



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

**THE SCHOOL OF INFORMATION RISK MANAGEMENT**

**(Company No. - 09031204)**

Full Name	<b>The School of Information Risk Management</b>
Address	Ilford Chamber, 4th Floor, 11 Chapel Road, Ilford, Essex, IG12DR
Telephone Number	02070787029
Email Address	info@sirm.ac.uk
Website	www.sirm.ac.uk
Interim Principal	Mr Chris McLean
Proprietor	Mr Junaid Elahi
Age Range	18+
Total number of students	161
Numbers by age and type of study	18+: 161 FE only: 161
Inspection dates	<b>21 – 23 September 2021</b>

## PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 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.

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## **1. CHARACTERISTICS AND CONTEXT**

- 1.1 The School of Information Risk Management is a private educational institution located in a shared office block in the centre of Ilford, Essex. The school was founded in 2014, with teaching commencing in November 2017. The institution is owned by a single proprietor and is led by the interim principal who is supported by a small management team. Oversight is provided by an advisory board. The mission of the school is to transform life chances by unlocking potential, growing minds, and supporting success. Its vision is to foster the knowledge, confidence and adaptability of the college's students so that they become future leaders, helping the economy grow and benefiting society.
- 1.2 The college offers a wide range of courses, including in partnership with East Sussex College Hastings, a Pearson's Higher National Certificate/Diploma (HNC/D) in Business. In addition, the college offers, but no students were enrolled on these courses at the time of the inspection, the Awards for Training and Higher Education (ATHE) Level 3 Diploma in Business, Pearson's BTEC Level 5 Diploma in Education and Training, Level 3 Diploma in Electrical Installation and an ATHE level 4 and level 7 Diploma in Information Security and Assurance.
- 1.3 At the time of the inspection 161 students were enrolled. The majority are female and all aged over 18 years old. The majority are from the Romania, with the others mainly recruited from the United Kingdom (UK) and other European Union countries. The majority of students spoke English as an additional language. No students had identified learning difficulties or disabilities.
- 1.4 Students are enrolled in January and October each year. When an individual applies to join a course, the college checks their suitability through the use of a pre-course application form. All applicants are given formal interview with the recruitment and admission team prior to enrol. The college does not provide accommodation.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is satisfactory.
- 2.2 The quality of the curriculum, teaching and learners' achievements is satisfactory. The college has clear educational aims and objectives and offers a wide range of courses that meet the language and academic needs of the students. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. However, there are no such students currently enrolled at the college. Initial assessment prior to, and on arrival, is good and accurately places students on the most appropriate course in accordance with their abilities and future aspirations. Teaching is satisfactory and ensures that the majority of students make appropriate levels of progress given their starting points. In the majority of lessons, teachers have good subject knowledge and use an appropriate range of effective teaching methods to engage and keep the interest of their students. However, in a minority of lessons, the teaching methods used, limits student engagement and progress. Systems to monitor students' progress and attainment are good. Overall, student achievement is good, with high pass rates on the HNC/D programmes. However, the number of students on these programmes obtaining the higher grade of merit or distinction grade is low.
- 2.3 Arrangements for the health, safety and welfare of students are good. The college's buildings are well maintained and provide good quality facilities that effectively support learning. Comprehensive health and safety policies and procedures are in place and implemented effectively to ensure a safe and secure learning environment for students and staff. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. Student registration and attendance records are good. They are accurate, well managed and are effective in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are understood by staff. However, the college currently does not recruit such students. The college's pastoral structure provides good support and guidance for the students in accordance with its aims. Relationships between staff and students are good. Students report that they are happy at the college and feel well supported.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The advisory board provides appropriate oversight, has a clear vision for the future of the college and effectively shares this with staff. The board through their senior management team discharge their responsibilities well for welfare, health and safety, financial planning and investment in the future. However, they have not been successful in ensuring that all teaching is of a satisfactory standard. A clear management structure, with well-defined roles and responsibilities, ensures that the college is well run and meets all its legal obligations. Well-defined policies and procedures are introduced and regularly reviewed by senior managers. Communication between managers and other staff is good. An appropriate process

of self-assessment and evaluation effectively informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the college. The college has good arrangements for staff recruitment. However, the system for verifying references is underdeveloped. Staff are appropriately qualified and experienced.

