



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Re-accreditation Inspection

NAME OF PROVIDER: Notting Hill College

ADDRESS: 19 Woodcock Court
Waters Side Business Centre
Modwen Road
Salford
Manchester
M5 3EZ

HEAD OF PROVIDER: Dr Ahmed Zaki

DATE OF INSPECTION: 16 and 30–31 July 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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

DATE: 8 October 2021

1. Background to the provider

Notting Hill College (the Provider) is a private limited company that was established in 2004. It began offering distance learning programmes in 2007. It is based in Manchester.

Notting Hill College operates as a provider of vocational training programmes primarily in the field of teacher development, education leadership and management, and Teaching English as a Foreign Language (TEFL), as well as English language courses in phonetics and phonology. The TEFL course is accredited by Training Qualifications UK (TQUK).

The aim of the Provider is to offer teacher training, education leadership and management and language courses that include the latest methods, activities, theories and examples of best practice to help practising teachers become more successful teachers of English and to support the promotion of teachers into management roles.

The Provider is led by the Chief Executive Officer (CEO), who is supported by the Chief Operating Officer (COO) and Academic and Marketing Managers.

In 2020, Notting Hill College moved from delivering blended learning courses to delivering remote, distance learning.

2. Brief description of the current provision

The Provider offers accredited courses in education and training and TEFL, accredited by TQUK. The Provider also offers a range of internal awards for diplomas and certificates as part of a Continuing Professional Development (CPD) programme for teachers in schools, mainly in the Middle East.

Courses delivered include Diploma in Educational Psychology, Diploma in Teaching English as a Second or Other Language (TESOL), Level 5 Certificate in TEFL, Diploma in Teaching Young People and Diploma in Education Leadership and Management, and short courses in Phonetics and Phonology and teaching methods. All courses are delivered online.

The Provider has the capacity to deliver learning to 800 learners. At the time of the inspection, 202 learners were enrolled on courses. All learners are over the age of 18. The majority of learners are female and from Egypt. Other countries represented include Iraq, Saudi Arabia, the United Arab Emirates (UAE), Algeria and Nigeria.

Learners are enrolled on a continuous enrolment basis. Entry requirements include vocational experience, prior qualifications and language requirements.

3. Inspection process

The inspection was carried out by a lead inspector and a team inspector. It was conducted over two and a half days. Interviews were held with senior managers, the academic manager, the learning support manager and the head of administration. Meetings were also held with learners and tutors. Observations of teaching and learning were carried out and a wide range of evidence was available for scrutiny. A virtual tour of the Provider's premises was conducted. The Provider co-operated very well with the inspection process and provided all information requested.

4. Inspection history

Inspection type

Date

Full Accreditation	29 August 2016 & 1–2 September 2016
Supplementary	26 January 2017
Interim	28 June 2017

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 provider.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | | |
|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and/or 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 others working for the organisation, including those working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals that effectively guides its activities and that is communicated to all stakeholders and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.5 | The provider has a written risk management strategy that includes financial planning and data breaches and that is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a clearly defined management structure that includes all job roles and titles. As a result, all members of staff understand their roles and responsibilities and to whom they report.

Senior managers are well qualified and experienced and are very effective in leading and managing the organisation. This has resulted in a rapid response to changes needed to the mode of delivery by developing remote learning to meet the needs of learners and employers.

Communication between all members of staff and managers is very effective. Regular informal and formal means of communication ensure that all staff are well informed and supported, including staff working remotely.

The Provider has a transparent, written statement of its mission and goals that is shared with all stakeholders. The mission and goals are very effectively implemented and reviewed annually. This has resulted in responsive course development that meets the needs of learners and employers.

The Provider has a risk strategy that has informed the development of a risk register that includes the identification of financial and data breach risks. This has impacted positively on the Provider's ability to be very responsive to changes, including the development of an effective online programme of learning.

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

- | | | | |
|-----|---|---|-----------------------------|
| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | <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 provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management and learners is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	Learner and tutors' personal records are sufficient detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Administrators are well qualified and very experienced and have clearly defined job roles. As a result, all staff are clear about their roles and responsibilities and are effective in carrying out their duties.

