

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Full Inspection

INSTITUTION: Elegant International College Ltd

ADDRESS: 263-265 Battersea Park Road,
Wandsworth,
London,
SW11 4NE

HEAD OF INSTITUTION: Aidrous Al Hashimi, Owner/Director

DATE OF INSPECTION: 24 & 25 August 2015

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

Date: 10 Sep 2015

1. Background to the institution

Elegant International College (EIC) is owned by the Director (Chief Executive Officer) who lives in the United Arab Emirates (UAE) and has his own business interests there. The senior management team (SMT) comprises: Director; Principal; Centre Manager; IT System Administrator. EIC was incorporated as a limited company at Companies House on 13 April 2011, registered at the EIC address. Teaching started in September 2012. Its current aims are to train students and business people in the English language and culture, including Western business culture. As the longer term strategy, the intention is to operate under a charitable status, and to offer a similar education provision, but extended to the general public in the UK, Europe, and overseas, with open courses for individuals, and for groups of company employees or other organisations. To these ends, the Director has been and continues to invest in equipment, staff, teachers, and their training to provide continuity of teaching expertise as appropriate for school levels, and for graduate and post-graduate levels. All students currently are and will be over 18.

EIC's original and current building in the London Borough of Wandsworth is well sited, and offers many desirable benefits and features for prospective students. It comprises a modern two storey building with office space, meeting rooms, four classrooms, and services, all of which have been very well equipped with appropriate and good furnishings, and up-to-date IT equipment for administration and for teaching. However, from a marketing aspect, the building is not readily visible by the general public, and is thought likely to prove too small a venue for both administration and teaching for the medium term plans.

2. Brief description of the current provision

The EIC programme of General English courses provide the current mainstay for local residents from the London boroughs of Wandsworth and Battersea. These students have a wide variety of age, and background. Some are studying other subjects elsewhere in London or Europe, some are on an extended vacation, or are working full or part-time. Other students are studying English for their own personal interest and education. Each student is given an internal placement test, and an assessment interview to establish an appropriate starting level. This provision is at four different levels; the highest being at IELTS Preparation for Cambridge English examinations. EIC is not registered as a Cambridge examination center. However, each student is given regular and personal advice about their ongoing progress, their final achievement, suitable further study, and a certificate of attendance while at EIC. The class sizes vary from two to eight, and they attend for five mornings, for a total of 15hours per week, for a maximum course duration of 12weeks. Each course has a clearly published structure, IELTS objectives and intended outcomes, so that some students opt for a shorter course duration to suit their needs, and some opt for the supplementary teaching provision available during the afternoons.

For graduate and post-graduate students EIC offers a range of business and management related courses. Four UK resident students, working in London, recently have started a new open-course programme - Strategic Business Management. This comprises a portfolio of work-based-learning, at post-graduate Level 7, for one day per week, for nine months, and finishing in June 2016. The assessments of the portfolios and interviews are done at EIC and at the places of work and moderated by the Awards for Training and Higher Education (ATHE).

EIC have been accredited by Edexcel for the teaching and assessment of BTEC Level 4 and Level 5 both for Computing and for Management courses. EIC also offer Confederation of Tourism & Hospitality (CTH) courses. As yet, no students have been enrolled for any of these BTEC and CTH programmes.

The duration of courses at EIC varies from two weeks up to a maximum of 11 months, hence their preference for BAC College Accreditation. The building is routinely open to staff, teachers, and students from 9am until 5pm every week day throughout the year.

3. Inspection process

This inspection was carried out at EIC in Wandsworth by one Inspector over two days. Meetings were held with the Academic Services Manager, Centre Manager, Head of English, Admissions Administrator/Student Services & Welfare/

Client Relations Manager, Marketing & Student Recruitment Manager. In addition, the Inspector met the Head of Higher Education/HE Lecturer. The Owner/Director and the Principle were not available on site during the two days of the inspection. The Inspector met a group of four English teachers, and a group of nine General English students from four different courses. The Inspector also observed four General English classes, each at a different level.

A separate, private room was made available for the Inspector, and the staff members and teachers were each readily available, helpful, and most hospitable. Virtually all documentation was available and well indexed. The Inspector toured the whole of the premises and viewed all of the four teaching rooms, computer room, library/common room, offices, lavatories, kitchen, and resources & services of the whole building.

The Inspector gave an oral summary of his findings to the Academic Services Manager, the Centre Manager, and the Head of English at the end of the inspection.

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The 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="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

In a new, small, but developing college, it is inevitable that some administrative and teaching roles are shared - even across the staff/teacher responsibilities. The EIC organogram could better demonstrate the current situation rather than their aspirations. It should demonstrate the hierarchy and key personnel role titles, even though some roles are currently shared. This organogram should be accompanied by concise role-responsibility documentation, so that no roles overlap, or essential tasks not be covered. In this developing situation, it may be desirable to review and update these documents at, say, six-monthly intervals. New posts, recently advertised, will result in appointments of Registrar (admissions and student services), and two Internal Verifiers.