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

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

- 3.1 The assessment of students prior to and on arrival is good. Clear and detailed entry criteria are set and used effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, a detailed assessment programme, including an interview with a member of the admissions team, ensures that they have the appropriate level of ability and language skills to undertake their selected course. As a result, initial assessment is accurate and students are highly satisfied with their placements.
- 3.2 Regular assessment identifies any issues that students may have with the demands of their chosen courses. Teachers make appropriate use of this information to guide their lesson planning and provide any necessary support or guidance.
- 3.3 Good quality information, advice and guidance are made available to students through the college website. The website is detailed and includes accurate information about the college, its premises and the curriculum on offer. Students confirm that they are satisfied with the pre-enrolment advice they receive.

#### **3.(b) Suitability of course provision and curriculum**

- 3.4 The suitability of course provision and curriculum is good. The college has clear educational aims and objectives and offers a wide range of courses that meet the language and academic needs of the students. The range of courses available provides students with appropriate progression opportunities into higher education. As a result, retention on courses is high, with almost all students completing their programme of study successfully.
- 3.5 The courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. However, there are no such students currently enrolled.
- 3.6 Courses match those listed on the website and in other marketing materials.

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

- 3.7 The quality of teaching and its impact on learning is satisfactory. In the majority of lessons, teachers have good subject knowledge and use an appropriate range of effective teaching methods to engage and keep the interest of their students. Lessons are delivered at an appropriate pace and effectively use good quality resources to support learning. However, in a minority of lessons, teachers dominate class discussions which allow few opportunities for students to discuss concepts or apply their knowledge. Lessons are delivered at a slow pace and extension activities for the more able student are limited. As a result, a minority of students do not make the progress that they should during these lessons.

**The School of Information Risk Management**

- 3.8 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.
- 3.9 Assessment is regular and thorough and accurately identifies strengths and weaknesses in students' progress. Feedback to students is positive, encouraging and clearly identifies areas for improvement. There are effective systems in place to monitor students' progress and attainment. The progress of each student is appropriately tracked, allowing teachers and students to monitor progress effectively.

**3.(d) Attainment and progress**

- 3.10 Student achievement is good, with most students successfully completing their HNC course and progressing onto the HND. Pass rates on the HNC and HND programmes is good. However, the number of students obtaining the higher grade of merit or distinction grade is low.
- 3.11 Evidence from lesson observation and discussions with the students shows that appropriate standards are being reached. The majority of students are enthusiastic and make appropriate progress against stated learning outcomes. Students report that they are happy with the progress that they make.

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

### **4.(a) Health, safety and security of the premises**

- 4.1 Arrangements for the health, safety and security of the premises are good. The building is fit-for-purpose, well maintained and provide a well-resourced learning environment which enhances the students' education. Classrooms are spacious, light and well furnished. All electrical equipment is tested regularly as required. Toilet facilities are well maintained and adequate in number. Security arrangements are very good. A wide range of detailed policies and procedures are in place to ensure the health and safety of students and staff. Consequently, students report that they feel safe, secure and comfortable.
- 4.2 Measures taken to reduce risk from fire and other hazards are good and conform to requirements. An appropriate health and safety policy is in place with clearly allocated responsibilities. Up-to-date general and fire risk assessments are carried out with clear follow-up actions which are regularly reviewed. Detailed individual risk assessments are carried out for organised off-site activities. An appropriate number of trained fire marshals and first aiders are in place as well as first aid kits and accident books. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out which are well recorded. Free drinking water is readily available throughout the college.
- 4.3 Proper provision is made for students who are ill or injured. The college is accessible by wheelchair users or students with mobility difficulties.

