

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Full Inspection

**NAME OF INSTITUTION:** Newcastle International School

**ADDRESS:** Northumberland House  
Princess Square  
Newcastle-Upon-Tyne  
NE1 8ER

**HEAD OF INSTITUTION:** Mr Fadi Salman

**DATE OF INSPECTION:** 29–31 May 2019

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

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

DATE: 16 July 2019

## **PART A – INTRODUCTION**

### **1. Background to the institution**

Newcastle International School (NIS/the Institution) is a privately-owned institution offering General English (GE) language tuition and examination preparation. Tuition is also offered in Modern Foreign Languages (MFL). Teaching began in May 2018. Summer Schools for junior students aged from 10 years were introduced in the summer of 2018.

NIS aims to ensure students receive more than a traditional education in a unique and exciting environment.

The sole shareholder is the Managing Director and the Institution was registered as a Limited Company in October 2017. Academic leadership and day to day management is undertaken by the Academic Head who is supported by an administration and teaching team.

The language school is based on the second floor of leased premises in the centre of Newcastle Upon Tyne, within very short walking distance of public transport links. The premises are opposite the Newcastle Central Library and the school enrolls all their students to the city's library services.

### **2. Brief description of the current provision**

NIS provides English language tuition, from Beginner to Advanced levels. It offers English language examination preparation for the International English Language Testing Service (IELTS) and Cambridge suite examinations at Upper Intermediate and Advanced levels. Tuition is also offered in Modern Foreign Languages (MFL) including Spanish, French, Italian, Arabic and Chinese. Teaching began in May 2018. The summer schools provide students with English language tuition alongside cultural excursions and local area visits.

At the time of the inspection, NIS was delivering face-to-face taught classes in General English at intermediate level. Three students were enrolled. The majority were female and aged between 16 and 42 years. They came from Angola, Brazil and Turkey. One student was aged under 18 years. There were an additional two male students, originally from Syria and Thailand, who were invited to attend additional classes as an extension to their previous courses.

The programmes are available on a 10-week rolling basis and students can enroll at any time either through the online enrolment system or in person at the Institution. All applications include an initial assessment and, as part of the induction process, students participate in an additional assessment of their English speaking and listening skills.

### **3. Inspection process**

The inspection was conducted over two and a half days by one inspector. The inspector had discussions with the Managing Director, the Academic Head, administrators and teaching staff. Documents and electronic records were scrutinised and discussions were undertaken with the enrolled students, teachers and other staff. The school premises, host and rented accommodation were also inspected. The Institution was highly supportive of the inspection process and made available all relevant information in order to undertake the inspection.

## PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector 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 Managing Director has good business-related experience and the Academic Head is highly qualified and experienced in English language teaching and academic leadership.

The delegation of responsibility is clearly recorded in the organisation chart and supported by full job descriptions. There is regular and effective monitoring ensuring there is clarity over roles and responsibilities.

There are outstanding levels of communication across the Institution making highly effective use of multimedia applications, centralised systems and other electronic document services. Staff have regular and scheduled meetings and effective use is made of information sharing and discussions in the main office resulting in prompt and effective support for staff and students.

#### 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

Administration is undertaken by one part-time member of staff, teachers and the Academic Head. Staff are experienced and well qualified in their areas of responsibility and undertake administrative work effectively. The systems are appropriate for the size and scope of the business and are well organised and effective.

Policies are shared with staff and students, in line with the Sharing and Dissemination policy in staff and student handbooks. The Institution's online system and every area of the business has a central file containing hard copies of the relevant policies and procedures ensuring staff have easy access to these documents.

Data collection is well managed and provides managers with regular and timely information and data that effectively supports oversight of the Institution.

### **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**

There is a clear and well promoted staff recruitment policy that encompasses safe recruitment principles and practice. All pre-employment checks are undertaken including verification of qualifications, two professional references, Disclosure and Barring Service (DBS) checks and records and evidence of relevant training. There is an accurate centralised record for staff recruitment and management.

Staff performance management is in line with the Institution's policy and records are accurate and well maintained. The process is collaborative, enabling staff to reflect and effectively discuss their self-assessment of their performance with their manager. Managers set appropriate targets including relating to professional development requirements.

