

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Re-accreditation Inspection

**NAME OF INSTITUTION:** Oxford House College

**ADDRESS:** 24 Great Chapel Street  
London  
W1 8FS

**HEAD OF INSTITUTION:** Mr Tim Matthew

**DATE OF INSPECTION:** 10 & 11 December 2018

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 1 March 2019

## PART A – INTRODUCTION

### 1. Background to the institution

Oxford House College in London (OHC/the Institution) is a privately-owned institution, established in 1974, which offers English as a Foreign Language (EFL) courses to international students. In 2010, the Australian Holmes Education Group acquired the Oxford House College Group, of which OHC is a part. In 2015, Teaching House (TH), the teacher training part of OHC, was set up as an independent entity. TH is the subject of a separate BAC report and accreditation.

OHC Group delivers English language courses in 17 schools in Ireland, the United States of America, Canada and Australia as well as, in the United Kingdom (UK), Richmond and the West End, both in London. Other locations where courses are delivered are Oxford and Stratford-upon-Avon. It is only the centre in the West End of London that is subject to accreditation by BAC. OHC, which is the subject of this report, is co-located with TH in central London in a converted Victorian school.

The OHC Group is overseen by a Board of Governors. The board works with the proprietor/Chief Executive Officer (CEO) of the group, who works in close co-operation with the management at OHC.

OHC aims to provide a quality learning experience and to ensure that all students gain maximum enjoyment and benefit from their courses.

### 2. Brief description of the current provision

OHC offers face-to-face general English courses during the day, from levels A1 to C1 on the Common European Framework of Reference (CEFR). These classes focus on International English Language Testing System (IELTS) and Cambridge Assessment English First (FCE) and Advanced (CAE) examinations, as well as Business English and pronunciation and conversation. Bespoke one-to-one classes are available for general English and other specialist English as a Foreign Language (EFL) areas are offered by the Institution.

Courses run for any length of time, depending on visa requirements, but for a minimum of one week. Enrolment takes place every Monday morning. Students are assessed before or on arrival and placed in a course at the appropriate level. Flexibility in the system allows for students to change the level of their class if necessary. Full-time courses are timetabled for three hours a day over five days.

At the time of the inspection, 147 students were enrolled, the majority of whom are following general English courses. No students were under the age of 18, although at other times of the year a minority of students are under 18 years old, and mostly attend as part of closed groups. There are slightly more female than male students. The majority of students come from the European Union, Brazil, Japan and Turkey.

### 3. Inspection process

One inspector spent two and a half days inspecting OHC and TH. Although they are two separate entities, many aspects of the provision are shared. The inspector met with the Principal, a Director/Governor, the Academic Director, managers, staff, teachers and students. Three lessons were observed and documentation was scrutinised. The Institution provided all the information requested in a timely manner.

#### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	11 October 2005
Interim	1 December 2008
Re-accreditation	26-27 October 2010
Supplementary	29 November 2013
Re-accreditation	8-9 June 2015
Interim	11 January 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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The management structure at OHC is clearly defined and is well understood by all staff. Members of the Board of Governors are frequently present in the Institution and are known to staff. Senior managers understand their roles and how they complement one another.

Senior managers are highly experienced and carry out their duties effectively, resulting in an efficiently-run operation.

Clear channels of communication exist between management and staff. Regular meetings are held between managers and administrative staff, teachers and trainers. Consequently, all staff are kept abreast of developments, which supports the quality of the provision.

#### 2. The administration of the institution is effective

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.            | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution.        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Administrators are suitably experienced and understand their specific duties. This allows them to carry out a variety of duties on a day-to-day basis effectively.

The size of the administrative team allows for the efficient running of the administration.

A variety of appropriate policies covering areas such as attendance, behaviour and safeguarding is in place and these are reviewed regularly to ensure their relevance. They are made known to staff in the employees' handbook and to students in the students' handbook.

Student data collection is systematic and standardised across the group so promoting a clear understanding of the provision.

**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 staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

Procedures for the recruitment of suitably qualified and experienced managers and administrative staff ensure high standards are maintained. The recruitment policy is clear and effective.

Experience and qualifications are appropriately verified before employment.

Staff have an annual Professional Development Interview (PDI) when goals for the following year are set to ensure the on-going development of the individual. The goals are reviewed after six months to ensure the staff member is likely to achieve them. This impacts positively on the provision in relation to supporting the raising of standards.

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

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

The website is easy to navigate and gives an accurate description of the provision. Information on courses is detailed, accurate and is helpful in supporting students to make informed decisions about their courses.

