

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Online Distance And Blended Learning (ODBL) Full Inspection

**INSTITUTION:** Notting Hill College Limited

**ADDRESS:** Peter House (9th Floor)  
Oxford Street  
Manchester  
M1 5AN

**HEAD OF INSTITUTION:** Ahmed Zaki

**DATE OF INSPECTION:** 1 September 2016

**ACCREDITATION STATUS AT INSPECTION:** Not accredited

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 13 Oct 2016

### 1. Background to the institution

Notting Hill College Ltd (the College) was established in February 2004 to offer vocational training programmes. In 2007 the College began offering distance learning programmes. The College moved to its present site three years ago and moved within the same building to its current offices within the last year. Notting Hill College has partner colleges in Egypt and the United Arab Emirates (UAE), also called Notting Hill Colleges. The Manchester College shares an on-line portal with the other colleges for its distance learning courses but is run as an independent, locally administered operation. The sole Director is Mr Ahmed Zaki. The Manchester office is run by the Director of Studies, an Office Manager and two job-share administrators.

Prior to 2014, the College had little activity and course data for this period is not available. In 2014 to 2015 there was an increase in enrolments, for the most part on Teaching English as a Foreign Language (TEFL) related distance learning courses.

### 2. Brief description of the current provision

Courses are offered in four schools, which are the School of Business, the School of Languages, the School of Teacher Training and the School of Health Sciences. Since the beginning of this year and with the appointment of a new Director of Studies, the College has introduced face-to-face English language courses and blended learning courses alongside its distance learning courses.

The College offers a range of distance learning, blended and classroom based courses. Online distance learning courses include Language Awareness, Foundation TEFL, Advanced TEFL Programme, OfQual Regulated TEFL (L5), Nursery Management, and Educational Leadership and Management. Blended learning courses are TEFL Taster - Classroom Based, and Accredited Advanced TEFL Combined with Ten Week Training Session Course. Classroom based courses are offered in General English, IELTS Preparation and Preparation for Cambridge and Trinity College London Exams.

There have been few student enrolments over the last year. Since the beginning of the current year, there have been 17 students enrolled on the classroom based English language courses. At the time of the inspection, there was one general English class of two Brazilian students of 16 and 27 years of age. The College does not ordinarily accept students under the age of 18 on either distance learning or on-site courses. However, an exception was made in this case as the two students were related and as there were no other courses running at that time. There have been no enrolments on the Nursery Management or Educational Leadership & Management courses.

All students on classroom based courses have been independently resident in Manchester and the College has not provided any residential or homestay accommodation.

### 3. Inspection process

The inspection took place over one and a half days with an additional day for document review. On the half day the inspector observed a micro teaching session with two learners enrolled on an on-site Advanced TEFL Certificate course. An interview was held with each of the students. A full day was spent four weeks later at the College's premises. Interviews were held with the Director of Studies, the Operations & Office Manager and a part-time administrator. An on-line interview was held with a teacher/assessor. The Director was not in the country at the time of inspection and was not available for interview.

## PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

- |     |   |                                      |                                     |
|-----|---|--------------------------------------|-------------------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 1.2 | Senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance and blended learning.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

1.4 The Director has no hands-on role in the day to day running of the College but visits the Manchester offices every three months or so and stays for a few days. Informal notes of points discussed with the Director are made. However there are no formal strategy meetings, action points or targets set.

#### 2. The administration of online, distance and blended learning is effective

- |     |   |                                      |   |
|-----|---|--------------------------------------|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.     | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provision.      | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.3 | Offices are adequate in size and resources for the effective administration of the provider.                        | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.4 | The administrative support available to the management and learners is clearly defined, documented and understood.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.5 | Policies, procedures and systems are well documented and effectively disseminated.                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.6 | Data collection and collation systems are effective including the logging of tutor and learner submissions.         | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.7 | Learner and tutor records are sufficient, accurately maintained and up-to-date.                                     | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.8 | The provider has a robust security system and policies in place for protecting the data of its learners and tutors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 2.9 | Satisfactory procedures are in place for the administration of examinations and other means of assessment.          | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced administrative staff.  Yes  No  NA
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No  NA
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

3.2 Copies of qualifications are held in staff files. However, these are not countersigned to confirm sight of originals. The majority of staff files do not contain references.