### **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**

All publicity materials provide an up-to-date and accurate reflection of the language school and its services.

Course information is comprehensive and the enrolment and initial assessment processes are clear and effectively support students to choose the right course to meet their needs.

### **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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  | <input checked="" type="checkbox"/> Yes | <input 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.	<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**

5.1 Courses start at beginner level and there are no formal entry requirements for the students.

The recruitment and application processes are thorough and well monitored for effectiveness. Recruiting agents are currently being appointed and there is a robust selection and monitoring process. Prospective agents' information packs contain good levels of information and support to ensure students receive the correct range of information either by telephone, e-mail or in printed literature. Students apply through the website and local students can apply directly at the school.

All applications are very well managed with timely responses to enquiries and sufficient information sent in advance of the courses start dates.

The initial assessment process successfully places students at the correct language level.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Student attendance requirements are clearly stated and shared with students and staff in the Attendance Policy included in the relevant handbook. Attendance monitoring for all students is thorough and is especially highly controlled and managed for students under 18 years of age.

Registers are accurate and are analysed weekly for absence trends.

Student absences are quickly identified, monitored and effectively managed. Remedial action is timely and appropriate and as a consequence attendance levels are consistently high.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There are robust systems and methods for collecting, collating and analysing student feedback.

Students complete an evaluation form for every lesson. This information is used to measure the quality of lessons as well as supporting students to self-assess their learning outcomes from every lesson. Feedback is also collected from comment boxes in the Student Zone and feedback is provided formally on the notice boards across the Institution. Student feedback is currently reviewed for content and any issues to address are effectively identified.

However, student numbers are low and the amount of information is, therefore, limited. The vast majority of the feedback is informal. However, the informal feedback on student satisfaction is collected in a format that would easily produce statistical evidence of student satisfaction to support the continuous improvement process.

Feedback from parents, accommodation partners and host families is regularly collected and analysed. As a result, the feedback successfully contributes to the Institution's self-assessment process and quality improvement planning.

**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.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There is an effective range of systems to monitor and review the performance of the Institution. There are regular course reviews and classroom observations. Student feedback is collected at every lesson and their views are actively sought through a range of well promoted systems and a good level of information is collected through effective relationships.

All aspects of performance are effectively analysed. Appropriate targets for improvement are set and these are well monitored through a strong range of information systems.

Student in-class progress data is collected effectively and often students undertake external examinations. However, currently student achievement in external examinations is not collected. This data could provide valuable information on formal student outcomes from their tuition.

Self-assessment reporting is used well by managers to plan and implement improvements and information is shared with staff as appropriate and ensures there is an inclusive approach to the improvement planning cycle.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Academic Head and the teachers are highly qualified and experienced subject specialists and, as a team, they successfully plan and deliver consistently high-quality lessons with excellent outcomes for students.

Classes are planned with an emphasis on ensuring consistency with regard to the allocation of teachers and classrooms as there is recognition by managers that this effectively supports student confidence and skill development.

Teaching resources are supported by a clear policy and, as a result, the teachers have access to organised and relevant materials.

**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 checked="" type="checkbox"/> Yes	<input 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**

All courses are accompanied by appropriate course books and schemes of work. In addition to the formal curriculum, each lesson is referenced to British values and culture which is also highlighted in the Student Zone supporting both an interest and understanding of living in the local area and in the United Kingdom (UK).

Lessons are based on the formal levels required for examination preparation. All assessment is linked to the students' individual targeted level. Progress tracking is thorough and in, the vast majority of cases, students achieve timely progress through the levels.

Lessons focus on supporting student independence and autonomy and consequently the students are highly engaged, fully active and make excellent progress in their lessons. Teachers regularly take students out to lessons that are planned to take place in the local library, local cafeterias and shops and use local transport so students can practice their speaking and listening skills in supervised and supportive conditions. These lessons are highly valued by students who consider that they significantly improve their skills and confidence.

In response to local and cultural needs, classes are offered for female students only and are popular amongst the local community as they include language acquisition, cultural integration as well as offering a safe environment for these students to learn.

All students are enrolled in the city centre library and make excellent use of its resources and services outside their lessons.

Lessons are planned to respond to individual and collective learning needs as well as taking in to account individual learning styles. The focus on meeting the students' individual needs underpins all lessons.

