

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Re-accreditation Inspection

INSTITUTION: College of Central London

ADDRESS: Tower Bridge Business Centre
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46-48 East Smithfield
London
E1W 1AW

HEAD OF INSTITUTION: Mr Nicholas Kailides

DATE OF INSPECTION: 14-15 March 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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

Date: 23 May 2018

PART A - INTRODUCTION

1. Background to the institution

The College of Central London (the College) was established in 1968 as Saint Patrick's College and was renamed the College of Central London in 1996. It is established as a private limited company. The proprietor is the Principal of the College. In November 2015, it moved to new premises in a modern serviced office block, a short distance from Tower Hill and Aldgate East underground stations in London.

The College aims to provide high standards of teaching in an environment that encourages students' academic achievement alongside personal development while experiencing the culture and life of London.

Originally the College specialised in English as a Foreign Language (EFL) courses, but later diversified into Business, Computing, Management, Facilities Management and Shipping and Logistics courses. Students were initially all from overseas, but recently recruitment has focused on local students. As a result of difficulties in the sector, learner numbers have decreased over time and delivery modalities have changed to include distance and blended learning.

Since the last inspection, the College has begun working with a new awarding body to run the Shipping and Logistics courses.

2. Brief description of the current provision

The College runs Business and Technology Education Council (BTEC) Higher National Diploma (HND) courses in Business and Computing. As a result of low numbers of students able to attend in person, blended and distance learning options are also offered.

A BTEC Level 3 in Business is taught part-time during the day and also online. The College is in the process of increasing blended learning provision on the HND to ensure higher levels of success. British Institute of Facilities Management (BIFM) courses at Levels 3 to 6 are offered part-time in the evenings. Currently there are no students registered on the Level 6 courses. Numbers in class groups are small, ranging from three to ten students.

Entry requirements for courses follow the awarding bodies' entry criteria. For courses apart from the BTEC Level 3, a score of 5.5, or equivalent is required in the International English Language Testing System (IELTS).

At the time of the inspection, 59 students were enrolled on day, evening and distance and blended learning courses. They all enrol as individuals and a majority are local students although some do not have English as their first language. Enrolment takes place at different points in the year, depending on when courses start.

3. Inspection process

The inspection was carried out over two days. On the first day, as well as one inspector, the Chief Inspector was present as part of BAC's quality assurance procedures. Inspectors held meetings with the College Principal, academic staff and students. The inspectors also examined a wide range of documents, including minutes of meetings, policies, quality assurance and monitoring records. Learner feedback, as well as samples of assessed work were also reviewed. Classes were observed.

The information provided to the inspector was good and the College co-operated well with the inspector throughout the inspection.

4. Inspection history

Full inspection	5-6 October 2004
Supplementary inspection	14 December 2004
Interim visit	28 February 2008
Re-accreditation inspection	7-8 October 2009
Supplementary inspection	22 January 2010

Supplementary inspection	14 October 2011
Supplementary inspection	16 December 2011
Interim visit	17 April 2013
Supplementary inspection	17 April 2013
Re-accreditation inspection	1 & 2 April 2014
Supplementary inspection	1 December 2015
Interim visit	6 February 2017

PART B - JUDGMENT AND EVIDENCE

The following judgments 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 institution is effectively managed

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|-----|--|---|
| 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 | The head of the institution and other 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 checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The proprietor is the Principal and the only manager. He is highly experienced, having run the College for over 30 years. He understands what is necessary to run a college and carries out his responsibilities effectively. He is very aware of market and learner needs.

The College is very small, with one office and one classroom. Therefore, face-to-face communications occur every time a tutor is in the College. Communication by e-mail is frequent to keep all staff up-to-date. Communications are open and effective and are supported by minuted meetings.

2. The administration of the institution is effective

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| 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 institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are well documented and effectively disseminated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Student and teaching staff records are sufficient, accurately maintained and up-to-date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.7 | The institution has a robust security system and policies in place for protecting the data of its students and teaching staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.8 | The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.9 | The institution has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.10 | Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Principal is the sole administrator, which is adequate given the small size of the College. Students and staff know that the Principal provides administrative support so any related queries are addressed to him. Whilst the Principal understands the administration part of the business, administrative procedures are not systematically documented so that others could provide administrative cover if necessary. However, as he is the sole administrator, procedures are appropriate at this time.

A number of policies are in place, for example whistleblowing, attendance and distance learning. These are on the online learning platform and made available, as appropriate, to the different stakeholders. They are systematically reviewed on an annual basis.

The Principal has access to data on students and staff electronically. This information is secure. The Principal knows all the students personally and confirms that the students registered on the programmes are the same as the ones participating and completing the programmes and receiving the credit.

