BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Re-accreditation Inspection

NAME OF INSTITUTION: Docklands Academy London

ADDRESS: 11 Selsdon Way

London

E14 9GL

HEAD OF INSTITUTION: Mrs Canan Ejder Celik

DATE OF INSPECTION: 3 & 6–7 June 2023

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 28 September 2023

PART A – INTRODUCTION

1. Background to the institution

Docklands Academy London (DAL/the Institution) is a trading division of Simply Alliance Limited, a privately owned limited company. The Institution offers a range of accredited vocational courses at Levels 4 and 5 in Hospitality Management and International Travel and Tourism Management.

The Institution was originally established in Aston, Birmingham in August 2009. In 2011, it relocated to the City Harbour area of East London, close to London's financial district in Canary Wharf. It aims to provide high-quality education for future leaders in the world of work and business.

Governance is provided by the Institution's four Directors, one of whom is the Chief Executive Officer (CEO) and Principal. They are supported by the Academic Head, senior managers and a range of external Board of Governance members.

In 2022, the Institution renewed its collaborative partnership arrangement with the public Further Education (FE) and HE provider, Unified Seevic Palmer's College, known as USP College (USP), to continue offering Higher National Certificate (HNC) and Higher National Diploma (HND) courses accredited by Pearson to students who are entitled to apply for student loans to fund these qualifications. These students are registered at USP, but all delivery and assessment take place at the Institution.

DAL is also an approved Pearson centre in its own right and is able to recruit students directly to its own HNC and HND courses.

2. Brief description of the current provision

DAL offers HNC and HND programmes at Levels 4 and 5 in Hospitality Management and in International Travel and Tourism Management. The qualifications are accredited by Pearson. Almost all current students are enrolled on qualifications and are registered with USP to access student loans. Programmes are delivered as blended learning, with students attending one day a week in person and one day online.

The Institution also offers courses in English language, and short courses in food safety, gastronomy and culinary arts. This aspect of the provision does not form part of the British Accreditation Council (BAC) accreditation.

At the time of the inspection, 28 students were enrolled on the HNC Hospitality Management course. The Institution has capacity for 504 students at a time. All students are aged 18 or over. The majority of students are male. The large majority of students are Romanian, with a few students from Bulgaria.

Enrolment takes place three times a year in the September, January and April terms. Students must meet published entry requirements and demonstrate minimum levels of English language competency. Students undertake an initial English language and mathematics test and have an in-person or online interview prior to enrolment. USP-registered students must complete an online USP College application form.

3. Inspection process

The inspection was conducted over three days by one inspector. One day was spent on site and two were conducted online. The inspector carried out observations of in-person teaching, a tour of the premises and a review of student and staff records. Meetings were held with a group of students and a group of teachers. In addition, meetings were held with the Principal, the Chair of the Board of Governance, the Academic Head, the Head of Finance and the Head of Quality and Administration, an academic consultant and the Student Services Manager. Recordings of online lessons were viewed. A range of documentation was scrutinised. The Institution provided comprehensive information for the inspection and co-operated well with the inspection process.

4. Inspection history

Inspection type	Date
Stage 2	11 August 2010
Supplementary	20 July 2011
Stage 3	5 September 2011
Interim	11 March 2013
Re-accreditation	14–15 October 2014
Interim	3 October 2016
Re-accreditation	28–29 January 2019
Interim	20 April 2021

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	Senior managers have an understanding of the special requirements of online, distance and blended learning.	☒ Yes ☐ No
1.4	There are clear channels of communication between the management and staff, especially those working remotely.	☒ Yes ☐ No

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

Comments

DAL is effectively managed. The management structure is clearly defined and accurately documented in the staff handbook. Consequently, it is understood by all staff. The extent of authority of the Board of Governance is appropriately documented, and the members of the Board are closely involved in the work of the Institution. This ensures that the strategy and operations of the Institution are effectively aligned.

Leaders are suitably qualified and experienced. Senior managers have an appropriate understanding of the special requirements of online and distance learning. Managers and staff at all levels understand their roles and work efficiently as a team.