**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.                           | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No                  |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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

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

**Comments**

5.1 5.2 There are no entry requirements for the courses. Consequently, the verification of qualifications is not necessary and these key indicators are not applicable.

The website provides detailed information on courses and further information is given to students by agents or staff at the Institution on arrival. This supports a clear understanding of available courses. All applications are responded to promptly. The Institution works closely with agents to ensure they have a full understanding of the provision. Consequently, students are fully informed about their courses.

Language ability is assessed prior to, or on arrival, with a test that assesses grammar and vocabulary. All students have a brief interview on arrival with a member of the administrative staff to determine their spoken language level. Students wishing to take an external examination are required to produce a piece of writing to determine their suitability. This assessment ensures they are placed in appropriate classes. The flexibility in the system allows students to change class if necessary.

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

- 6.1 There is an appropriate, clear and published policy on student attendance and punctuality.  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**

Requirements for attendance and punctuality are made known to students in the student information pack and at the welcome session. The punctuality policy is also displayed on the door of every classroom. This has had a positive impact on punctuality.

Accurate records are kept, allowing staff to track attendance and punctuality effectively. This data is collated centrally, reviewed weekly and reported to the Principal.

Appropriate action is taken if a student is absent. Students under the age of 18 are required to sign in every day. If they do not attend, this is reported immediately and prompt action is taken. As a result of these measures, punctuality and attendance are good.

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

- 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.  Yes  No

- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No

- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No

- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Substantial feedback is gained from students. A questionnaire at the end of the first week effectively identifies any issues students may have. The end-of-course questionnaire provides a suitable method of gaining feedback on the whole student experience. Focus groups, which take place once a month, and weekly focus interviews with individual students provide more feedback to support the raising of standards. The end of the first week questionnaire on accommodation helpfully identifies any issues that need immediate attention.

The data gained is recorded and analysed and actions taken promptly, as appropriate. Trend analysis is not formalised to provide further information and strengthen this excellent system. Data is sent to the Principal for review.

Where feedback is relevant, and it is possible to do so, it is shared with students.

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

8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  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.  Yes  No

8.3 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

**Comments**

Effective systems are in place to monitor and review the Institution's performance. Once a year, OHC reviews its annual performance in a self-evaluation document. This suitably reflects the Institution's strengths and weaknesses. Based on this document, a development plan is drawn up. This, together with other reports, indicates examination results, progress and achievement, completion and student satisfaction rates.

The associated action planning to support improvement is monitored and reviewed regularly by managers, with outcomes reported to senior managers. In this way, management is kept fully informed of performance to support the high standards of the provision.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**9. Academic management is effective**

9.1 There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.  Yes  No

9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No

9.3 The allocation of teachers to classes provides for a consistent learning experience.  Yes  No

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The academic management team consists of a suitably qualified and experienced Academic Manager, as well as a Programme Manager. Appropriate timetabling and room allocation ensure the smooth running of the courses. A questionnaire is sent to teachers every year asking them what type of class and at what time of day they would prefer to teach. This information is regularly updated to ensure maximum engagement of the teachers and to support their ongoing development. The consistent learning experience provided to students is further assured through the use of a standardised curriculum.

The system allows for teachers to request the buying of books. Coursebooks and resource books are bought regularly. The Institution has subscriptions to a number of specialist magazines. Consequently, there is a well-stocked library to support the high standard of teaching and learning.

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

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="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

General English courses are based on a specially-written twelve-week curriculum developed by the Institution. A coursebook for use is identified and this is mapped to the framework. Weekly plans are written in advance for each class by the teacher and these are made available to students on the noticeboard in each classroom. Testing, which is linked to the Common European Framework of Reference (CEFR), takes place every four weeks. These tests assess speaking and writing. As a result of the linking of the assessment to the curriculum, students are supported to develop the skills and knowledge necessary to be successful in the assessments.

External examination classes have a clear syllabus specified by the awarding body and reflected in the coursebooks. These classes focus on tasks required to be successful in the examination, so providing students with maximum opportunity for success.

The development of independent learning skills is an area of focus in classes. Effective use of dictionaries to support learning is integrated into courses, so facilitating understanding. Long-term students have an extra tutorial during which suggestions for podcasts and language learning websites are given. Homework tasks, such as asking students to listen to a podcast and then undertake tasks, are frequently given to foster the development of independent learning skills.

10.5 There are no coursework or revision periods necessary for these courses. Therefore, this key indicator is not applicable.