**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**

Teachers are highly experienced, knowledgeable and well qualified. They deliver interesting and motivating lessons that inspire and support language acquisition and development and widen cultural development and awareness.

Teachers employ a wide variety of teaching methods, make excellent use of role play and employ a range of questioning techniques to check language and conceptual understanding. Teaching resources are interesting and stimulating and focus on students interacting with each other and their teachers. These methods ensure that all students make excellent progress in their lessons. Students confirmed they were highly satisfied and always find their lessons enjoyable.

Teachers are regularly observed by the Academic Head and by each other. This process is highly effective in collecting robust evaluative information and results in measurable improvement targets and is integrated into the annual appraisal process and continuing professional development planning. Peer support is outstanding and contributes greatly to improvement planning.

Teachers are well supported through regular meetings, professional dialogue with their peers and the effective appraisal system.

**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**

Teachers have access to a wide range of resources to plan and deliver their lessons. Teachers are resourceful and make excellent use of local amenities and transport links.

Teachers have good access to computers and physical resources in their work area.

**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**

There are weekly assessments that are based on the four language skills of reading, writing, speaking and listening. These assessments encompass the work undertaken in the weekly scheme of work.

Each student is provided with the opportunity, at the end of each week, to reflect on their progress and skills development and identify personal targets for the following week. Teachers use the information from class assessment tests to record achievement and set specific and measurable targets for each student. This information is collated and provides the teacher with the information for targeted teaching for the following week. Students confirmed they find this process gives them confidence in their studies as well as pride in their individual achievement.

Whilst formal examinations are not undertaken, there is a clear policy on academic behaviour and students are given plenty of information on sanctions regarding academic misdemeanors.

There is an outstanding range of advice and support available for students who are struggling to meet their learning targets. Students also confirmed they have plenty of access to their teachers and that they are very friendly, approachable and highly supportive. Inspection findings confirm this view.

**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 type="checkbox"/> NA
14.2	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input 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 type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

**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
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- 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 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**

The Student Zone provides a well organised central point for information about further study and job advice. There is a wide range of information on further study opportunities available at the Institution or in local colleges, information on university open days and information on a wide variety of local services to support students into employment or with job changes.

**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 induction 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
18.7	A suitable policy and effective arrangements are in place to protect participants 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**

The Academic Head is trained appropriately in safeguarding and there is a named member of staff, who is also appropriately trained, and to whom students to speak if they have any concerns. Posters with the photographs and names of the people to speak to on any welfare issues are prominently displayed in the reception area, classrooms and in the Student Zone. Students confirmed they knew who to go to for any welfare or personal concerns.

International students are given plenty of high-quality information prior to their arrival in the UK, including 24-hour contact details and emergency support. Induction is comprehensive, includes anti-bullying and discrimination information and references the Institution's policies on welfare.

Safeguarding is excellent with well written policies, clear procedures that are well disseminated and effective systems to ensure all students are safe and well cared for.

Summer schools for students over 10 years are organised as closed groups and all students must be accompanied by a relative or responsible adult when travelling to the UK.

There is a comprehensive policy to prevent radicalisation and extremism and all staff have received appropriate training to identify and manage the associated risks.

**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 induction 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**

There is a good range of information on the website and the application process leads to good levels of information being sent to international students prior to their arrival in the UK. The Student Zone provides varied and interesting leaflets and information on activities, support services and local area information including transport links.

Induction includes a well-organised and informative welcome pack. Great care is taken to ensure all students are able to settle into their lessons and accommodation quickly and easily. The friendly nature of the Institution, as well as staff who speak a wide range of languages, ensure that any cultural, religious or social issues are identified and supported quickly.

**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.  Yes  No

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

**Comments**

Terms and conditions, including the cancellation policy, are fair and clearly presented on the website and in enrolment documentation.

The complaints policy clearly states what constitutes a complaint, outlines the process for resolution and includes a clear reference to the BAC 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.  Yes  No

21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.  Yes  No  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.  Yes  No

21.4 Appropriate measures are in place to ensure the separation between participants under the age of 18 and those over the age of 18 when in the accommodation.  Yes  No

21.5 Separate accommodation blocks are provided for students under 18.  Yes  No  NA

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

**Comments**

A choice of high quality and well-chosen residential accommodation is offered to international students.