### **4.(b) Student registration and attendance records**

- 4.4 Arrangements for student registration and the recording of attendance are good. Clear admission procedures are in place and properly observed. A central register is accurately maintained and individual student files contain all required information.
- 4.5 Daily attendance is accurately recorded and appropriately monitored, with all unexpected absences followed up in a timely manner. Procedures for reporting to the Home Office, as well as the enrolment and attendance requirements for students who are studying under Student visa arrangements, are understood by staff. However, the college currently does not recruit such students.
- 4.6 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

### **4.(c) Pastoral support for students**

- 4.7 Pastoral support for students is good. Student welfare is a key priority and the college is effective in ensuring that it meets its aim of providing a safe and supportive environment where students can progress. On arrival, students receive an appropriate induction which is effective in helping them settle into their course and

the local area quickly. Students are clear about who to see and where to go if they have a concern. They confirm that they are happy and feel well supported. They report that the college is providing them with a safe, supportive and comfortable environment which effectively meets their learning needs. Relationships between staff and students are good.

- 4.8 A detailed complaints policy is set out on the college website and clear anti-bullying and anti-harassment policies and procedures are in place.
- 4.9 Appropriate careers advice, with visiting speakers to support students in the development of ideas for future careers, ensures that students are prepared for further study choices and life beyond their course. The college provides a varied social programme for its students in the form of trips, celebratory meals and hospitality and culturally based events.

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

### **5.(a) Ownership and oversight**

- 5.1 Governance and oversight are satisfactory. The advisory board provides appropriate oversight, has a clear vision for the future of the college and effectively shares this with staff. The board through their senior management team discharge their responsibilities well for welfare, health and safety, financial planning and investment in the future. However, they have not been successful in ensuring that all teaching is of a satisfactory standard. Relationships between the proprietor, senior managers and staff are good.
- 5.2 All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.

### **5.(b) Management structures and responsibilities**

- 5.3 Management structures and responsibilities are satisfactory. A clear management structure, with clearly-defined roles and responsibilities, ensures that the college is well run and meets all its legal obligations. Well-defined policies and procedures are introduced and regularly reviewed by senior managers. Communication between managers and other staff is good. Replies to the pre-inspection questionnaire and meetings with staff show that they are supportive of the college.
- 5.4 The college is successful in securing and retaining appropriately-qualified staff. An appropriate system of staff review is in place and is used effectively to ensure staff are well qualified for the work they do.

### **5.(c) Quality assurance including student feedback**

- 5.5 Quality assurance including student feedback is satisfactory. An appropriate process of self-assessment and evaluation is used to inform improvement planning and ensures that the necessary resources are in place to meet the changing needs of the college. Student feedback is regularly and systematically collected. This feedback is effectively analysed, shared with staff and managers, and used regularly to inform academic action planning and the identification of college priorities. Issues regarding the quality of a minority of teaching have been identified during this process. However, the actions taken to bring about improvement have not been successful in ensuring that teaching is of a consistent satisfactory standard. Student performance data is available and effectively summarised to ensure key issues are highlighted for leaders and managers.
- 5.6 The complaints procedure is clear and appropriate. Students confirmed that they are aware of the policy.

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

5.7 Staff recruitment, qualifications and suitability checks are good. An appropriate recruitment policy is in place that ensures that suitably qualified and experienced staff are recruited. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate previous applicants work history and qualifications is good, with due regard to statutory requirements concerning the identity of staff. A system, to verify references is in place, but is underdeveloped and does not securely ensure that the reference has originated from an appropriate source. A comprehensive central record is maintained and monitored by senior staff.

**5.(e) Provision of information**

5.8 The provision of information is good. The website is clear and user-friendly. Prospective students are able to access accurate and relevant information to inform their study choices.

5.9 The college was very responsive in providing information for the inspection in a timely manner.

## **6. ACTIONS AND RECOMMENDATIONS**

### **Recommendations for further improvement**

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

- Identify inconsistencies in the quality of teaching in order to improve academic standards.
- Give full support to able students to achieve higher grades.
- Securely verify all staff references prior to appointment.

## **INSPECTION EVIDENCE**

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff and 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**

Dr Nigel Chambers	Lead Inspector
Ms Julie Gibson	Team Inspector