Channels of communication are well structured, and Information Technology (IT) is used effectively to inform staff of developments in the Institution. A live, online operations calendar ensures that staff are aware of upcoming meetings and events. Committee and team meetings are held regularly and are appropriately recorded. As a result, decision-making processes are transparent, and outcomes are properly recorded and shared.

2.   The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	☒ Yes ☐ No
2.5	Data collection and collation systems are well documented and effectively disseminated.	☒ Yes ☐ No
2.6	Student and teaching staff records are sufficient, accurately maintained and up to date.	☒ Yes ☐ No
2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	☒ Yes ☐ No

2.8	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit.	☒ Yes ☐ No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	☒ Yes ☐ No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	☒ Yes ☐ No

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

Comments

Administrators are sufficient in number, well qualified and suitably experienced for their roles. Roles are appropriately defined, documented and understood by all staff. As a result, the administration of the Institution is efficient.

Comprehensive policies and procedures are in place and are shared electronically with staff and students, as appropriate. All policies and procedures are updated annually with input from relevant staff.

Data collection and collation are effective. The Institution is in the process of moving over to a new Management Information System that will handle all the data and records currently held in separate systems. This will have the effect of streamlining the various administrative tasks.

Student records, including for attendance, are meticulously kept. Teaching staff records are up to date and held separately in hard copy. The Institution has an appropriate data protection policy and robust systems to maintain the security of this information.

Student identity is appropriately verified at the start of the course. All students attend in-person classes weekly and are well known to staff throughout the Institution. Therefore, staff can be sure that the person who registers on the programme is the same student who participates on the course and completes and receives the credit.

A suitably experienced technician provides appropriate support to staff and ensures that systems are operative at all times. IT support for students is generally provided by academic staff, including the Academic Head, who is a specialist in the delivery of online courses.

Support for students is comprehensive and effective. Students confirm that they receive swift responses to any questions they have, so that any barriers to their studies are quickly overcome.

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	The institution has a robust teaching staff recruitment system that is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	☒ Yes ☐ No
3.4	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

Human Resources policies include appropriate procedures for the recruitment and continuing employment of high-quality staff. The policies are clear and consistently implemented. Experience, qualifications, identity and right to work in the United Kingdom (UK) are verified prior to appointment and recorded in well-maintained staff files.

Teachers who deliver the online component of courses are also involved in the in-person teaching, with all appointments involving a face-to-face interview. This ensures the safety of students.

Staff undergo a suitable annual appraisal, resulting in target-setting that supports progress towards DAL's strategic plan and staff's personal development goals. Sufficient resources are provided to ensure that agreed training is completed. As a result, DAL employs appropriate staff.

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 website and brochure are up to date and provide information on the Institution that is suitably focused on the needs and aspirations of target applicants, enabling them to make informed decisions about their choice of course.

Course information includes hyperlinks to the programme handbooks, which provide comprehensive, current and accurate details of course provision. Information and images correctly reflect the Institution's location and facilities. Appropriate information is provided on the access to the premises provided for wheelchair users.

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 that includes language ability to confirm their capability to complete the courses on which they are enrolling.	☒ Yes ☐ No ☐ NA
5.6	Students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No
5.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒ Yes ☐ No

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

Comments

DAL takes reasonable care to recruit and enrol suitable students for its courses.

Entry criteria are set by the awarding organisation and are clearly specified on the website, together with the level of English language required. The detailed information provided in course documentation available on the website ensures that students are able to understand the nature and requirements of the courses.

DAL does not use overseas agents to recruit to its courses.

The administration team responds promptly and appropriately to all applications. The formal application process includes verification of Level 3 qualifications and appropriate industry experience, with copies of evidence kept on file.

Applicants undergo a comprehensive initial assessment of their English language skills and a test in the mathematics skills needed for the courses. An interview is used to verify applicants' ability to speak and understand English, to explore their learning goals and to provide them with information on the nature and requirements of the course they intend to follow. This includes clarification of the level of digital literacy required to follow the programmes.

