

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College reaccreditation inspection report

INSTITUTION: South Chelsea International College

ADDRESS: 4 Tunstall Road
London
SW9 8BN

HEAD OF INSTITUTION: Mr Charles Heil, Principal

DATE OF INSPECTION: 22 and 23 August 2013

ACCREDITATION STATUS: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 15 Oct 2013

1. Background to the Institution

South Chelsea International College (the College) is a small college in Brixton providing courses in business management, travel and tourism, ICT and EFL. It was established in 1985, has occupied its present premises since 1989 and was accredited by BAC in March 2009.

In January 2012 the College was sold by its former owner and principal to Zoni Language Centres, a privately owned American chain of language schools that teaches English and other languages in New York, New Jersey, Miami, Toronto, Vancouver, Costa Rica and Colombia. At about the time of the sale to Zoni, there were around 500 students enrolled, spread over three premises in south London. However, the two satellite teaching centres then closed and the College concentrated its activity in its original premises in Tunstall Road. In February, Zoni appointed the Academic Coordinator from its school in Miami to be Principal in London, and also changed the London centre's name from South Chelsea College to South Chelsea International College (SCIC).

In March 2012, QAA conducted a Review for Educational Oversight. Its report made a number of recommendations but concluded that it had confidence in the management of the College and the standard of the awards it offers on behalf of ABE (Association of Business Executives) and BCS (British Computer Society, the Chartered Institute for IT), in its quality assurance and that reliance could be placed on the accuracy and completeness of the information provided about the College and its programmes. (A monitoring visit by QAA in April 2013 confirmed these findings and stated that the College had made acceptable progress in implementing the action plan from the March 2012 Review for Educational Oversight.)

In April 2012 the UKBA rejected the College's application for Highly Trusted Sponsor (HTS) status and suspended its sponsor's licence. This application had been made under South Chelsea College in November 2011, prior to the takeover and change of management. The new management reapplied under South Chelsea International College in July 2012, was inspected by UKBA in January 2013 and was issued with a new 'A'-rated sponsor's licence in mid-February 2013. This suspension and eventual re-issue of a sponsor's licence resulted in an interlude of about ten months when the College was unable to recruit international students. It must now wait until February 2014, a year after the re-issue of its licence, before it can once more apply for HTS status.

2. Brief description of the current provision

Student numbers have fallen from about 500 at the start of 2012 to around 100 today, of whom only about half are studying the longer business and ITC courses. There are 14 students following ABE Business Management (levels 4, 5 and 6), four studying ABE Travel, Tourism & Hospitality Management (levels 4, 5 and 6), and 30 studying BCS Computer Studies (levels 4, 5 and 6). The remaining 57 are studying shorter courses in EFL. Most of the business and ICT students are from Nigeria and other west African countries. The EFL students are mainly from Europe. The College anticipates that demand for part-time EFL courses will increase after the summer holidays. At the time of the inspection there were six staff teaching ABE and BCS subjects, and two teachers plus the Principal teaching EFL. The management and administrative team consisted of the Principal supported by two full-time and four part-time staff. Almost all the staff, academic and administrative, had been in post from before the change of ownership in 2012.

3. Inspection process

This inspection was carried out by one inspector over two days. He had meetings with the Principal, the Campus Coordinator, the Admissions and Student Welfare Officer, the Operations Manager and Academic Advisor, and reception staff. He met a group of students representing all courses, and some of the teachers. He inspected the premises and resources, checked records and other documents, and observed segments of two ABE, two ICT and two EFL lessons.

4. Inspection history:

Inspection Type	Date
Stage 2	5-6 March 2009
Stage 3	5-6 March 2009
Interim	4 March 2010
Supplementary	4 March 2010
Supplementary	26 May 2010

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments _____

2. The administration of the institution is effective

- | | | |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments _____

3. **The institution employs appropriate staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

3.1 The recruitment policies and procedures appear satisfactory. Staff files are comprehensive and well-maintained. However, a temporary cover teacher, employed to teach EFL while one of the two full-time EFL teachers was on sick leave, had no formal ELT qualification. The relevant policy document (May 2012) states 'Teachers of English language are required to have a minimum of a CELTA qualification.' Although, in this particular instance, the temporary teacher had four years' EFL teaching experience, was personally known to the Principal and was observed delivering a satisfactory lesson by the inspector, the College policy had not been followed.

4. **Publicity material 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

4.1 The College is generally described accurately on its website and in print publicity, with the exception of a few areas which require attention. Publicity claims that the College has four computer suites, whereas it now has only two. There are also the claims that 'the College is modern and well equipped' and that 'a range of language learning software is available in our extensive Computer Department'. These claims are exaggerated and may give rise to unrealistic expectations about the premises, facilities and equipment. Some photographs of students in publicity are authentic while others are library shots, and the latter may give rise to unrealistic expectations about the typical ethnic and gender mix of the students. There are also library shots of students studying on grass or among trees, which may raise unrealistic expectations about the Brixton environment.