The size of the administration team is sufficient and supports the day-to-day running of the Provider effectively. This results in a well-administered organisation and the effective administration of all aspects of the learner experience for the benefit of all stakeholders.

Administrative policies, procedures and systems are well developed and thorough and information about these is effectively disseminated to all staff. There is a clearly defined process for reviewing policies and procedures. This ensures the ongoing accuracy and ensures that all policies, procedures and systems continue to support the effective administration of and support for all aspects of the learner experience.

The working environment for administrators is appropriate and suitable resources are made readily available to support the staff to carry out their jobs effectively.

Data collection and collation systems are comprehensive and effective in supporting managers to manage all aspects of the learner experience effectively and to inform management decision-making.

Learner and tutor personal details are comprehensive and the information is regularly updated. This results in well-managed tutor and learner files that include all relevant information.

The Provider has appropriate policies and robust systems in place to protect the data of learners and tutors. The Provider ensures that all tutor and learner files are placed securely in digital folders, which are password protected and to which access is limited. This results in the effective security of all personal information.

3. The provider employs appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Appropriate checks, including of experience and qualifications, are carried out before recruitment and accurate records are maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	All staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

An effective staff recruitment and selection process and the appropriate underpinning procedures support the recruitment of well-qualified and experienced staff.

The recruitment and selection process includes access to a well-developed job description, completion of an application form and access to remote or face-to-face interviews. All self-employed staff are provided with a comprehensive, signed, service level agreement.

A comprehensive and effective pre-employment checking system ensures that all experience, qualifications, references and identity checks are completed prior to staff being confirmed in post. Face to face interviews are held on an appropriate online platform. This results in effective and safe recruitment.

Staff have an annual appraisal which includes regular monitoring of tutor written feedback to learners.

Staff have access to a range of appropriate internal and external continuous professional development opportunities.

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

4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on programmes is comprehensive and accurate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<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 accurate information on courses, facilities, resources and services, including clear and comprehensive information on the online mode of delivery of the courses offered. This results in learners being well informed about the nature and content of their training programme.

An effective process ensures that all course information is accurate and comprehensive. This is reviewed monthly and annually to ensure that learners have access to accurate and comprehensive information to inform decision-making.

The Provider's key policies are accessible through the website.

5. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	The feedback is reviewed by the management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.6	Reports are compiled at least annually, and include the results of the provider's performance reviews, an analysis of relevant data (including learner feedback), and action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a range of effective systems in place to monitor and review all aspects of its performance. This includes an annual performance report, a self-evaluation report and a quality assurance framework that provides information on strengths and areas to improve. This results in managers being well informed and able to take decisions to ensure ongoing improvement of the learner experience.

The Provider has effective mechanisms to obtain feedback from learners, staff and stakeholders. These mechanisms include learner surveys and planned feedback meetings for staff and stakeholders.

5.5 However, the Provider does not have a mechanism to report on its responses to learner feedback. This results in learners not being informed of how their feedback is used.

The Provider develops an effective annual performance report that includes a range of data from learners and key data from across all aspects of the organisation, including recruitment figures, pass rates and outcomes of regular needs analysis provided by stakeholders, such as employers.

The data is analysed and informs the Provider on areas of strength and what needs to be improved. This results in a very effective response to continuous improvement.

Detailed and comprehensive action plans are produced that are regularly reviewed by senior managers. This results in effective monitoring of the implementation of agreed actions, which in turn drives improvement.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6. Management of the programme is effective

6.1	There is an effective manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and management of the teaching, learning and assessment team.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	Learners have appropriate access to staff for academic and/or learning support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

An experienced and well-qualified manager effectively manages all aspects of the curriculum, teaching, learning and assessment. This results in very effective management of online learning.

The allocation of tutors to programmes is systematic and effective in ensuring that learners receive a consistent learning experience. Tutors are allocated based on their expertise and experience. This results in highly effective delivery of teaching and learning, high pass rates and high rates of learner satisfaction.