Interviewers make clear that applicants are responsible for checking that they have the skills and knowledge required to follow their chosen course, but in fact this is well within the capabilities of most applicants. The large majority of successful applicants are then registered through USP, with self-funding students registered through DAL. All students are initially registered for a Level 4 programme, with potential progression to a Level 5 programme. Students confirmed that they were well briefed during their interview, and inspection findings support this view.

6.	There is an appropriate policy on student attendance and effective procedures and systems to enforce it	
6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	☐ Yes ☒ No
6.3	Student absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met
Comments

The Institution has an appropriate attendance and punctuality policy, which is published on the DAL online learning platform and in the student handbook. Attendance and punctuality requirements are covered at induction and are consistently implemented. Students arriving 15 minutes late are recorded as absent for that lesson, with cumulative absences impacting negatively on their position regarding their student loan.

Accurate electronic records are kept and closely monitored by the Head of Admissions and the Academic Head. Actions to address absence are taken weekly, in line with the Institution's policy. This involves initial contact by email, then written warnings and culminating in withdrawal from the course if necessary. Overall attendance is good.

6.2 The practice by a few students of keeping the camera off during online lessons limits the teacher's ability to ensure that those individuals are actively attending throughout the session.

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

DAL obtains regular feedback from students and staff, which informs an ongoing process of development.

Students are asked to complete surveys on specific aspects of the learner journey and to provide detailed feedback on their course at the end of each term.

Classes have an elected representative who sits on the Student Committee, which meets termly and has representation at Board meetings. Between meetings, the class representative channels feedback and suggestions from the class directly to management and is tasked with relaying feedback on actions taken in response. Students are positive about this process and consider the Institution to be very responsive to their views. The decision to move to blended delivery was taken in response to student feedback.

Staff contribute their views in regular team meetings and course reviews. They complete anonymous annual surveys. Actions taken in response to student and staff feedback are published in DAL newsletters.

Further anonymous feedback from students and staff is taken termly by USP and annually as part of the Pearson monitoring report visit.

Feedback from all sources is analysed by management and reported in Committee and Board meetings. It contributes significantly to self-evaluation and effective action-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.	☒ Yes ☐ No
8.2	Reports are compiled at least annually that 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

There are effective procedures for reviewing all aspects of the Institution's performance and planning for continuing improvement.

Course quality reviews are conducted termly, taking into account student performance, attendance and retention data and feedback from all available sources, including external moderator reports. Outcomes are discussed at meetings of the Quality Committee, and actions are identified in response to any areas of concern.

The Institution follows an annual quality assurance cycle that covers all aspects of the provision. Information from these procedures is summarised in an annual monitoring report that is submitted to the Board of Governance, ensuring that senior leadership is fully informed of the Institution's performance.

Action-planning is effective throughout the Institution. Progress towards actions is regularly reviewed through to completion. This enables the Institution to respond successfully to challenges as these arise.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff.	☒ Yes ☐ No

9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes ☐ No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	☒ Yes ☐ No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met ☐ Not Met
Comments

Academic management is effective. The Academic Head is suitably experienced and well qualified to manage online, distance and blended learning programmes. He oversees all aspects of the Institution's provision.

Courses are timetabled in blocks of two days, and students can opt for a course delivered over the weekend or one delivered over two consecutive weekdays. The first day is spent on site and the second day is delivered online. This corresponds with student preferences as the majority of students are in work.

The appropriate assignment of the team of teachers for each course module and the allocation of rooms are determined before the start of each term, and students are informed of this at the outset. Appropriate arrangements are in place to cover classes in cases of staff sickness absence. This provides for a consistent learning experience.

A suitable policy is in place for the acquisition of resources. Teachers provide students with links to online resources and upload lecture notes and resources to both the DAL and the USP learning platforms, which the Institution shares.

