date **16 June 2016**

## 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 International Business College Manchester (IBCM) is located in central Manchester. The college and senior management team share premises and a minority of management functions with their sister company, Berlitz Manchester English School. Both companies are owned and governed by the same proprietor. At the time of inspection, the principal was on temporary secondment. The principal's duties are distributed between proprietor, lead tutor for quality assurance and an external business consultant.
- 1.2 IBCM offers a range of general and industry specific business and management courses from levels four to seven. The college aims to provide a friendly and enjoyable learning experience delivered by professional and supportive staff who are committed to supporting their students' study and career goals.
- 1.3 At the time of inspection, 11 students were enrolled, all over 18. The majority of students are male. Students come from a variety of countries including Nigeria, Libya, Turkey, Somalia and the United Kingdom. No students have been identified as having special educational needs or disabilities (SEND).
- 1.4 Students are recruited in September, January and April. They are enrolled on the basis of their application and meeting specific course and language proficiency entry requirements.
- 1.5 The college was last inspected on 4 March 2015 when it met all Key Standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
  - Provide initial assessment on arrival for all students to clearly establish their starting points so that individual goals and/or support can be provided and progress can be accurately measured, recorded and monitored on a suitable individual learning plan.
  - Improve self-evaluation and quality improvement planning processes to ensure a coherent and focused approach that takes into account data analysis and leads to appropriate well-monitored action planning.
  - Ensure that references are taken up for all employees.
  - Update the college website to include all details and policies required by the Standards.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 4 March 2015 the college was found 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 learners' achievements is satisfactory. A revised initial assessment process provides limited information on students' gaps in knowledge and understanding and areas requiring specific academic support. However, these processes are not fully effective in ensuring teachers are able to plan learning sessions that fully meet all students' needs at the start of their programme. 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 and learning is satisfactory. Students benefit from experienced and well-qualified teachers who have good subject knowledge. In a minority of lessons, planning of learning is too brief and does not consider opportunities to engage learners in critical discussion and debate to promote their deeper understanding of new knowledge and relevant management concepts. On the majority of courses, assessment of learning is regular and thorough. Students on business and leadership programmes benefit from teachers' detailed written feedback, which identifies specific areas for improvement which helps students to make satisfactory progress. A significant minority of students do not complete their courses but for those that do, most successfully achieve the qualification they enrol on.
- 2.3 Students' welfare, including health and safety, is satisfactory. Arrangements to ensure the health, safety and welfare of staff and students are adequate. General and fire risk assessments are in place but are not reviewed regularly. Regular fire evacuation drills are conducted and recorded. Regular maintenance checks on the fire alarm and emergency lighting are not formally recorded. The annual servicing of fire extinguishers was overdue but carried out during the inspection. Students understand what to do in an emergency and where to seek help and support. The premises are fit-for-purpose and appropriately maintained. An accurate register of admissions and attendance is maintained. Effective procedures for reporting to the Home Office are well understood and implemented when necessary. The quality of pastoral care is good and students feel well supported. Careers advice and guidance for students completing the HND in Petroleum Engineering is underdeveloped.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The proprietor provides effective strategic leadership and fulfils their duties for the general oversight of financial and legal obligations. Relationships between managers and staff are positive and productive. A broad range of policies and procedures are in place but these are not effectively and regularly updated. As a result, guidance to staff and students is not always consistently clear or accurate. Academic quality assurance arrangements are clear and robust and identify areas for ongoing improvement. Student feedback is frequently collected, analysed and responded to. The procedure for external independent adjudication when a complaint remains unresolved is not appropriate. The necessary staff checks are

carried out and appropriately recorded. Teachers' professional practice is regularly reviewed and appraised with relevant opportunities for appropriate professional development provided and taken-up by the majority of staff. Provision of information is good.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is satisfactory. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Provide initial assessment on arrival for all students to clearly establish their starting points so that individual goals and/or support can be provided and progress can be accurately measured, recorded and monitored on a suitable individual learning plan.
- 3.3 Satisfactory progress has been made on the above recommendation. Revised induction and initial assessment processes, including English and mathematics assessments, are carried out and recorded for all students on arrival. Initial assessment data provides limited information on students' gaps in knowledge and understanding and areas requiring specific academic support. These processes are not fully effective in identifying students' starting points or in supporting teachers to plan learning sessions that meet all their needs at the start of their programme. Managers have identified clear and appropriate plans to conduct initial assessment before induction using more appropriate assessment methods, although it is too early to make a judgement on the effectiveness of these improved measures.
- 3.4 An appropriate range of general and more specific leadership and management programmes are available. The curriculum is appropriate to meet the needs, aptitudes and aspirations of current students. Teachers have a good understanding of course objectives and syllabus requirements. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Where students need enhanced English language support to facilitate their business and management studies, this is effectively provided through the college's sister school, Berlitz Manchester English School.
- 3.5 The quality of teaching and learning is satisfactory. Students benefit from experienced and well-qualified teachers who have good subject knowledge. In a minority of lessons, planning of learning is too brief and does not consider opportunities to engage all learners in lively and critical discussion and debate to promote their deeper understanding of new knowledge and relevant management concepts. As a result, progress of a minority of students is slow.
- 3.6 On the majority of courses, assessment of learning is regular and thorough. Students on business and leadership programmes benefit from teachers' detailed written feedback, which identifies specific areas for improvement. This helps the majority of students to identify specific targets for improvement leading to satisfactory progress.
- 3.7 A significant minority of students do not complete their courses but for those that do, most successfully achieve the qualification they enrol on.