Learners receive a comprehensive study guide at the beginning of their courses, which identifies all assessment schedules, including deadlines. This results in learners being well informed of their assessment deadlines, enabling them to manage course requirements and to work very effectively.

Delivery methods and programme design are highly effective. Learners can choose to access learning asynchronously or synchronously. Learners can choose to access distant learning as a virtual classroom, study independently with one-to-one support, or to access self-learning activities with well-designed assignment briefs and study guides. All lectures are recorded and made available to learners. This results in high pass rates for learners, with course objectives and learning outcomes effectively achieved.

The course content is regularly reviewed and this is identified as a key activity in the quality cycle. The outcomes of needs analysis, which is carried out with learners and employers, are used to review current provision, ensuring that course content reflects current knowledge and practice. This results in high-quality courses that reflect the needs of stakeholders.

Effective delivery and assessment design and planning ensure that learners develop the skills and knowledge required for summative assessments, and by the learners' prospective employers. This results in high pass rates for learners and high satisfaction rates from employers.

The Academic Manager manages the development of course content and materials effectively. Tutors are involved in all reviews, and feedback is regularly sought about suggested areas for improvement. An effective quality-cycle timetable supports the course reviews as well as the way the Provider responds to improvements in course content and learning materials. This ensures a high level of standardisation and results in all learners receiving high-quality delivery of teaching and learning.

Learners have extensive access to teachers for learning and academic support. Learners can request a one-to-one meeting, contact tutors via e-mail or mobile messaging, or access a drop-in support session. This results in high levels of learner satisfaction.

7. Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning

7.1	Tutors are appropriately qualified and/or experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	Tutors have an appropriate level of subject knowledge, and pedagogic and communication skills that allow them to deliver the programmes effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are very well qualified and have extensive experience in delivering online learning.

Tutors demonstrate excellent knowledge and understanding of the challenges and demands of online learning. This results in learners being well supported in their online studies.

Tutors have excellent knowledge and experience, which they use well to deliver courses very effectively. Tutors have very effective pedagogic skills, delivering lessons with clear and instructive communication skills. This results in the delivery of high-quality lessons.

Tutors are well trained in understanding the use and application of policies that apply to the learner experience. They are well informed about learner needs and backgrounds, which they use well in sessions.

Tutors are very confident in using a range of online technology that supports the effective delivery of teaching and learning. This results in a high-quality learning experience for all learners.

8. Tutors respond to the individual learning needs of learners

8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Tutors are well informed about the academic and professional backgrounds and support needs of learners and use this information well when planning sessions and providing oral feedback during the delivery of teaching sessions. This results in high-quality and responsive delivery of teaching and learning.

Learners are encouraged effectively to develop independent learning skills. Learners are provided with a guide for independent learning, and planned activities for individual and group tasks for completion outside the session. They are encouraged through the use of comprehensive reading lists to engage in additional research. This results in high levels of learner confidence and skills in engaging in independent study.

Tutors use a range of effective strategies to check learners' understanding. This includes a range of effective formative assessment tasks, use of appropriate questioning techniques and the effective checking of shared learning outcomes. This results in high levels of learner confidence, skills and knowledge within subject areas.

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

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	Learner assessment is guided by grading policies that are consistent and well communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.6	Feedback is given to individual learners 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	
9.7	Learners are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 9.9 | The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.10 | Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

All programmes include a comprehensive schedule of assessments, which are provided to learners in a study plan that is provided before the start of their programme of study. This results in learners and tutors being well informed of assessment requirements and submission deadlines.

Assessments are well planned and are comprehensively aligned with all assessment criteria and learning outcomes. Effective formative assessment planning supports the achievement of summative assessment. This results in clear information for learners and tutors on the role and purpose of assessment plans in meeting the standards of summative assessment.

Well-developed, comprehensive and standardised grading and marking policies ensure that all learners have access to a fair and transparent framework that informs the outcome of their grades. Learners are informed of deadlines to receive assessment feedback and effective monitoring ensure that learners receive the outcomes of their assessments in a timely manner.

Rigorous monitoring of progress and assessment outcomes results in timely intervention with regard to any learners who are not making satisfactory progress. This effectively supports progress and achievement for all learners.