Students and staff have access to HN Global, Pearson's learning platform, which holds downloadable copies of all required core texts and a wide range of additional, module-related learning materials. Copies of the most recent edition of core texts can also be borrowed from the DAL library. This ensures that students have free access to a wide range of relevant learning materials. Teachers confirm that the Institution's resources are suitable for the courses they deliver and inspection findings support this view.

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

This standard is judged to be: ☒ Met   ☐ Partially Met ☐ Not Met
Comments

Courses are planned and delivered in a way that supports student progress and success. Course outlines, schemes of work and assignment briefs are suitably linked to assessment criteria. Courses include an effective focus on the development of academic research, writing and presentation skills, promoting the achievement of assessment objectives and preparing students for future work or study.

DAL follows Pearson's regulations in course design, with individual teachers preparing resources such as slide sets for their own lessons. This results in a variety of styles, rather than one recognisable as DAL's own. Appropriate use is made of IT in classroom teaching and of the functionality of the platform for delivering lessons online. Use of additional applications, for example for conducting polls or communicating during pair work, provides variety in online lessons. Teachers share lesson objectives with the class and identify the assessment criteria to be covered. This is revisited at relevant stages during the session.

Students are able to submit draft assignments for formative feedback, enabling them to maximise their success at final submission. Submission dates are provided to students in a published schedule at the beginning of the course and they receive timely reminders.

Formative assessment is appropriate, with regular tasks set for students to complete between classes and tasks requiring the application of learning during lessons. These tasks reflect the nature of the final assessments and effectively prepare students to undertake these.

Students are provided with access to a range of resources that support independent learning. Assignments follow a task-based approach that requires students to apply learning and research methods to a work context. This supports the development of individual learning skills effectively.

Classroom delivery is very well related to the academic backgrounds of the students, and particularly to their language needs. One member of staff is experienced in supporting specific learning needs and has delivered Continuing Professional Development (CPD) to the other teachers. Teachers also have access to suitably trained staff at USP for advice on supporting individual needs.

The DAL learning platform and the conferencing software used in online delivery are readily accessible and easy for students to use. Students are provided with a DAL email address for interaction with the Institution. Students also attend in-person sessions weekly, where they can speak directly with staff, thus optimising their interaction. The learning platforms provided by Pearson and USP are suitably accessible, and DAL staff ensure that students are able to navigate these. This use of technology suitably enhances the Institution's instructional and educational service.

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 and pedagogic and communicative skill, which allows them to deliver the content of courses effectively.	☒ Yes ☐ No
11.3	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions.	☒ Yes ☐ No
11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	☒ Yes ☐ No
11.7	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	☒ Yes ☐ No

11.8	Teaching staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	☒ Yes ☐ No
11.9	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	☒ Yes ☐ No
11.10	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 appropriately qualified and experienced to deliver their courses effectively. Lessons are well planned and include a range of tasks to motivate and engage students. Teachers demonstrate suitable pedagogic and communicative skills. The best lessons are highly student centred and use pair work or individual tasks as a springboard for checking what students already know and building on this knowledge. In a few lessons, a greater degree of teacher direction limits the active participation of students.

A small teaching team is allocated to deliver each module, resulting in a consistent learning experience. Teaching is regularly monitored through formal and peer observations and through student feedback to ensure that all teaching provides an appropriate learning experience. Styles of delivery vary, and students find this positive.

The blended approach works very well, and this is reflected in good learning outcomes for students. Students enjoy the benefits of in-person attendance, including for off-site enrichment trips. The positive rapport with staff that is built through the days on site gives students confidence to approach staff for any required support. They find that the second, online day is an efficient use of time, allowing them more hours for self-study. They confirm that the additional materials provided on the DAL, USP and HN Global platforms meet their learning needs. Inspection findings confirm these views.

Teachers have received appropriate training in online and blended learning. As a result, they are aware of its challenges and demands. Planning of online sessions includes frequent, short tasks such as polls, which vary the patterns of interaction and help to keep students engaged.