3.3 A member of staff who has been employed for two years, has not been appraised in that time. Other members of staff have been more recently employed and have not yet completed a year's service.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**

- 4.1 The website and other publicity material give an accurate description of the online, distance and blended learning courses offered.  Yes  No
- 4.2 All advertising materials and images provide an accurate description of any training offered.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

## INSPECTION AREA - TEACHING, LEARNING AND ACHIEVEMENT

### 5. Management of the programme is effective

- |      |  |   |
|------|--|---|
| 5.1  | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and achievement & management of the tutor body.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2  | The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner.   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 5.3  | The provider has a robust tutor recruitment system which is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face (i.e. skype) interview.   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 5.4  | The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5  | Realistic deadlines are set and communicated well in advance to learners.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6  | Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.7  | The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.8  | The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.9  | Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.10 | Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.11 | The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.12 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.13 | Learners have appropriate access to tutors for learning support.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

5.2 The College does not have sufficient provision of qualified tutors to support the courses it advertises.

5.3 The College does not make it a requirement that tutors undertake appropriate checks and has not provided Safeguarding training.

6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

- 6.1 Tutors are appropriately qualified and experienced.  Yes  No
- 6.2 Tutors have an understanding of the special challenges and demands of online, distance and blended learning.  Yes  No
- 6.3 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively.  Yes  No
- 6.4 The appraisal procedures for tutors incorporate regular monitoring of tutor feedback.  Yes  No
- 6.5 Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

6.5 The Director of Studies and the tutor involved with the on-line courses have liaised on practical matters relating to learner support and approaches to courses. However, there have been no relevant Continuing Professional Development (CPD) training sessions.

7. **Tutors respond to the individual learning needs of learners**

- 7.1 The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience.  Yes  No
- 7.2 Learners are encouraged and enabled to develop independent learning skills.  Yes  No
- 7.3 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses.  Yes  No
- 7.4 Tutors employ effective strategies to check learners' understanding of concepts and programme content.  Yes  No
- 7.5 Learners are made aware of the necessary level of digital literacy required to follow the stated programmes.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

8. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 8.1 Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.  Yes  No  NA
- 8.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No  NA
- 8.3 Learners are made aware of how their progress relates to their target level of achievement.  Yes  No
- 8.4 Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed.  Yes  No
- 8.5 Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Learners are given timescales for completion of assignments and courses. Extensions are offered if requested.

9. **Assessments are designed to support and encourage the learning process, as well as to monitor and establish the level of ability acquired by the learner**

- 9.1 Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  Yes  No
- 9.2 Formative assessments appropriately reflect the nature and standards of summative examinations.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

## INSPECTION AREA - LEARNER SUPPORT

### 10. The enrolment process is comprehensive, transparent and supportive to applicants

- 10.1 Applicants are provided with enough information to enable them to make a judgement on their suitability for the course and the delivery methods & can discuss any concerns before enrolment.  Yes  No
- 10.2 Enrolment and application documentation is easily accessible and simple to complete and submit.  Yes  No
- 10.3 Learners are given advance information about course requirements and equipment for succeeding in the programme. The provider takes reasonable steps to ensure that learners accepted for enrolment meet these requirements and any claimed qualifications are verified.  Yes  No
- 10.4 Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place.  Yes  No
- 10.5 The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.  Yes  No
- 10.6 After enrolment, the applicant has the benefit of a stated 'cooling off' period during which they can cancel the enrolment.  Yes  No
- 10.7 Learners are made aware of the English language proficiency needed to study on and complete the programmes.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

10.6 Terms and conditions are clear. There is no cooling off period and the College does not refund tuition fees for distance learning courses once a student is enrolled.