Learners receive very effective feedback that informs them about their strengths and areas to improve. The feedback is constructive and informative. This results in learners being aware of their progress and which skills and knowledge need further development.

An effective monitoring and tracking system enables learners to understand their progress towards their target level of achievement. This results in learners being well informed about their own progress. Regular reviews of progress and achievement enable the provision of additional advice and guidance on alternative courses. This results in learners being directed to more suitable courses of study, where appropriate.

The Provider has effective systems and processes in place to identify and respond to cheating and plagiarism. A clear policy on academic misconduct is shared at induction and communicated in learner and course handbooks. Learners are made aware of the policy before submitting any assessed work.

Plagiarism software is applied to all assessments and, where plagiarism is evidenced, learners are made aware of this evidence. If plagiarism is found, assessment decisions are deferred and the learner has an opportunity to re-submit their work. A tracking system identifies whether work has had to be submitted in a case of suspected plagiarism. This results in the Provider ensuring that submitted assessment are authentic.

An effective monitoring and tracking system identifies the timeliness of tutor or learner responses to deadlines. Prompt action is taken if deadlines are not met. This results in learners making good progress.

10. The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

The Provider offers an accredited TEFL course awarded by TQUK.

11. There is a clear rationale for programmes leading to unaccredited or internal awards

- 11.1 There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA
- 11.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires. Yes No NA
- 11.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

The Provider offers internal awards for learners employed in the education sector in the Middle East for CPD purposes.

There is robust evidence from regular needs analysis activities that the courses delivered are requested by employers in the education sector. Destination data shows that learners gain employment or promotion as a result of attending the courses. Learners also progress to other learning courses and/or accredited qualifications. As a result, learners are highly satisfied with the impact of the courses.

External moderators are not involved in the courses leading to internal awards as the standards are verified and agreed with employers and university partners.

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

- 12.1 The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration. Yes No NA
- 12.2 For internal awards, there are effective systems in place for assessment security and administration. Yes No NA
- 12.3 For internal awards, there are clear procedures for learners to appeal against their marks. Yes No NA
- 12.4 There is an authentication process that enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit. Yes No NA

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

Comments

Awarding body reports show that the Provider complies well with all requirements relating to assessment security and administration. This includes the use of secure digital folders with security passwords that have limited access by appropriate staff only.

Assessment security and administration procedures for internal awards reflect the standards set by the awarding body for accredited awards. This results in high levels of assessment security and effective administration for accredited and internal awards.

There are clear and well-published procedures for learners to appeal against marks for internal awards. Information is included at induction and in the learner and course handbooks.

There is an effective authentication process to verify learners' identify. This includes verification of all qualifications and identity evidence. Learners have to complete a written exercise to verify their level of skills and knowledge, prior to enrolment. Learners are also contacted for a face-to-face meeting to verify identity. Learners are provided with a unique identity number that is used for certification purposes.

INSPECTION AREA – LEARNER SUPPORT

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

13.1	The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.6	The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.7	The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.8	The provider has effective systems to identify learners who have special educational needs and/or disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.9	Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

An effective pre-registration advice and guidance process is used to identify the needs and interests of learners. This ensures that learners are made aware of the range of courses available.

Rigorous assessment of existing qualifications and experience ensures that the course in which a learner is interested is well matched to their needs and prior qualifications and experience. This results in learners being enrolled on an appropriate course.

Comprehensive information is provided pre-registration. This includes information about the course overview and content, how the course supports learners' goals, the choices available with regard to distant learning modes of delivery, assessment requirements and expected time commitment. This supports effective decision-making for learners and results in learners being fully informed prior to enrolment.

Enrolment and application processes are accessible, and the completion and submission of forms are simple and efficient. Learners reported high levels of satisfaction with the enrolment and application process. Inspection findings support this view.

Response to application enquiries is prompt and efficient and meets the target for response times. Learners reported high levels of satisfaction with the prompt response from the Provider.

Good information and guidance about the entry requirements are well communicated and accessible on the Provider's website and in course information documentation. This includes expected levels of English language proficiency. This results in learners being well informed about what entry requirements are needed for each course. An effective process to verify qualifications and ensure that all entry requirements are met, including verification of identity and relevant experience, results in accurate and authenticated course enrolment.