Teachers undergo regular, formal lesson observations and receive clear feedback on strengths and areas for development. Targets for improvement are set and subsequently reviewed. Teachers regularly observe their peers and find this contributes usefully to their own practice.

Performance appraisal is effective and well linked to CPD planning. Long-term teachers have been supported by the Institution to take external teaching qualifications and to extend their range of teaching subjects. In-house CPD focuses effectively on themes coming out of lesson observations to enhance the quality of teaching. Annual standardisation training ensures that written assignment feedback is consistent across all modules. Teachers are supported to attend conferences and online training to extend their subject knowledge and pedagogical skills.

Lesson planning includes differentiated teaching strategies. Images and colour in presentation slides are used well to support visual learners and the comprehension of those students with weaker English language skills. The best lessons effectively reinforce learning of key vocabulary through a focus on sound. Most lessons include tasks designed to challenge the stronger students, while the best lessons include carefully graded questions to elicit contributions from weaker ones.

Questioning is most effective as a means of checking understanding in those lessons where the teacher consistently nominates students to respond. In the few lessons where questioning is undirected, the stronger students are allowed to dominate. This reduces the effectiveness of teacher assessment and the level of participation by less confident students.

Overall, teachers are suitable for the courses to which they are allocated and are effective in delivering these.

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

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

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

Comments

Students and teachers have access to a wealth of appropriate materials and resources that support learning effectively. Wireless connectivity is available throughout the premises, and computers are provided for students who wish to complete self-study on site rather than at home. Students and staff have access to a wide range of appropriate course resources and materials for study both through Pearson's learning platform and the DAL library.

DAL makes use of materials created by its own teachers as well as those provided by Pearson. Teachers' lesson materials are uploaded to the DAL and USP learning platforms, where they are monitored by the Academic Head. They are also sampled during USP's and Pearson's quality assurance reviews.

Materials are designed specifically for the HNC or HND modules and are in line with Pearson's requirements. Appropriate support for students in using the materials is provided by teachers and the Academic Head.

The Institution's links with the hospitality sector inform the provision of accurate materials, which reflect current knowledge and practice. Materials are reviewed within the regular course review process and necessary revisions are made.

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 ☐ NA
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 ☐ NA
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	☒ Yes ☐ No ☐ NA
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 ☐ NA
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

Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored. The submission dates for assessed assignments are provided to students and teachers in a published schedule at the beginning of the course. Assignment briefs are closely linked to the awarding organisation's specifications for the course modules and clearly state assessment criteria for pass, merit and distinction grades. Students can submit assignment drafts and receive helpful written and oral feedback that enables them to maximise their achievement at final submission.

Module grades are tracked by the Academic Head, who works with teachers to make timely interventions to support any student who is not making the expected progress. The Academic Head has monthly tutorial meetings with each student at which individual learning plans are reviewed and updated. These learning plans clearly state the student's current achievement in individual modules and what they need to do to meet their learning goals. Targets are set in relation to short-term objectives. Some of these targets are expressed in general terms, making it difficult to establish whether or not they have been achieved.

All assignments are submitted for analysis by plagiarism-checking software. The Institution has a rigorous policy on plagiarism, and students are made aware of the limits set on similarities with published texts through induction and in class. They are supported effectively in developing the referencing and paraphrasing skills that are required to meet expected standards.

Students can access advice and support from their teachers or the Academic Head either in person or by email. This includes advice on alternative courses as appropriate. Students confirm that staff respond promptly and that they feel well supported.

Constructive, individual feedback is provided on regular formative assessments and on submitted assignments. As a result, students understand what they need to do to succeed.

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

The courses offered by the Institution lead to HNC and HND qualifications accredited and awarded by Pearson.

Courses do not lead to the award of a degree from either a UK or overseas degree-awarding body.

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.	☐ 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

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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

The courses do not include examinations but do have assessed practical components. These comply with Pearson's requirements.

All the awards are external.

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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 provision of advice for students intending to proceed to employment or Higher Education provision is effective.