Materials used in classes support individual students' interests. In the Business English classes, needs analyses focus on the individual's needs, allowing teachers to tailor classes to better meet the students' needs.

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

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 11.1 | Teachers are appropriately qualified and experienced.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.5 | 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Minimum qualifications are required to teach on courses and the Institution is highly supportive of teachers who wish to take higher level qualifications. As TH offers diploma level qualifications, teachers are encouraged to take their diplomas there. OHC recruits a majority of its teachers through these TH courses, ensuring high quality and experienced staff, with appropriate skills to teach the courses effectively.

A variety of class observations are undertaken during the year. Feedback from these links to the development targets established in the annual personal development interviews. Professional development is exceptional. TH holds specialist seminars every two months, which staff are invited to attend. An internal programme of personal development sessions is in place and is well attended. Staff are supported to attend external training events. In these ways the teachers keep up-to-date with developments in the sector.

Teachers displayed a good understanding of student needs in the classes observed. They employ a variety of techniques to ensure students are engaged and motivated. Differentiated activities and checking of understanding were evidenced in classes observed to promote learning. Limited use of technology was observed, so reducing opportunities for engagement.

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The large library is well-stocked with books, allowing students and teachers good choices to support their understanding and delivery of lessons.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

General English courses include a test every four weeks, which students know about at the start of the course. Examination courses include assessments, which are based on the task types in the examinations. Assessment outcomes for all courses are maintained on an electronic database and are carefully monitored. If a student is not making satisfactory progress or is making better than expected progress, they are moved to a more appropriate class to ensure maximum achievement. Students have a tutorial every four weeks, in which they are made aware of their progress and decide on development goals to support improvement. The students reported this as being very helpful. Students are made aware of how their progress relates to their targeted level of achievement.

The student information pack, which students receive at the welcome session, outlines unacceptable forms of behaviour and specifies resulting action in the case of these not being adhered to. In this way, the Institution discourages unacceptable forms of behaviour.

Comments provided on written work are very helpful in allowing students to know what to do to improve. Students reported teachers as being generous with their time if they needed extra academic support. In these ways, students are supported to achieve in their classes.

**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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
14.2	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

The Institution offers IELTS, FCE and CAE examination preparation. The awarding body is internationally recognised for professional and academic purposes.

**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 RQF and evidence that students who receive the award meet the stated requirements for that level.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.3	External moderators are involved in the assessment process where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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 an appropriate 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

Appropriate advice about further study and progression to university is available from different staff members. The Institution has links with two universities and is able to support students in their applications.

**INSPECTION AREA – STUDENT WELFARE**

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

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.  Yes  No

18.2 Students receive appropriate advice before arrival.  Yes  No

18.3 Students receive an appropriate Welcome Session and relevant information upon arrival.  Yes  No

18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No

18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

- |      |  |   |                             |                             |
|------|--|---|-----------------------------|-----------------------------|
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There is a named welfare officer, who is known to all staff through information given at the welcome session and on noticeboards. No female staff member is identified for students who would prefer to speak to a woman, potentially reducing the effectiveness of support provided.

Agents or staff at OHC provide students with appropriate advice before they arrive, so they know what to expect. On arrival, students attend a useful welcome session, supported by the student information pack. These resources effectively provide information to help students settle.

Students are given an out-of-hours telephone number to further support their safety. Standards of behaviour expected are made known to students in a published policy, as well as any resulting action taken if these are not adhered to. This supports a clear understanding that discrimination and abusive behaviour are not acceptable.

Levels of safeguarding are excellent. A detailed safeguarding policy, which is updated when necessary, is in place. The Designated Safeguarding Lead has undertaken training to an appropriate level. All other members of staff have undertaken appropriate safeguarding training. Updated training is given as necessary. Staff have been checked for their suitability through the Disclosure and Barring Service (DBS). As a result of these measures, standards of safeguarding are high.

All staff complete an online Prevent course. A suitable risk assessment and appropriate policy are in place specific to protecting students from the risks associated with 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International students receive an appropriate Welcome Session upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study.    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

International students receive appropriate advice before their arrival from agents and OHC staff. On arrival, the welcome session and the student information pack effectively cover issues specific to the local area. Advice continues to be offered during the course by Institution staff.

Support is offered by staff whose jobs involve working with international students. The staff come from a wide range of cultural and religious backgrounds. Consequently, they are aware of the different needs of students. Resulting from these actions, students are well supported prior to arrival and during their course.

**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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

The application form makes clear the terms and conditions. An appropriate complaints procedure is included in the student arrival pack and is displayed on the noticeboard in each classroom.