Staff and students have their own laptops and generally resolve any Information Technology (IT) issues themselves. In the event that an issue cannot be resolved, the Principal provides necessary support. Extra laptops are available for learner use in the College if necessary.

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

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| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | The institution has a robust teaching staff recruitment system which is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face (i.e. Skype) interview. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.4 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The College does not employ any managerial or administrative staff. Course leaders function as managers for their particular course. They have held these responsibilities for a number of years. There has been one new tutor employed recently under appropriate recruitment procedures. However, no references were taken up as he came through personal recommendation. The Receptionist at the entrance to the building is employed by the building management company.

Information about experience and qualifications is checked before employment. The College has now fully implemented its policy to manage all staff performance through an annual appraisal which is documented and allows for a focused and effective discussion on the year's performance.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

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|-----|---|---|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The website is the sole means of providing information about the College. It provides detailed and appropriate information regarding the College, the courses, staff, resources and location. However, not all of this is up-to-date. The website is currently in the process of being redesigned to provide a wider variety of information to better inform stakeholders.

The information provided about courses is helpful and up-to-date, allowing students to make appropriate choices of course.

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA
- 5.6 Students are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No
- 5.7 The institution 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

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

Comments

Entry requirements are clearly stated in course descriptions on the website. Where appropriate, the College follows the awarding bodies' guidelines for course entry. Entry requirements include existing academic level and, for courses other than the BTEC Level 3 course, a level of English. This is IELTS 5.5 or equivalent. Students complete an application form for entry onto the courses and submit copies of their qualifications. These are suitably verified by the Principal.

The Principal is the main point of contact for communications on courses and he responds promptly and appropriately, briefing students on the course in which they are interested or making alternative suggestions. He interviews all students prior to accepting them onto a course in order to ensure that their chosen course is suitable and meets their needs.

Students are made aware at interview of the necessary level of digital literacy to support their course of choice. Together with the Principal, the learner checks the skills and knowledge required for their course to ensure suitability.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No

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

Comments

A clear policy on attendance and punctuality is provided in the Learner Handbook and is known to students. Attendance and lateness are noted in registers by the class tutors on a daily basis. Registers are reviewed by the Principal daily.

Learner absences are followed up immediately by the Principal. This was confirmed by students. In a small minority of cases where attendance is an issue, the Principal contacts the learner's parents for support. As a result, attendance rates have improved.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

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| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students are given a detailed feedback questionnaire to complete at the end of their course. The feedback is recorded and reviewed as it is obtained. Prompt action is taken to resolve any issues that may arise. Documentation shows recent effective action taken by the College to address a comment by a learner. Course feedback is given to the relevant tutor who uses it to inform practice.

However, not all the questions in the feedback questionnaire are relevant and the resulting information is not systematically collated and analysed to further support improving the standard of the provision.

Where possible, the College reports back to students on any action taken in response to feedback given.

Feedback is also obtained from the awarding bodies in Course Reviews. This is helpful in offering suggestions for improvement in the course delivery.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

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| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Performance is reviewed through learner feedback, in course reviews by the awarding bodies and through feedback from the tutors, with whom the Principal has daily contact.

8.2 The Principal is aware of everything happening in the College. Learner progress is formally recorded and monitored. However, year-on-year results on learner satisfaction, retention, achievement and completion rates are not formally recorded.

Action planning is informal and the Principal takes action if necessary to support improvements to the provision. The self evaluation accurately identifies how the key indicators are met, but does not include formal action planning to support any weaknesses that are identified. As the Principal has sole responsibility for quality in the College, a lack of formal action planning does not preclude effective action being taken to promote improvement.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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| 9.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Course Leader, who is responsible for online courses, has relevant experience in different modalities of delivery. The Principal is knowledgeable in this area too and has overall responsibility for the successful delivery of his teaching staff.

One classroom is available and timetabling of courses takes place accordingly. If an extra classroom is required, the College is able to book a room in the building.

Tutors have been employed based on their expertise to teach a particular course. As a result, all classes have a consistent experience based on tutors who know their subject well. Tutors also work elsewhere and for other organisations. As a result, valuable experience is gained and brought back to the College which is of benefit to the students.

Academic resources are provided by the awarding bodies. If supplementary resources are required by students, the College suggests which books to purchase. Tutors provide their own resources. Many resources are available online and tutors and students have access to these. In this way the teaching and learning processes are well supported.

10. The courses are planned and delivered in ways that enable students to succeed

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| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.8 | The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Courses are designed in accordance with awarding body requirements. They are delivered using up-to-date examples to interest and motivate students and to enable them to achieve well in their assignments. Tutors use data projectors and well-presented slides, which are made available to students on the online learning platform. Lessons and assessments are clearly focused on awarding body requirements. Formative assessments are regularly monitored so that when the final assessment is submitted, it is most often at the same standard as the predicted grade. Consequently levels of achievement are good. No examinations are undertaken.