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

- 4.1 Students' welfare, including health and safety, is satisfactory. All Key Standards continue to be met.
- 4.2 Arrangements to ensure the health, safety and welfare of staff and students are adequate. Both a general college risk-assessment and a specific fire risk assessment have been carried out but neither has been formally reviewed and regularly updated, as required by the college's own policies. Regular fire evacuation drills are conducted and recorded and students have a secure understanding of what to do in an emergency. Risk-assessments for out of college trips and activities are detailed and comprehensive. Regular maintenance checks on the fire alarm and emergency lighting are not formally recorded. The annual servicing of fire extinguishers was overdue but satisfactorily carried out during the inspection.
- 4.3 The premises are fit-for-purpose, secure, accessible and appropriately maintained. Heating, lighting and ventilation are appropriate. Furniture and resources are appropriate to meet the needs of the current students. Washrooms are clean and sufficient.
- 4.4 An accurate register of admissions and attendance is maintained. A mix of paper-based and electronic attendance tracking is used. Both methods are satisfactory for monitoring the attendance levels of the current small numbers of students. Effective procedures for reporting to the Home Office are well understood and implemented when necessary.
- 4.5 The quality of pastoral care is good. Students benefit from caring teachers who are easily accessible and deal with individual pastoral issues quickly and effectively. The induction process is effective in introducing students to the college and outlining the expectations of their course. The small number of current students ensures that programme leaders have a good understanding of their backgrounds and their rate of academic progress. Students are satisfied with the level of care and support they receive. They value the effective and responsive communication from teachers.
- 4.6 Advice and guidance for students completing the HND in Petroleum Engineering are underdeveloped and do not effectively support students' progression to employment and relevant higher-level study.

## 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 previous inspection report are:
- Improve self-evaluation and quality improvement planning processes to ensure a coherent and focused approach that takes into account data analysis and leads to appropriate well-monitored action planning.
  - Ensure that references are taken up for all employees.
  - Update the college website to include all details and policies required by the standards.
- 5.3 Good progress has been made against the first recommendation. A new quality assurance lead tutor has been appointed since the previous inspection. The lead tutor effectively co-ordinates the focused academic development and improvement planning processes. A clear, coherent and detailed action plan effectively considers a wide range of actions and recommendations from different awarding organisations and external agencies to inform priorities for improvement. Student feedback is frequently collected, analysed and responded to, leading to improvements in service and care.
- 5.4 Satisfactory progress has been made against the second recommendation. References for existing staff have been taken up retrospectively and are clearly recorded in their files. Not all references are specific to the college and role held by all staff members however. The recruitment policy for appointing new staff in the future has been appropriately revised and implemented.
- 5.5 Satisfactory progress has been made against the third recommendation. All the necessary details are now featured on the college website and help prospective and current students to access relevant course and policy information.
- 5.6 The proprietor provides effective strategic leadership. A clear vision, key organisational values and appropriate plans for future growth guide the direction of current strategic and operational activity. The proprietor fulfils his duties for the general oversight of financial and legal obligations, assisted by an external business consultant and the academic programme leaders. Relationships between managers and staff are positive and productive. Day to day managerial issues are effectively delegated to senior managers in the absence of the principal who is temporarily seconded overseas.
- 5.7 A broad range of policies and procedures are in place but these are not effectively and regularly updated. For example, the appeals process is detailed but relates to only one of three awarding organisations currently used by the college. There are multiple versions of the complaints policy in circulation and procedures for external

adjudication for unresolved complaints is not appropriate for the type of courses currently delivered. As a result, guidance to staff and students is not always consistently clear or accurate.

- 5.8 The necessary staff checks are carried out and appropriately recorded. Teachers' professional practice is regularly reviewed and appraised. Relevant opportunities for appropriate professional development are provided and undertaken by the majority of staff.

## **ACTIONS AND RECOMMENDATIONS**

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

### **Recommendations for further improvement**

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

- Regularly review and update the fire and general risk assessments to ensure that any potential risks are appropriately identified and managed.
- Implement initial assessments that enable teachers' to plan learning and support appropriate to the needs and starting points of all students.
- Ensure all teachers plan learning that provides opportunities for learners to critically discuss and deepen their knowledge and understanding.
- Ensure that all students receive appropriate and timely guidance to support their progression to employment and further study.
- Regularly review and revise all policies and procedures to ensure they provide consistently accurate and useful guidance to staff and students.
- Update the complaints policy to provide clear and consistent guidance to students, including appropriate external adjudication.

## 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 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

Mr Steve Ingle	Lead Inspector
Mr Peter Hymans	Team Inspector