Progression is covered in course induction, and one day each term is designated for input on careers. The Institution has strong connections with hospitality providers in London and invites guest speakers to give talks based on their sector knowledge. Students also have opportunities to visit hospitality venues and sector events. Course modules include the structured development of employability skills.

Students are given access to an online platform for hospitality and hotel networking. This hosts job vacancies and information on working in hospitality around the world. The Institution is contacted with offers of internships and information on job opportunities and these are emailed to students.

HND students receive appropriate information on applying for a top-up degree and help in understanding the application process.

Individual support is provided to students in preparing their curriculum vitae, completing job applications, preparing for interviews and understanding the process for applying to university. This meets the students' needs very effectively.

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	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No
18.5	Students are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No
18.6	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes ☐ No
18.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	☐ Yes ☐ No ☒ NA
18.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
18.9	The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the institution's responsibility.	☒ Yes ☐ No
18.10	The institution supports and encourages peer interaction through a variety of communication channels, including social media.	☒ Yes ☐ No

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

Comments

The Student Services Manager is the named Welfare Officer. She is based in the reception area, where she has regular contact with all students and deals appropriately with most welfare issues. For specialist support, students are referred to the experienced student services team at USP, which provides individual help or refers students to relevant external professionals where necessary. Additionally, a member of DAL staff is trained in mental health first aid.

The range of courses offered by the Institution is highly focused, attracting students with aspirations to work in the hospitality or tourism sectors. Students confirm that pre-enrolment information and guidance are suitably detailed and accurate. They undergo a thorough induction before the course starts, which prepares them effectively for studying at DAL. They are provided with access to the DAL and USP student portals and all the information they need on how to study online and what academic support is available to them. This enables them to settle quickly into their studies.

Students have an out-of-hours contact number for DAL and know whom to go to with any concerns.

Induction includes introduction to the student code of conduct and to key policies and procedures, such as the policy on the avoidance of discrimination and procedures for dealing with abusive behaviour.

Students are informed of the Institution's policy and procedures to protect them from the risks associated with radicalisation and extremism. This is reinforced in the student handbook and on classroom posters. The application of these principles in the workplace is covered at relevant points on their courses. The Institution has an appropriate risk assessment in place, and all staff undergo regular training in this regard.

The Institution does not enrol students under the age of 18 years.

Students are advised of the IT requirements for the online component of courses at the application stage. Support is available from academic staff and the IT technician at the outset and throughout the course. Students confirm that the platforms are easy to use.

The Institution supports and encourages peer interaction in a range of suitable ways. Students can communicate with each other via their DAL email accounts and have opportunities to work in break-out groups during online lessons. They know each other through the in-person classes and form their own social media groups. This meets their needs for peer interaction outside the classroom.

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 continue to be available throughout the course of study.	☐ Yes ☐ No
19.4	Provision of support takes into account cultural and religious considerations.	☐ Yes ☐ No

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

Only UK residents are recruited to these courses.

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.	☒ Yes ☐ No
20.2	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ 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

Fair terms and conditions are stated on the application form. Students sign to confirm that they have read and understood these.

A clear and appropriate complaints procedure is available on the DAL website and in the student handbook. The procedure includes a reference and link to the BAC complaints procedure. Students confirm that they were advised of the complaints procedure at induction.

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 that is adequate for 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 the security of students and their property.	☐ Yes ☐ No
21.4	A level of supervision is provided that is 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

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 that 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 are 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 is taken in the event of problems.	☐ Yes ☐ No

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

Comments

23.	The institution provides an appropriate social programme for students and information on leisure activities in the area	
23.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities that 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

DAL offers a varied and appropriate social programme. Activities are offered each week and focus on exploring cultural and historical places of interest in London as well as exploiting opportunities to visit green spaces and participate in sports.

The choice of activities is made in consultation with students, and activities are free or inexpensive to attend. Students may also join day trips to places such as Bath or Stonehenge for which a cost is incurred.