Students are encouraged to develop independent learning skills through guidance and advice from the College staff. In their classes, tutors actively encourage students to undertake research online and good use is made of this in class. Students confirmed that the guidance they were given was key to helping them develop independent learning skills.

There are no revision periods for the courses on offer. Dates for coursework submission are clearly identified in the Schemes of Work. Tutors know their students well and are sensitive to their different backgrounds and needs and adjust their lessons to meet this diversity of needs. As a result, learning is appropriately supported. Staff and students confirmed this in meetings.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

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| 11.1 | Teachers are appropriately qualified and experienced. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 11.4 | 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 teaching staff support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Teachers have an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.7 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.8 | Teaching staff properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.9 | Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.10 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Tutors are appropriately qualified and experienced. The majority have experience in the industry related to the course they are teaching or have previous teaching experience on the same or similar course. Lessons observed demonstrated the high level of subject knowledge of the tutors, which interests and motivates students. However, communication skills and checking of learning are not consistently effective in all sessions. Consequently a small minority of students disengage.

11.3 An appropriate programme of annual appraisals has been put in place. These provide for a focused overview of tutors' delivery performance, but do not include regular and effective classroom observations to monitor performance and ensure consistency of approach.

Those teaching online courses understand the special requirements of such courses.

Delivery methods allow students to achieve their learning outcomes. Tutors are aware of the different learning needs of students and take these into account when delivering sessions. They are proactive in offering extra support to ensure students' objectives are met. Tutors also respond to frequent e-mails to further assist students. All students spoken to confirmed this and are very appreciative of the extra time given to them.

Teaching staff participate in on-going professional development activities to ensure that they are up-to-date with awarding body requirements and the use of relevant technology. Feedback from the awarding bodies related to assessments is valuable in guiding them to improve.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

- 12.1 Appropriate resources and materials for study are available to the students and teachers. Yes No
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- 12.2 Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision. Yes No
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- 12.3 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. Yes No
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- 12.4 Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives. Yes No
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- 12.5 Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. Yes No
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- 12.6 The institution makes effective provisions for students to access conventional and online resources. Yes No

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

Comments

Appropriate books and materials are supplied by awarding bodies, ensuring consistency. Tutors supplement these as necessary. Case studies used in lessons observed were up-to-date and relevant to the particular course. The College makes suggestions to students relating to online videos and links to a variety of relevant sources of information.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**
- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. Yes No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. Yes No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Students have appropriate access outside class time to teachers or personal teachers for academic support. Yes No

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

Comments

Courses are planned in accordance with awarding body requirements. Information relating to the assessment procedures and criteria are supplied in writing to the students and tutors. The schedule of assessments is known at the start of a course. All information about learner progress and outcomes is available electronically and is carefully monitored to ensure students are making appropriate progress. If these data indicate that satisfactory progress is not being made, prompt action is taken to resolve it. Students are clear about how their progress relates to the final outcome through comments on assignments and informal discussions with the tutors.

The College has a policy on plagiarism, which students are given at the start of a course. Software to detect plagiarism is used to further support the identification of such activity. If a learner is found to have plagiarised material, the College implements their appropriate policy to address the issue.

For any students who might want to change course, the Principal is available to offer advice.

Oral feedback is given to students on an on-going basis. Written feedback is given on assignments. Comments are helpful and inform students what to do to improve. Tutors are very generous with the time they give to students for support. This consists of tutorials during class time or extra help outside class time. Students also contact their tutors frequently by e-mail for support. In meetings with students, they confirmed the value of this support.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**
- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments

All awards from awarding bodies being offered are recognised by the regulator. These include Pearson, British Institute of Facilities Management and Association of Business Managers and Administrators (ABMA).

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

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments _____

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments _____

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from a designated staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments _____

The Principal offers appropriate advice on career and further study opportunities. Students confirm he is well networked and has substantial knowledge regarding career and further study opportunities. He is highly supportive in not only identifying universities, but also courses for the students to allow them to achieve their goals. Students spoken to all confirm the quality of the advice given, allowing them to make suitable choices for their future careers.

INSPECTION AREA - STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstance

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| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | Students are issued with a contact number for out-of-hours and emergency support. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 18.6 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.7 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 18.8 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 18.9 | The institution ensures that students understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the institution's responsibility. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.10 | The institution supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Pastoral support offered by the College is a major strength. The Principal is the main point of contact for student welfare. Whilst he is not trained, he has many years of experience of providing advice. As students are based locally, they come into the College before they enrol and are advised by the Principal on an appropriate course. Those who cannot come in for a face-to-face interview, are contacted by phone or online meeting facility. On arrival, an effective induction is given to students, which is also available as a slideshow presentation on the online learning platform.

