



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

SANJARI INTERNATIONAL COLLEGE

Full Name of College	Sanjari International College
Address	129 Mile End Road London E1 4BG
Telephone Number	020 7001 1000
Email Address	info@sicedu.org.uk
Principal	Mr Syed M Shamsuddin
Proprietor	Dr Mohammod Sirajul Huq Chowdhury
Age Range	19 - 42
Total Number of students	27
Numbers by age and type of study	
	19+: 27
	FE only: 27
Inspection dates	22 - 24 February 2012

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 Sanjari International College is a privately owned college of further education. It was established in October 2009 and teaching began in April 2011. It is a private limited company with one director. The proprietor is based overseas but is in regular contact with the college's chief executive officer (CEO) who works at the college on a full-time basis. The college is situated on the first floor of a listed building in East London. The college premises are leased.
- 1.2 The college's aim is the advancement and dissemination of knowledge. The college is accredited with the Accreditation Service for International Colleges (ASIC) and is a registered A rating Tier 4 sponsor with the UK Border Agency. The college has secured a range of accreditations with various national awarding bodies for business courses at graduate and post graduate levels. The college also offers English for Speakers of Other Languages (ESOL) courses. There are no ESOL students at present.
- 1.3 At the time of the inspection there were 27 students studying a range of business courses, six are female and 21 are male they come from India, Pakistan and Bangladesh. None of the students have English as their first language. Free English lessons are available to any students assessed as needing additional support.
- 1.4 All students are assessed prior to enrolment. Those students who visit the college before enrolling are also interviewed by the teaching staff. If applying from overseas, previous qualifications and levels of English are checked prior to an offer being made. Recruitment is carried out by the proprietor to ensure the right students are on the right course. There are no students with special educational needs and/or disabilities (SEND).

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 Sanjari International College meets expectations for the quality of the curriculum, teaching and learners' achievement. Current provision meets students' needs and enables them to progress successfully. Students undertake a thorough initial assessment to evaluate their suitability for the course and to ensure they have adequate standards of English. The quality of teaching and learning is satisfactory. Tutors have excellent subject knowledge. Most lessons are well planned though some lessons are teacher led with limited learner involvement. Resources are sufficient to support learning, with frequent use made of current industry practice case studies. Feedback on assessments is thorough and identifies suggestions for improvement. Individual learning plans (ILP) are used but they are not sufficiently developed to promote autonomous learning. Learning styles questionnaires are used effectively in some classes to shape teaching and learning delivery. Students report that they enjoy their lessons and feel that they benefit from the good teaching. Additional support is available to develop English speaking skills when required.
- 2.2 Students' welfare including health and safety meets expectations. The college provides a pleasant and secure learning environment for staff and students. Arrangements for health and safety and the welfare of staff and students are satisfactory. Appropriate inductions ensure that staff and students understand procedures and policies and know how to keep safe. Most staff receive suitable training in first aid and/or fire safety. Attendance is rigorously monitored and attendance and enrolment data are systematically recorded on the college's database. Pastoral support is good and enables students to settle quickly into life in the UK. Students have 24-hour access to a welfare officer. Learners relate well to one another in class and have a good relationship with the teaching staff. Staff are happy to help students outside of lesson time, and students report that staff are excellent and always willing to help.
- 2.3 The leadership and management of the college meets expectations. The director and the management have established good quality course provision which meets the needs of the students. It is effective in setting strategic and educational direction and successful in establishing and implementing policies and procedures to ensure the safety and security of the students in the college. Staff are well qualified and experienced and are supported in their continuing professional development. All teaching staff and senior management are currently taking Preparing to Teach in the Lifelong Learning Sector (PTLLS) courses. The college's quality assurance policy is in an early stage of development. A range of quality assurance procedures are in place but they are not sufficiently evaluative to provide a conclusive view of quality across the college. The college's self evaluation report and development plan are not

suitably self-critical to provide a full range of incisive targets for immediate improvement.

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 In addition to the above action points, the college is advised to make the following improvements.
1. Further develop quality assurance to identify and share good practice in teaching and learning and assessment to drive overall improvement.
 2. Improve the quality of teaching and learning by ensuring that planning in all lessons includes the activities, student involvement and interaction evident in the best lessons.
 3. Ensure that the self evaluation and development plans reflect the current stage in the development of the college and focus on the immediate developmental needs of the college.
 4. Ensure that all tutors monitor late attendance accurately.
 5. Develop an assessment policy that establishes assessment criteria, deadlines, schedules and authenticity of coursework.

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

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

- 3.1 The college provides students with accurate information and guidance. Appropriate information is available on the college website to help students select an appropriate course. Initial assessment is thorough and accurate and there is an emphasis on placing the right students on the right courses. Suitable checks are completed on students' prior qualifications before they begin their courses and ensure all international students meet the requirement of an International English Language Testing System (IELTS) at level 5. Prospective students living in the UK have an interview with the academic staff to ensure they understand the requirements of the course.
- 3.2 Some tutors make effective use of learning styles questionnaires to help in planning their lessons. ILPs are used for all students, although they are not yet suitably wide-ranging to support students in taking responsibility for their own learning and progression. If tutors assess that a student needs additional help with English there is support available. The students interviewed said they were pleased with their choice of course.