Student accommodation is leased as required and provides a very safe, secure and well-resourced environment. The properties are inspected and reviewed by the local authority as well as the University accommodation department.

Information about student accommodation is shared with students on arrival through a briefing by the Accommodation Supervisor.

Summer school students under the age of 18 are placed in either homestay or residential accommodation as chosen by their accompanying adult. No unaccompanied students under the age of 18 stay in the residential accommodation.

**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**

Home-stay accommodation is chosen for its location and transport links as well as its comfort and safety.

Residences are visited regularly and the associated records are well managed and thorough. Excellent support is available for host families, including the provision of appropriate health and safety information and relationships with the Provider are positive. All families have a clear formal contract and copies of relevant certificates are well maintained. Currently there is no formal reminder for host family monitoring visits to be carried out or for the renewal of certificates.

Students under 18 years of age, other than those attending summer schools who are always accompanied, are always placed with home-stay families. Outstanding care is taken to ensure that all students under 18 years of age, who are not part of the summer school, are placed in suitable home-stay accommodation only.

**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**

Students are provided with a wide range of information on local leisure attractions and facilities, of which many are free of charge or available at very low cost.

Most lessons include a social aspect, such as visits to the library, to the shops and cafeterias in the city centre. These lessons are planned to stimulate language generation and confidence in speaking in authentic situations and contribute well to excellent learning outcomes.

There is a formal social programme that supports the summer schools. The cost of these social activities is included in the programme fee.

All activities are supported by appropriate risk assessments and visits comply with the staff to student ratios as set out in the welfare policy. External activities are supervised by suitably qualified and experienced staff.

**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 premises are secured by an appropriate formal contract with the landlord.

Additional learning facilities, if required, are available on additional floors of the building. Excellent use is also made of the local library for resources and rooms during the Summer school period.

**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 Institution provides a safe and secure environment with access appropriately controlled by the reception team.

High-quality information on health, safety and well-being is made available through notices on the numerous noticeboards in the reception area, student spaces, corridors and classrooms.

The reception area is large with a suitable area to receive visitors. There are sufficient toilet facilities that are clean and well maintained.

**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 specialized 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**

There are four large and well-ventilated classrooms that provide a comfortable and spacious learning environment. The classrooms provide students with plenty of room to circulate as part of their lessons.

The Student Zone provides additional space for students to meet with their teacher in private.

**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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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meetings.

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27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No

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**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Students have access to a large Student Zone where they can undertake private study and have social interaction. The students also have convenient access to the city centre library with free use of computers and other related resources. The library also has additional spaces and information technology equipment that can be hired by the Institution as required.

There are designated workspaces and areas for teachers to meet and work together or alone.

There is a large and well-organised Student Zone that offers a relaxing and comfortable environment for students to interact or study. This space is used by students for relaxation, eating and socialising. NIS is situated in a large square with shops and cafes and these facilities are also very well utilised by students.

There is a lockable area in the main office for students to store their possessions securely.

The main office provides sufficient space for the administration function and there is also a small office for staff to work or meet in private. There is a large room available for larger meetings.

**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

Excellent communication ensures there is a clear focus on priorities and effective control of the provision.

Management oversight and control supports effective and accurate self-assessment and improvement planning.

The excellent range of high-quality student feedback provides valuable information for quality assurance and improvement planning.

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

Well qualified and experienced teachers consistently deliver high-quality lessons resulting in very good learning outcomes.

Lessons are innovative and interesting and provide very good individualised student support.

Weekly assessments successfully enable students to measure their own progress and acknowledge their achievements.

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

### STUDENT WELFARE

#### Institution's Strengths

Well trained staff, clear policies and effective communication ensure safeguarding is effectively managed and controlled.

High quality student accommodation.

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

The premises provide a very safe and secure learning environment.

Excellent use is made of local area facilities, services and amenities to enhance the students' experience and to support effective integration into the local community.

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 the Institution collates and analyses the informal student feedback to contribute to the self-assessment process.

The Institution should consider contacting previous students to collect information on their achievement in external examinations to provide additional useful data to monitor student success.

It is advised that the Institution creates a more formal reminder for certification renewals for example for Gas Safety certificates in home-stay accommodation.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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