All activities are appropriately risk assessed and supervised by responsible, experienced members of 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.	☒ 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 Institution holds long-term leases on the premises used for course delivery. It also has access to a local hotel with links to the parent company, where students undertake practical learning and assessments.

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 the premises and notice boards for the display of general information.	☒ Yes ☐ No
25.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
25.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The premises provide a safe, secure and clean environment, suitable for all who work and study there.

Entry is through the reception area, where visitors are signed in and issued with a lanyard. All areas of the building are monitored through closed-circuit television.

The premises are fit for purpose and well maintained.

There are no areas of particular hazard that require specific safety rules.

General advice on health and safety is provided at induction, and student and staff handbooks include essential health and safety information. Visitors are informed of fire-safety procedures on arrival. Students confirm that they know what to do in the case of a fire evacuation.

Signage is appropriate throughout the premises and on noticeboards, with important information, including the identities of first aiders and fire wardens, located on each floor.

The building is spacious, allowing students and staff to circulate easily at all times. There are sufficient, clean toilet facilities. The premises are fully air-conditioned, enabling suitable temperatures to be maintained throughout the year.

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/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that 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

DAL has a range of well-presented classrooms of different sizes and a large lecture theatre. This allows for all classes to be suitably accommodated. There is also a conference room that holds up to 100 people.

Computers and data projectors are installed in all teaching rooms, and wireless connectivity is accessible in all areas. This supports classroom teaching and learning activities effectively.

Assessed written assignments are completed in students' own time and checked for authenticity through computer software. Consequently, there are no specific facilities for conducting written assessments, although students do have the option of working in the computer suite or in the library, which are appropriately furnished and quiet. Assessment of student presentations takes place in the suitably equipped lecture hall.

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

Additional facilities for students and staff are appropriate.

Space for individual study is sufficient. Most students access resources from the online platforms using their personal computers, but DAL continues to maintain a suitably stocked library, which provides a quiet environment for individual work. A modern computer suite is also available for self-study. A second computer suite is currently in the process of renovation.

Teaching staff have appropriately equipped offices for preparation and marking.

A common room is available for students to relax in between classes. Teachers are provided with a comfortable lounge and kitchen with facilities for preparing drinks and storing and heating food. A good range of healthy, reasonably priced food and drinks is available from the DAL cafeteria, which also has a comfortably furnished seating area.

Sufficient lockers are available to staff and students for the storage of personal possessions.

There are suitable rooms to accommodate meetings of different sizes, including meetings of all staff.

Administrative offices are appropriate in size and suitably equipped for the effective administration of the Institution.

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

Leaders provide a clear vision and direction for the Institution, ensuring that its activities are closely focused on its educational aims.

Systems and procedures are well documented, consistently implemented and very effectively communicated, which supports the efficient operation of the Institution.

The Institution responds promptly to student feedback, resulting in high levels of student satisfaction.

Actions required	Priority H/M/L
6.2 The Institution must consistently implement its rule that students turn their camera on during online teaching sessions in order to confirm their full attendance at each session.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The Institution focuses effectively on meeting the needs of students from diverse backgrounds, enabling them to overcome barriers to learning and to achieve their goals.

Courses make good use of the Institution's links with the hospitality sector to provide students with practical experience, thus building their confidence and work-readiness.

Careers advice is well integrated into courses and prepares students effectively for the opportunities open to them on graduation.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT WELFARE

Institution's strengths

Students have access to specialist advice and support from USP, ensuring that their welfare needs are met.

Thorough induction and a well-designed student handbook enable students to settle into their course quickly and to know what is expected of them at all times.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Institution's strengths

The premises are spacious, comfortable and well equipped, providing a good environment for teaching and learning.

Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution should consider introducing a degree of standardisation in the design of teachers' presentation slides.

It is recommended that the Institution takes further steps to promote the sharing of best practice in communicative teaching strategies to ensure the full participation of students in all lessons.

It is recommended that target-setting for students is expressed in such a way that the targets are fully achievable in the short term, and it is clear when they have been achieved.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Dawn Hart	Lead Inspector