A comprehensive system of well minuted meetings is in place for staff, teachers, and teachers & staff, with sharing of information via personal reporting and shared minutes.

A governing body (EIC Council) is in the final stages of being defined and implemented. This Council of seven members will comprise representatives from the local: London Boroughs; businesses; residents; universities. They will meet formally three times each year to: receive feedback from all aspects of EIC; take an overview of financial and legal matters; monitor academic progress; make recommendations for the future; contribute to the strategic plan; have a mediation role.

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="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

EIC has achieved ISO 9001 in 2012, and is currently actively seeking Investment in People status.

Four members of staff are First Aid trained from a national provider, Phoenix First Aid Training.

There may be benefit in ensuring accuracy, consistency, and coherence across the handbooks if those many common elements are sourced electronically from single sources.

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. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

Recruitment for staff is via advertisements in national and educational journals.
Each member of administrative staff is appraised every 12 months, and is offered appropriate training paid for by EIC, in-house, or off-site from an externally provider.
Personnel files are complete and up-to-date, and include Self Declarations of Criminal Convictions, and current CVs.

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. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

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

Comments

The EIC website has been updated significantly over the last two months following a recently implemented strategic review by the SMT, and a comprehensive market analysis by the Marketing & Student Recruitment Manager. However, the information represented on the website can be potentially misleading.

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

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

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

Comments

All students at all levels complete comprehensive documentation from which they are each placement tested and interviewed for suitability and level.
No agents have yet been used for EIC student recruitment. However, the documentation is now in place for future overseas student recruitment. Agents will be chosen most carefully, trained, monitored, and engaged with clearly defined contracts which identify specific targets in a few overseas countries. Only those students completely acceptable to EIC, and abiding by UKBA regulations will be enrolled.

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

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

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

Comments

Several staff and tutors have previous experience of the necessary requirements.
All staff, teachers and students are fully aware of the requirements from the EIC Handbooks.

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

Student induction is immediately followed by a well constructed questionnaire which also requires a signed commitment by the student to comply with all rules.
The end of course questionnaire is analysed for dissemination to staff and teachers, and informal verbal feedback is given to the students.
When the student number increase significantly, it would be more appropriate to organise a student representative body for more formal communications.

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

EIC has achieved ISO 9001 status.
All staff and student data is held on IT systems with several appropriate security levels via passwords.

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

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

Comments

Teachers are given their own teaching rooms that allows personalisation, and provides familiarity and continuity for all. Teachers unanimously reported that internal communications, provision of resources, and training are excellent.

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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Teachers are very able and experienced, and are well supported with high quality books, IT-based audio-visual aids, and graphical & textural stimulus materials directly relevant to the common and practical experience of their students. Considerable care is taken to explore the individual level of expertise, background, and needs of each student.

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. Yes No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes 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. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

Teachers are observed at frequent intervals. In addition they have appraisals at six-monthly intervals. They are encouraged to analyse their class teaching performance, and make reviews for enhanced outcomes. Teachers are routinely paid for their meeting and training time.

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

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

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

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

Comments

Additional classes are offered during the afternoons for supplementary teaching. Several students reported that they appreciated, enjoyed, and benefited from this provision.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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

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

Comments

General English courses do not lead to a recognised award, but IELTS Preparation for Cambridge examinations is offered. HE courses offered by EIC are awarded by Edexcel, BTEC, ATHE, and CTH.

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

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

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

Comments

General English course levels are clearly defined relative to EILTS Level requirements and outcome criteria.

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

A secure cupboard is available for storage of confidential material including assessment documentation. Appropriate inspections and approval has been given by Edexcel BTEC, ATHE, and CTH.

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 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

Current HE students are employer driven, and parts of the assessment are both industry and college based.

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. Yes No

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

Comments

Currently there are no overseas students studying at EIC. However, all the necessary documentation is in place, and some staff have previous experience of managing this aspect, including UKBA requirements and visa regulations. All current students receive a comprehensive induction programme, and sign to the effect that they have read and understood the necessary EIC rules, and UKBA & visa requirements.

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. Yes No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. Yes No

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

Comments

As for 18 above - Currently there are no overseas students studying at EIC. However, all the necessary documentation is in place, and some staff have previous experience of managing this aspect, including UKBA requirements and visa regulations.

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

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms Yes No and conditions.
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing Yes No at the start of the course.

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

Comments

The enquiries and complaints documentation identifies a four-level hierarchy of increasing gravity. EIC are aware that BAC accreditation provides a final appeal opportunity.

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 A level of supervision is provided appropriate to the needs of students. 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

All students currently studying at EIC are local UK or European residents, and have no additional accommodation needs. However, EIC have made this provision previously via an approved agency, and are fully aware of the requirements. This provision is likely to be required in the medium term future, and an ongoing contact is in place with a local London agency, Britannia Student Services - a provider of home-stay, private home, residential, hostel and independent self-catering 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

See 21 above.