4.2 Information about the courses available is accurate and up to date. However, it could be improved. In the area of costs, the course prices (and registration fees) are clearly stated but it would help students with their budgeting to have all the costs associated with their course available before they make a booking. For instance, for business and ICT courses, publicity explains that students are required to pay to become members of the ABE or BCS awarding bodies, but the approximate costs of membership and also of their examinations are not given. The approximate costs of EFL exams such as TOEFL, IELTS or FCE are not indicated and the approximate costs of any books or other study materials that students are required to buy are not shown. (Also, in their handbook, students are told that they can use various nearby university libraries for a visitor membership fee. Giving the approximate cost of a visitor fee would be helpful.) There are one or two typographical errors in the publicity and the College is sometimes referred to as South Chelsea College and sometimes as South Chelsea International College. Finally, clarity would be improved if a minimum age were stated, a maximum class size (rather than an average) were stated, and sample timetables were shown illustrating the days and times lessons might typically take place.

The inspector noted that all the students he spoke to had enrolled as the result of recommendations from friends, family or agents. None had enrolled on the basis of the College publicity.

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

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

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

Comments

5.2 A careful and thorough scrutiny of prospective Tier 4 visa students' qualifications, including their English language qualifications and financial security, is made when they apply. Students' online application forms are checked by staff, the Operations Manager assesses their qualifications, their bank statements are checked and finally the Principal interviews prospective students on Skype.

5.5 Tier 4 students have to supply evidence of their English language level by means of an approved Secure English Language Test (SELT). The College has accounts with the main SELT providers so that it can directly verify students' claimed test scores.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No NA
- 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 NA
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No NA

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

Comments

6.2 Student attendance is recorded session by session on paper registers distributed by the Campus Coordinator at the start of each lesson. These record 'present', 'late', 'skip' (student leaves early) or 'absent'. The registers are then transferred to an adapted version of the Zoni Language Centres' database. This can be monitored by head office in New York, and attendance records cannot be edited after they have been entered. The database records students' percentage attendance for each module of their course and also their personal details, courses, examination results, etc. Any problem with an individual student's attendance is raised at weekly management meetings. There is a four-stage procedure to respond to students missing classes.

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

The collection and analysis of feedback from students is a particular strength. Student representatives participate with management and staff at regular Study Board and Academic Board meetings, which are minuted. Individual students complete 'student surveys': monthly questionnaires for EFL students, bi-monthly for ABE students and quarterly for BCS students. The Principal discusses the results of these with individual teachers. The results are also seen by the Zoni head office in New York.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

8.2 An annual report considers teaching quality, examination results, learning resources, student support and staff development and results in an action plan.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

9.4 The school has a very limited library but has introduced and is developing a web-based virtual learning environment (VLE) with resources relevant to its courses. These include study materials, ABE and BCS course information, guides, resources and previous examinations, and it also provides for students to interact with their tutors. However, it was not clear whether students are yet making much use of this facility. There is no up-to-date collection of business management or ICT books available for students to use. English language students follow a ten-book course developed by Zoni Language Centres and also have access to other, albeit rather ageing, resources. The latter would benefit from reorganisation and some 'culling' of older, infrequently used materials. The permanent EFL teacher, who has experience of a range of modern EFL materials, reported positively on the Zoni course which she found logical and easy to work with. Her one reservation was that it lacked authentic listening material.

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

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|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

10.5 All full-time courses are at present timetabled for lessons to take place over five days a week.

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

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

11.3 All regular teaching staff had been formally observed at least once by the Principal. He uses a well-designed observation pro-forma and then has a post-observation meeting with the teacher to discuss the lesson's strengths and perceived weaknesses. Teachers reported that the process and feedback were supportive and helpful. In March the Principal held a professional development workshop focused on developing a range of pedagogical techniques.

11.1, 11.4 A satisfactory to good standard of teaching was evident in nearly all the lesson segments observed, both business subjects and EFL, with students engaged and actively participating in their lessons. Only in one instance had the teacher adopted a lecturing style which was not appropriate for, and failed to engage, the class of just two students. The College recruitment policy for business and ICT teachers, as well as requiring that they have appropriate subject qualifications, states 'Preference is given to those candidates who already have a teaching qualification.' The inspector recommends this policy be fully implemented wherever possible and that further professional development workshops are scheduled on a regular basis.

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

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

Comments

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

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

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

Comments

13.5 Support classes are provided at no extra cost for students judged not to be making sufficient progress.

13.6 As well as feedback from their tutors, students discuss their results with the Principal.

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

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

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

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

Comments _____

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
- 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

Comments _____

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from a designated 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 _____

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support. | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

18.4 Students receive a handbook which includes the out-of-hours numbers of various emergency and support organisations. 90% of students live with their own families or friends. Those who do not have usually asked the College to arrange home-stay accommodation for them through a registered accommodation agency, and these agencies provide a 24-hour emergency phone number. However, at present the College does not itself provide an out-of-hours contact number for emergency support.