3.(b) Suitability of course provision and curriculum

- 3.3 A wide range of business courses at various levels meets the needs of the students. Student retention is good and success rates are high. The course provision meets the needs of the current students, many of whom have been educated to degree level but lack business skills. The courses offered are accredited and externally assessed by national awarding bodies that are recognised both in the UK and in the students' own countries. These courses are effective in meeting the aims of the students and college.
- 3.4 Learner feedback is sought throughout the course and most students are very happy with the quality of teaching and the support they receive from the college. Learner feedback is not fully analysed or discussed by management to bring about improvements in curriculum provision or teaching and learning. A personal tutor provides appropriate support for students and gives guidance on progression opportunities.
- 3.5 Accurate course information is available in the college prospectus or in more detail from the college website. The college also produces marketing materials for short courses for local students which it disseminates to local community groups when appropriate.

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

- 3.6 The quality of teaching and learning meets expectations. Teaching staff have a good understanding of the needs and backgrounds of their students. They appreciate that students are not used to participating in class and that female students in particular find this difficult, and adjust their teaching styles accordingly. Knowledgeable,

experienced teaching staff are able to incorporate real business scenarios into their lessons to develop student awareness. Students report that they find the teaching very good and they are pleased with their progress. The less satisfactory lessons are teacher led and there are limited opportunities for student involvement. Direct questioning is weak and the style of delivery discourages participation. Within these lessons insufficient checking of student understanding limits progression. In the more successful lessons students have an opportunity to ask challenging questions and work through detailed case studies. The small group sizes enable students to take part in professional discussions and to test their increased understanding and skills. Tutors frequently check understanding before moving onto a new topic, assisting student progression and achievement.

- 3.7 A detailed lesson plan is produced for each lesson. The majority contain limited activities and little variety in lesson structure. All staff are currently undertaking a PTTLS course and a minority of staff are already using this knowledge to change their style of teaching. In a minority of lessons a learning styles questionnaire has been used effectively to shape the pace and style of delivery. ILPs are used but they are not sufficiently detailed to support students' learning and progression. The more successful lessons reflect the confidence of the tutors to use a range of resources and strategies. Concise handouts are used successfully to encapsulate learning. There is a small library and a computer room with internet access which is regularly used by the students. All students have their own textbooks which are used in class to support learning.
- 3.8 Assignments are returned to learners fully annotated with suggestions for improvement. Mock tests are returned with a detailed breakdown of the marking scheme. Extra support with English is available to students if identified by tutors. However, in the lessons observed by the inspectors most students were coping well with English.

3.(d) Attainment and Progress

- 3.9 Although teaching only started at the college in April 2011, students have already achieved qualifications and overall pass rates are high. All students who started the Level 7 Diploma in Management in 2011 successfully completed the course at the end of the year. Four of the seven students who started the Level 4 Diploma in Management have already completed the course and progressed onto level 5, with the remaining students on target to complete this year. Most ESOL students achieved either a level 2 or 3 qualification. There were no ESOL students at the time of the inspection.
- 3.10 Students report that they are pleased with their progress. Evidence from lesson observations, assignments and discussions suggests that students are making suitable progress in classes appropriate to the level and duration of the courses. Assignments are of a good quality with appropriate use made of Harvard referencing.

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 arrangements for ensuring the health and safety of students and staff are effective and the premises are secure. Staff and students are provided with relevant health and safety inductions and further information is available in the college's health and safety policy. Staff are recommended to carry out risk assessments in the classroom. All electrical equipment is PAT tested and fire and gas safety certificates are in place. Accurate risk assessments have been carried out internally and by external contractors. The building is clean, well ventilated and well lit. Toilet facilities are adequate for the current number of students. There is no lift in the building and the facilities are not suitable for those with disabilities. The college has negotiated the use of a room for disabled students with the downstairs occupier.
- 4.2 All necessary measures have been taken to reduce risk from fire and other hazards. There are four trained fire marshals. Fire drills are carried out at the start of each term. Fire action notices are displayed in each room and fire exits are signposted. There are four trained first aiders and accident books and first aid kits are in place.
- 4.3 Security arrangements are adequate. There is a buzzer on the front door and administrative staff monitor arrivals via CCTV. Students report that they feel safe and secure in the college.

4.(b) Student registration and attendance records

- 4.4 Clear information is given on the college website and in the prospectus about the collection and refund of fees. The admissions policy states that if prospective students are unable to get a visa their deposit will be refunded.
- 4.5 Student information is kept up-to-date in individual students files in both paper based and electronic forms. All documents are kept securely and are well maintained. The college Student Management System (SMS) maintains accurate attendance records and flags up alerts such as missed attendance, passport and visa expiry. Attendance is robustly monitored by the college on a daily basis. Staff record attendance on daily registers and this information is entered on the SMS. Any student falling below 95% attendance is issued with a warning letter. Any student arriving within 30 minutes of the start of the lesson is marked late. Inspectors found that students who were late were not being routinely marked late by staff. The college is effective in implementing attendance and absence policy, with copies of warning letters regarding absence appropriately filed within students' files.