18.5 Students are local and do not need an out of hours number. Therefore this key indicator is not applicable.

The College has appropriate policies on sexual and racial harassment and equal opportunities published in the Learner Handbook. These outline clearly what the expectations are and the procedures involved if any such incident should occur.

18.8 Although the College has a Prevent Policy, there is limited understanding of its relevance in a teaching environment. Staff have not undertaken any training regarding radicalisation and extremism.

19. **International students are provided with specific advice and assistance**

- | | | |
|------|---|--|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input type="radio"/> Yes <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input type="radio"/> Yes <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments _____

20. **The fair treatment of students is ensured**

- | | | |
|------|---|---|
| 20.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments _____

The Terms and Conditions are fair and are made clear to all students at the point of application.

The complaints procedure is clear and detailed and the Learner Handbook makes students aware of BAC's own complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- | | | |
|------|--|--|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. | <input type="radio"/> Yes <input type="radio"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input type="radio"/> Yes <input type="radio"/> No |
| 21.3 | A level of supervision is provided appropriate to the needs of students. | <input type="radio"/> Yes <input type="radio"/> No |
| 21.4 | Separate accommodation blocks are provided for students under 18. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments _____

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes No

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

Comments _____

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- 23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No NA
- 23.2 The social programme is responsive to the needs and wishes of students. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. Yes No NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments _____

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises. Yes No NA

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

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

Comments

The lease indicates that the College has a one month rolling contract with the Licensee. If the College needs extra premises, it can rent them from the Licensee, within the building.

25. The premises provide a safe, secure and clean environment for students and staff

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

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

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

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

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

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

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

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

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

Comments

The College is located in an office block, which has a Receptionist at the entrance of the building to control access. A swipe card system is in operation to control access to the lifts. Consequently, the premises are safe and secure.

The Licensee has specific safety rules, which are made known to the students. They are also made aware of general guidance on health and safety. Signage throughout the building regarding fire safety is clear and staff and students would know what to do in an emergency evacuation.

The premises are new and are bright, modern, clean and in a good state of repair. The College is very small, but is adequate for the number of students enrolled. There are sufficient numbers of toilets, including for disabled students. Heating and ventilation are well controlled. As a result, the premises provide a comfortable learning environment.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- | | | |
|------|---|---|
| 26.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is one classroom available, which adequately accommodates the students and allows tutors to deliver lessons effectively and to give tutorials or extra help to the students.

27. **There are appropriate additional facilities for students and staff**

- | | | |
|------|---|---|
| 27.1 | Students have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.5 | There are individual offices or rooms in which teaching staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Although the College premises consist of one classroom and one office, the building offers a large area upstairs which staff and students can use for lesson preparation, private study and relaxation. It has a microwave and kettles, so that students and staff can prepare food and hot drinks.

The College has spare computers in the classroom, which students can use, if necessary. The classroom also provides space at times when there are no classes for meetings. If more space is necessary, extra rooms can be hired. During the class breaks, students can eat their food here too.

The Principal's office is used for private meetings, when necessary.

27.4 Students and staff do not need storage space for personal possessions as they stay in one classrooms during their time in the College and keep their possessions with them. Therefore, this key indicator is not applicable.

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

The Principal is very knowledgeable about the education sector and is committed to providing the best possible experience to the students.

Communications and highly effective ways of working amongst the staff support a positive learning environment.

Actions required	Priority H/M/L
8.2 The College must develop and implement a formalised and documented approach to the recording and monitoring of year-on-year results on student satisfaction, retention, achievement and completion rates in order to identify trends and to assist with continuous improvement.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The College is flexible in its approach to best meet student needs.

Tutors are knowledgeable and experienced and offer substantial extra support to students, if necessary.

Actions required	Priority H/M/L
11.3 The College must implement a regular and fit-for-purpose observation programme linked to appraisal to support improvements in teaching and learning.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Students are very well supported in accordance with their needs.

Actions required	Priority H/M/L
18.8 Staff must be trained so that they are aware of the issues connected with radicalisation and extremism.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

The premises are of a high standard and well maintained. They are suitable for the current numbers of courses and students.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

The College should document administrative procedures to allow for someone else to provide administrative cover, if necessary.

The College should follow up on references of any newly-appointed staff.

The College should ensure the updated website is launched as soon as possible.

The College should gather learner feedback more systematically during their course of study and ensure the questions are relevant and will support improving standards of the provision.

The College should consider formalising action planning to support a better understanding of the needs of the College.

It is recommended that the College includes checking of individual learning more frequently in lessons and considers different ways that this might be achieved to ensure all students understand and are fully engaged.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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