11. **Services provided meet the reasonable needs of learners**

- 11.1 Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently.  Yes  No
- 11.2 Staff are available to assist learners to resolve issues of a general and/or technological nature. All enquiries from learners are handled promptly and sympathetically.  Yes  No
- 11.3 The provider ensures that learners understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility.  Yes  No
- 11.4 The provider supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter.  Yes  No
- 11.5 Learners who are unable to make satisfactory progress through the programme are encouraged to continue and supported to achieve a satisfactory outcome wherever possible or offered an alternative programme.  Yes  No
- 11.6 Learners have access to a fair complaints procedure of which they are informed in writing at the start of the programme.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

Comments \_\_\_\_\_

12. **Course materials are appropriate to the medium of delivery and are effective**

- 12.1 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.  Yes  No
- 12.2 Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.  Yes  No
- 12.3 Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.  Yes  No
- 12.4 Programme designers make effective use of appropriate teaching aids and learning resources.  Yes  No
- 12.5 The provider makes effective provisions for learners to access conventional and online resources.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

Comments \_\_\_\_\_

13. **The technology used to deliver the programmes is fit for purpose and effective**

- 13.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services.  Yes  No
- 13.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

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**INSPECTION AREA - MANAGEMENT OF QUALITY**

14. **The provider has effective systems to monitor its own standards and assess its own performance with a view to continuing improvement**

- 14.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.  Yes  No
- 14.2 Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans.  Yes  No
- 14.3 Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 14.4 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

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14.2 14.3 14.4 The current Director of Studies has been in post since January 2016 and has introduced systems for monitoring performance. No annual reports, statistics or action plans have been drawn up for previous years. Data is being compiled for the current year which will contribute to an annual report.

15. **Learner progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate**

- 15.1 Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

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The Director of Studies contacts learners by telephone to ascertain timescales and to support learners to reach a satisfactory standard.

16. **The provider has a means of accessing and monitoring the views of learners and other stakeholders and takes appropriate action where necessary**

- 16.1 The provider has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision.  Yes  No
- 16.2 The feedback is regularly reviewed by management and action is taken where necessary.  Yes  No
- 16.3 There is a mechanism for ensuring learners know what action has been taken as a result of their feedback.  Yes  No
- 16.4 Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

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17. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 17.1 There is a clear statement of the level claimed relative to the NQF where applicable and evidence that learners who receive the award meet the stated requirements for that level.  Yes  No
- 17.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No
- 17.3 External moderators are involved in the assessment process if appropriate to the level or programme being studied.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

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17.2 Publicity does not give information on the acceptability of courses in different employment sectors.

18. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 18.1 Evidence is provided that the requirements of the relevant awarding bodies in terms of examination security and administration are complied with.  Yes  No  NA
- 18.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks.  Yes  No  NA
- 18.3 The provider has processes through which the provider verifies that the learner who registers in the programme is the same learner who participates in and completes and receives the credit.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

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18.3 The College plans to introduce a beginning and end of course on-line interview for its on-line courses. This will ensure that the learner is conversant with work submitted and is the same learner. A proof of identity document will also be required. This system is not yet in place.

**INSPECTION AREA - FACE-TO-FACE COMPONENT (if applicable)**

**19. The provider has secure possession of and access to its premises**

19.1 The provider has secure tenure on its premises.  Yes  No

19.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

Further training rooms are available in the Office block where the College is located. The College has not yet had recourse to this facility.

**20. The premises provide a safe, secure and clean environment for learners and staff**

20.1 Access to the premises is appropriately restricted and secured.  Yes  No  NA

20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors.  Yes  No  NA

20.4 General guidance on health and safety is made available to learners, staff and visitors.  Yes  No

20.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

20.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

20.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

20.8 There is adequate heating and ventilation in all rooms.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Numbers of learners on classroom based courses are low. Should numbers increase then further circulation space may be required.

21. **Training rooms and other learning areas are appropriate for the programmes offered**

- 21.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 21.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops and studios) are equipped to a level which allows for the effective delivery of each programme.  Yes  No
- 21.3 There are facilities suitable for conducting the assessments required on each programme.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

Two classrooms have capacity for six and four learners respectively. Any long term increase in learner numbers may require the College to lease further space in the building.

22. **There is an appropriate policy on learner attendance and effective procedures and systems to enforce it**

- 22.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No
- 22.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly.  Yes  No
- 22.3 Learner absences are followed up promptly and appropriate action taken.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

23. **There are appropriate additional facilities for learners and staff**

- 23.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 23.2 Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 23.3 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No
- 23.4 Offices are adequate in size and resources for the effective administration of the provider.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

On-site space is limited to classrooms, however the Manchester Public Library is a minute's walk from the College. Learners are given an induction to the library and its information technology resources.