19. International students are provided with specific advice and assistance

- | | | | |
|------|--|--------------------------------------|--------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and living in the UK. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

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

20.1 The College terms and conditions are in language that is reasonably accessible to non-native speakers.

20.2 The Student Handbook includes details of a student dispute and grievance policy and procedure (3 pages) and a student appeals policy and procedure (2 pages). However, neither of these amount to an accessible complaints procedure.

20.3 At present students are not advised of BAC's own complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. Yes No
- 21.4 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.5 Separate accommodation blocks are provided for students under 18. Yes No NA

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

Comments

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes No

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

Comments

The College does not directly arrange home-stay accommodation for its students but uses two 'registered' home-stay agencies, Britannia Travel Services and HFS London. ('Registered' means they have been inspected by the British Council and found to comply with the standards specified by Accreditation UK.)

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

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

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

Comments

There is a very limited social programme, but it meets the needs and wishes of the students.

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 _____

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

25.1 Access to the premises is appropriately restricted and secured. Yes No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA

25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No

25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

25.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments _____

25.7 In the men's toilet, one of the wash basins does not have hand-drying facilities.

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

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

Comments

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

27.1 The College premises do not have a student common room or a dedicated staff room. With the present numbers of students this does not present a problem: there is space in spare classrooms and elsewhere for private study and ample computers in the IT suites. Business and ICT students have the developing VLE available and are advised to buy recommended course books, although the library does not at present carry copies of these. There is also a large public library about ten minutes' walk away with a business section containing some relevant books. For the present number of students and type of courses offered, the provision is just adequate. However, it will not be if student numbers grow or the range of courses expands.

27.2 One of the classrooms is normally used by teaching staff for their lesson preparations, marking and staff meetings. However, the provision needs to be kept under review: if staff numbers grow the provision will be inadequate.

27.3 The College is located in the centre of Brixton, so students and staff have easy access to a range of food and drink outlets. Students cited the central location of the College as one of its attractions.

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

The College is effectively managed and administered by an experienced team, with support from its new owners. There is a range of appropriate policies and procedures in place, and sound systems for enrolling only suitably qualified students and ensuring that they attend. The collection and analysis of feedback from students is a strength, communications are effective and the College regularly reviews its own standards and performance.

Actions required	Priority H/M/L
3.1 The policy relating to teachers' minimum qualifications must always be followed.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
4.1 The claim in publicity that the College has four computer suites must be corrected.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
4.2 The text and images in publicity must raise realistic expectations.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The Principal and the Academic Advisor are suitably qualified and experienced in academic management. Business and ICT course designs are clearly defined by the awarding bodies. The syllabus for EFL courses is guided by, but not confined to, the series of course books the College has adopted, and the College publicity states that classes for only intermediate and more advanced levels are available. Support classes are provided at no extra cost for students judged not to be making sufficient progress.

Actions required	Priority H/M/L
9.4 The College must continue to develop the VLE and encourage all students to make use of its resources and facilities.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
11.1 The College recruitment policy that 'preference is given to those candidates who already have a teaching qualification' must be implemented.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
11.4 Regular professional development workshops should be scheduled to help all teachers to develop their pedagogical techniques further.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

STUDENT WELFARE

Institution's strengths

The welfare provision is appropriate for countries of origin and backgrounds of the students currently enrolled.

Actions required	Priority H/M/L
18.4 Students must be issued with a contact number for out-of-hours and emergency support.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
20.2 Students must be informed in writing at the start of their course of the College complaints procedure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
20.3 Students must be advised of BAC's own complaints procedure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

The College is located centrally in Brixton, south London, close to good Tube and bus services. It provides an appropriate environment for the number of students and staff currently enrolled.

Actions required	Priority H/M/L
25.7 Hand-drying facilities in the men's toilet should be improved.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
27.1 The provision of space and facilities for private study for students should be kept under review, especially if student numbers increase.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
27.2 The provision of personal space and facilities for staff for preparing lessons, marking work and relaxation should be kept under review.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

In publicity, it would help students with their budgeting to have all the costs associated with their course available before they make a booking. For instance, for business and ICT courses, publicity explains that students are required to pay to become members of the ABE or BCS awarding bodies, but the approximate costs of membership and also of their examinations are not given. The approximate costs of EFL exams such as TOEFL, IELTS or FCE are not indicated and the approximate costs of any books or other study materials that students are required to buy are not shown. (Also, in their handbook, students are told that they can use various nearby university libraries for a visitor membership fee. Giving the approximate cost of a visitor fee would be helpful.)

There are one or two typographical errors in the publicity and the College is sometimes referred to as South Chelsea College and sometimes as South Chelsea International College. Clarity would also be improved if a minimum age were stated, a maximum class size (rather than an average) were stated, and sample timetables were shown illustrating the days and times lessons might typically take place.

The College should re-organise the EFL resources and remove the older, infrequently used materials.

The College should build up a collection of business and ICT related books which students can consult.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated 23 August 2013.