Reference is made to BAC's complaints procedure. Consequently, students are well informed about what to do if they have a complaint.

**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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA            |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.4 | A level of supervision is provided appropriate to the needs of students.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.5 | Separate accommodation blocks are provided for students under 18.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

OHC has contracts with two organisations, one being a local university, for use of their residences. It is therefore these organisations that are responsible for the efficient running of the residences. Both have been inspected by OHC and are considered clean and safe. All necessary precautions are taken to ensure the health and safety of students. Staff from the host university and the other host organisation are available in the residences to support the needs of students.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.                               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

## Comments

OHC uses two agencies to source home-stay accommodation. It is the agencies that undertake any necessary checks for suitability in relation to distance and condition. The agency has contracts with the hosts, and OHC with the agencies. OHC offers advice to students before and during the placement.

At the end of the first week, students are given a feedback form to identify any issues. Throughout their course, students can speak to staff about accommodation issues. Prompt action is taken to resolve any issues. As a result, students are provided with suitable accommodation to help support their development and enjoyment of London.

### 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 23.2 | The social programme is responsive to the needs and wishes of students.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

## Comments

A varied social programme is in place. Information is given to students at the welcome session and is also placed on the noticeboard in each classroom. Once a week, library staff go to classes to publicise up-coming events. In these ways students are made aware of events.

Feedback is obtained on the social programme from teachers and students after every event. Activities are changed in response to this feedback. For example, evening activities are now being offered, which were not previously. Teachers lead these activities. They are fully aware of the language level and interests of the students, resulting in well-attended and much enjoyed activities. Suggestions are given on free or appropriately priced activities.

## 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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

## Comments

The Institution has a lease on its premises until 2023.

If extra classrooms are needed, the Institution is able to hire them from a local university. This has not been necessary recently. OHC rents accommodation in residences from another university in the summer.

### 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.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The security of the premises is supported by closed-circuit television which is regularly monitored. The premises provide a clean working and learning environment.

General guidance on health and safety is given to students at the start of the course and staff receive an employee safety handbook, which outlines many aspects of health and safety.

Appropriate signage allows staff and students to know where to go in the case of an emergency evacuation. Classrooms also have evacuation routes and procedures clearly marked. Noticeboards in classrooms allow for the display of general information to keep students briefed. As a result of these measures, the Institution provides a comfortable environment for staff and students.

Toilet facilities are appropriate.

Levels of heating and ventilation are appropriate.

**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="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Classrooms and/or 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="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Classrooms and other learning areas provide suitable spaces for teaching and learning. The same classrooms are used for conducting the four-weekly tests and the reception area is used for the placement assessment.

Classrooms are equipped to a level to allow for the effective delivery of courses.

**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="checkbox"/> Yes	<input type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
27.5	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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students have access to a spacious library and a separate space for self-study.

Teaching staff use a large staff room to prepare lessons and mark work. It is equipped with kitchen equipment such as a kettle and microwave to allow them to prepare their own food and drinks.

The cafeteria at the top of the building, which has a large outside area, provides a suitable environment for staff and students to consume food and drink and to relax.

Administrative staff are located in the reception area, which is suitable and enables them to carry out their duties effectively. Individual offices allow senior staff to hold private meetings and the self-study area provides a suitable space to hold meetings. The facilities provided are, therefore, appropriate.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's Strengths

Strong and focused leadership to guide the Institution and support continuous improvement of the standards of provision.

Quality systems for the collection, collation and analysis of feedback data providing management with a clear understanding of the provision.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

The system of teacher recruitment using students from courses at TH effectively supports the selection of quality teachers.

Knowledgeable and experienced teachers who deliver to high standards.

The variety and regularity of continuous professional development activities for teachers, which benefits the individual and the organisation.

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

### STUDENT WELFARE

#### Institution's Strengths

Prompt action which is taken to address any student issues, so contributing to levels of satisfaction.

The excellent standards of safeguarding to ensure the safety of students under the age of 18 years.

The varied social programme, which responds to feedback and is carefully targeted to meet needs.

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

### PREMISES AND FACILITIES

#### Institution's Strengths

Spacious premises, in particular the library, and a rooftop area, which provide students and staff with a comfortable teaching and learning environment.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

It is recommended that management strengthen the data analysis process through formalising trend analysis to gain a deeper understanding of trends.

The Institution should consider ways in which technology could be better used in the delivery of lessons to further support learning.

It is recommended that a female is identified as part of the welfare team so that female students have the option of consulting either a man or woman if they have a personal issue.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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