On-site tutors have limited space beyond classrooms. There is a free-to-use business lounge on the first floor of the office block which could be used if required.

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24. **Learners attending face-to-face components receive appropriate support**

- 24.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.  Yes  No
- 24.2 Learners receive appropriate advice before arrival.  Yes  No
- 24.3 Learners receive an appropriate induction and relevant information upon arrival.  Yes  No
- 24.4 Learners are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 24.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

24.1 The Director of Studies is the staff member responsible for learner welfare. He has not yet completed any Safeguarding training such as Designated Safeguarding Person / Officer.

24.4 All learners to date have been independently resident in Manchester. There is no system in place for out-of-hours emergency contact. As enrolments increase and applications are received from overseas, a system will need to be implemented.

24.5 There are no policies relating to abusive behaviour, bullying, safeguarding or Prevent Duty.

25. **International learners are provided with specific advice and assistance (If applicable)**

- 25.1 International learners receive appropriate advice before their arrival on travelling to and living in the UK.  Yes  No
- 25.2 International learners receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 25.3 Information and advice specific to international learners continues to be available throughout the programme of study.  Yes  No
- 25.4 Provision of support takes into account cultural and religious considerations.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

25.1 This will need to be introduced when recruiting students from overseas.

26. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised** *(if applicable)*

- 26.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners.  Yes  No
- 26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated.  Yes  No
- 26.3 A level of supervision is provided appropriate to the needs of learners.  Yes  No
- 26.4 Separate accommodation blocks are provided for learners under 18.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

27. **Where home-stay accommodation is organised, the welfare of learners is ensured and the provider's relationship with hosts is properly managed** *(if applicable)*

- 27.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the provider and back.  Yes  No
- 27.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.  Yes  No
- 27.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 27.4 Appropriate advice and support is given to both hosts and learners before and during the placement.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

Recent appointment of appropriately qualified and experienced Director of Studies.

Actions required	Priority H/M/L
1.4 The College must formalise managerial meetings to analyse performance and set targets.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
3.2 Copies of qualifications must be countersigned to confirm sight of originals and references kept on file for staff members.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
3.3 A system of annual staff appraisals must be implemented.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ACHIEVEMENT

#### Institution's strengths

Positive feedback from learners.

Actions required	Priority H/M/L
5.2 The College must have sufficient provision of qualified tutors to support the courses it advertises.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
5.3 The College must ensure tutors have DBS certificates and have completed Safeguarding training.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
6.5 A programme of CPD sessions must be introduced for both distance learning and classroom tutors.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### LEARNER SUPPORT

#### Institution's strengths

Actions required	Priority H/M/L
10.6 The College must review its terms and conditions to allow a cooling-off period for learners enrolling on distance learning courses.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## MANAGEMENT OF QUALITY

### Institution's strengths

New systems for data collection will contribute to the production of annual reports.

Actions required	Priority H/M/L
14.2 14.3 14.4 The College must compile appropriate data and analyse and review all aspects of its own and learners' performance and produce reports at least annually.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
17.2 Publicity must give information on the acceptability of courses in different employment sectors.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
18.3 The College must ensure that the learner who registers for a programme is the same learner who participates in and completes the course and receives the credit.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

## FACE-TO-FACE COMPONENT (if applicable)

### Institution's strengths

Convenient central location of premises.

Groups are small and learners receive a lot of individual attention.

Actions required	Priority H/M/L
24.1 The staff member responsible for learner welfare must receive appropriate training including.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
24.4 Provision must be made for an emergency contact number for overseas students on English language courses.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
24.5 The College must produce and disseminate policies relating to abusive behaviour, bullying and safeguarding.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
25.1 Documentation must be created to ensure that international learners receive appropriate advice before their arrival.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

The College staff handbook is generic and would benefit from being more specific to the organisation.

A student handbook should be created to bring together policies and information relevant to on-line distance learning learners with a separate handbook for classroom based learners.

Risk assessments should be drawn up for extra curricular activities and excursions with learners.

It is recommended that on-site staff are first aid trained.

The College should consider the viability of its courses in Nursery Management and Educational Leadership & Management.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

CLA Licence required.