4.(c) Pastoral support for students

- 4.6 The arrangements for the pastoral support of students are good. Staff provide effective support and guidance to meet students' needs. There is a full-time welfare officer who is part of the induction and advises students on health and safety issues,

as well as helping students to find accommodation, set up bank accounts and register with doctors and dentists. Students have the welfare officer's telephone number and can contact him any time of the day or night. The college's own survey reports that students find the quality of welfare support good or very good. Female students are provided with additional support from a female member of staff. All students also have a personal tutor who provides support with academic work and career guidance. Students interviewed said they were pleased with the support given to them by the college both academically and pastorally.

- 4.7 Good relationships exist between the staff and the students. Although no pre-inspection questionnaires were submitted students say they have a positive regard for the support they are given from all the college's staff. Relationships amongst the students themselves are positive and they work well together in class.
- 4.8 The college has an equal opportunities policy and expects all staff and students to have mutual respect and tolerance. Current policies refer more to college employees than students. There is limited information in the prospectus about harassment and bullying. No reports of bullying or harassment were reported.
- 4.9 Students report that they receive helpful further advice and guidance from their tutors to help them progress within the college or to universities in the UK.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 The proprietor provides strong oversight of all aspects of the college. Although based overseas he was present throughout the duration of the inspection. The proprietor works very closely with the CEO. They have been successful in establishing the college and in ensuring it can meet its commitments and maintain its educational standards. Appropriate policies and procedures are in place to maintain the health and safety of students and staff. Effective financial planning ensures learning is well resourced and sufficient well-qualified staff are employed to maintain the quality of provision. In order to increase student numbers the college plans to recruit students from Nepal and Sri Lanka and to work more closely with local community groups to offer ESOL and other short courses.
- 5.2 The college self-evaluation report and development plan need further development before they can steer improvement within the college. The college has prioritised the quality of teaching and learning as a major objective for improvement and has put into place teacher training provision and a series of internal and external lesson observations.
- 5.3 The proprietor is effective in discharging his legal responsibilities with regard to planning permissions and building regulations, as well as accreditations with appropriate awarding bodies.

5.(b) Management structures and responsibilities

- 5.4 The proprietor, the CEO and the principal have a good working relationship and all have specific roles and responsibilities. The CEO and the quality assurance advisor have clear responsibilities for the monitoring of teaching and learning and the progress of the learners, whilst the principal is responsible for the day to day management of the college. All three senior managers work very closely together on a daily basis and can provide an overall picture of how the college is performing. Teaching and learning improvement is at the heart of the development plan and focuses on various innovative initiatives such as student lesson observations and learning coaches for staff. Management structures are clear with well defined roles and responsibilities within the senior and middle management teams. When interviewed, staff were able to talk knowledgeably about their role and provide examples of their work. There are regular, minuted meetings with action points which are dealt with in a timely manner.
- 5.5 The management of the college have been successful in securing academically and vocationally well qualified staff. Developing teachers is one of the main aims of the college's development plan. The college is focusing on developing all staff through continuous professional development in the form of PTLLS courses, first aid and fire marshal training and awarding body events. Effective use is made of external advisors to undertake lesson observations that enable the college to standardise these against their own lesson observations. The staff appraisal process is being

developed which will link with professional development resulting from lesson observations and college administrative and regulatory requirements.

5.(c) Quality assurance including student feedback

- 5.6 The college quality assurance policy is not sufficient to guide improvement in its current form. Quality systems including lesson observations, students' feedback and self evaluation are treated in isolation. Quality of provision has been identified as a main priority and is being led by the recently appointed quality assurance advisor.
- 5.7 Lesson observations are carried out frequently. The addition of an external assessor who has knowledge of national educational standards has improved the quality of internal observations. To support the quality improvement in teaching and learning all staff including the principal and the CEO are currently studying the award in PTLLS.
- 5.8 The college has an acceptable complaints procedure in place but it needs revision to include additional information about resolution.
- 5.9 Student feedback is collected and analyzed but it is not clear how this is used to drive improvement across all sectors of the college.

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

- 5.10 Robust staff recruitment procedures include effective checking of qualifications and suitability to work in the UK. All staff are well qualified, both academically and vocationally, but lack teaching qualifications. The college is paying for all teaching staff to take the PTLLS course to address this. Individual staff files are well managed, containing visa and passport details, prior qualifications and completed application forms. The college did not submit any pre-inspection questionnaires, although staff interviewed said that they enjoy working at the college.

5.(e) Provision of information

- 5.11 Provision of information to learners is good. The college website is attractive and easy to read, containing relevant information about living in London and a range of useful website addresses. The college prospectus contains basic admission and enrolment information about the college and the courses offered.
- 5.12 The college was extremely responsive in providing information to the inspectors in a timely manner.

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 inspectors examined regulatory documentation made available by the college.

Inspectors

Sally Butler	Lead Inspector
Sue Arnold	Team Inspector