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

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

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

Comments

BIC provide a dedicated notice board identifying a wide range of opportunities at a range of costs, some of which are free. Wednesday afternoons are routinely available for accompanied visits, as well as other times convenient to those concerned. Many of these visits are accompanied by EIC staff and some by teachers. Additionally, groups of EIC students use the information provided to organise their own leisure time.

INSPECTION AREA - PREMISES AND FACILITIES

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

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

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

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

Comments

The original lease is with Wandsworth Borough Council and is for six years (up until August 2018) with an option to renew.

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

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

EIC is established as the sole tenant in a modern, self contained, secure, well maintained, well lit, smart and clean, two storey building owned by Wandsworth Borough Council. There are separate male & female lavatories on the first floor, and a disabled lavatory on the ground floor. These lavatories are shared by staff, teachers, and students. As the business grows, this lavatory provision may be considered to require more frequent servicing and, eventually, will become insufficient. A lift provides access to both floors, and could accommodate a wheel-chair user. The site is within a predominantly residential and retail shop environment that is well provided with cafes, banks, and public transport services. The building entrance gives immediate access to a quiet, attractive, public, tree-sheltered, leisure area with hard paths and seating. Close by is the Battersea Park with its lake. This is an extensive public leisure area adjacent to the River Thames. The general opinion of staff and students is that the local public areas are safe both during the day and the night times.

CCTV linked to a video recorder monitors key areas of the property including the entrance/reception area. The EIC premises was seen to be in a good state of repair and decoration, and was clean and tidy throughout. Fire alarms are tested weekly, and fire drill is monthly when exit times are recorded. Fire extinguishers are clearly visible and accessible on both floors. EIC should seek advice about the appropriate proximity of additional specialist extinguishers adjacent to electrically vulnerable equipment - for example, the computer room with its server. Additional fire evacuation notices/signs may be necessary for some rooms. There are no areas of particular hazard apart from the computer room. This can accommodate up to 10 students each with a separate PC station. The chairs are of the correct general design, but seated posture would be enhanced by removal of the arms and adjustments made to suit the unusually high desks/keyboards. Four members of staff are First Aid trained from a national provider, Phoenix First Aid Training. The toilet facilities are shared by staff, teachers, and students and are probably adequate with the current student numbers. However, appropriate provision may be required should those numbers increase significantly. All teaching rooms and most offices have outside open-able windows, and are each equipped with blinds.

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. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

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

Comments

The teaching rooms are especially well equipped with computer linked interactive white-boards, and other audio-visual aids to support the teaching of English.

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. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No 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. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

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

Comments

Teachers have their own small but well equipped resources room, with seating for four, a small library, a well stocked notice board, and a PC. In addition, because each teacher is allocated their own classroom, this provides a valuable place for private work, and storage of personal and confidential resources.

Teachers and students have free access to a small library/common room equipped with three PC stations - this is additional to the 10 PC stations in the Computer Room.

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

Significant determination to succeed, especially by the Owner/Director, but also by the current staff and teachers.
Funding available for implementation of strategic plans and general development.
Council about to be appointed.
Continuity provided by many staff.
Good internal communications.
Regular good monitoring of staff with opportunities for internal and external training at EIC's cost.
Location increasingly attracting businesses likely to need EIC's intended provision and support.
ISO 9001 status, with Investment in People status in progress.
Recent market analysis identifies new business, especially from selected overseas countries.

Actions required	Priority H/M/L
1.1 Organogram should show the current situation for employed staff and teachers.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
1.2 Role-responsibilities should be defined concisely, and updated at, say, six-monthly intervals during periods of development and recruitment.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
1.3 The website should be updated to accurately reflect the current provision of courses, premises and staffing	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

High quality of English teaching provision.
Continuity provided by many teachers.
Teachers unanimously complimentary about their work at EIC, and their students.
Frequent good monitoring of teaching, and with opportunities for internal and external training at EIC's cost.
All reasonable requests agreed for teaching resources and equipment.
Flexible holiday arrangements, with internal cover provided whenever practicable.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Students unanimously complimentary about the whole EIC provision.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

Attractive premises and location, although may prove to be too small for significant subsequent expansion.

Actions required	Priority H/M/L
25.3 Check proximity of additional specialist extinguishers adjacent to vulnerable electrical equipment.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

- Website could show more strengths of the EIC - eg ISO 9001 status and working towards Investment in People status.
- Ensure accuracy, consistency, and coherence across handbooks by accessing single sources electronically.
- The expertise of the English Department could provide valuable skills training to support new teacher appointments.
- Organise a student representative body for more formal communications as student numbers grow.
- Additional fire evacuation notices/signs may be necessary for some rooms.
- The lavatory provision may require more frequent servicing as the business grows, and is likely to become insufficient.
- PC-station chairs would allow better posture if arms were removed, with adjustments to suit desk/keyboard height.

COMPLIANCE WITH STATUTORY REQUIREMENTS