A pre-registration discussion identifies the digital skills and system requirements needed for successful achievement of the learner's chosen course.

A comprehensive checklist attached to the enrolment form provides learners with the opportunity to identify any additional needs that require support, including learning support needs or disabilities. This informs the Provider of what reasonable adjustments might be needed. The Provider has responded to identified needs effectively and appropriately. This results in effective support for additional needs that supports all learners' progress and achievement.

The Provider has a comprehensive set of terms and conditions that are fair and transparent. There is an appropriate cooling-off period and refund policy. This results in the enrolment of learners who are fully informed of their obligations and responsibilities.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	Learners have access to a fair written complaints procedure, of which they are informed at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Learners are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	A suitable policy and effective arrangements are in place to protect learners 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

Staff assistance to resolve learner issues is effective. Learners have access to a range of communication devices to raise issues, including social media, e-mail and text messaging. A nominated person responds promptly to issues of a general or technical nature. Learners are highly satisfied with the Provider's support and responses to their queries.

The Provider is effective in supporting and encouraging peer interaction. A group messaging application is used for learners on individual courses to communicate with each other. Learners are encouraged to engage in study groups facilitated by the Provider's Virtual Learning Environment (VLE). Learners who are studying in the same country or region are encouraged to meet together informally via the VLE. Learners are very satisfied with the arrangements available to facilitate interaction with their peers.

The Provider has effective arrangements to monitor the online activity of learners and tutors. A comprehensive policy and set of procedures, including a range of actions for misuse of social media, are shared with learners and tutors at

induction and identified in staff and learner handbooks. The learning support manager monitors course social media accounts on a daily basis.

Learners are informed of the Provider's and BAC's complaints policy and procedures at the start of the programme. This information is provided as part of the induction and policies are available in the learner handbook. Learners are made aware of the awarding body's complaints policy and procedures in course handbooks.

The Provider has effective arrangements to protect learners from the risks associated with radicalisation and extremism. This includes a comprehensive policy, risk assessment and training for all staff.

15. Programme materials are appropriate to the medium of delivery and are effective

15.1	Programme designers make effective use of appropriate teaching and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Teaching and learning resources are effectively used to support programmes of study. Learners have access to a wide range of high-quality resources including slides, digital resources, including e-books, current research articles and blogs. This results in learners having access to a variety of appropriate resources that support their progress and achievement.

Well-developed course materials are available at the appropriate level for the course. These are used effectively in the delivery of the provision. A wide range of additional support materials is available, including course handbooks.

The presentation of programme materials is effective. Presentations are comprehensive, clear and interactive. They focus well on expected learning outcomes and assessment criteria.

Effective and regular course reviews and feedback from stakeholders ensure that programme materials are regularly reviewed and updated to ensure that current knowledge and practice are accurate. Well-developed and designed study skills guidance is available for all programmes.

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

16.1	The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

A very effective VLE ensures that all learners have access to high-quality asynchronous and synchronous learning opportunities. The VLE supports flexible access that meets the needs of learners.

Well-developed, regularly monitored and accessible learning materials effectively support the progress and achievement of all learners.

Effective, accessible technical support ensures that learner, tutors and staff are well supported in studying, teaching, and working remotely.

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

Provider's strengths

Managers, tutors and staff have a clear vision and focus to improve the learner experience, which results in a culture of learner-centred continuous improvement.

Actions required	Priority H/M/L
5.5 The Provider must develop a mechanism to communicate to learners the responses to their feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Highly effective curriculum development and design are very responsive to the needs and interests of learners and employers.

Highly effective teaching, learning and assessment result in excellent pass rates and effective progression to employment or higher-level learning.

A well-developed, accessible learning platform facilitates high-quality delivery of appropriate learning opportunities, supported by a wide range of high-quality resources.

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

LEARNER SUPPORT

Provider's strengths

Well-developed and effective pre-course assessment processes result in learners being enrolled on appropriate courses that support very good progression and achievement.

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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