

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Oxford Media & Business School

**ADDRESS:** Southern House  
1 Cambridge Terrace  
Oxford  
OX1 1RR

**HEAD OF INSTITUTION:** Mrs Andrea Freeman, Principal

**DATE OF INSPECTION:** 11 February 2015

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 16 Apr 2015

### 1. Background to the institution

The St Aldates College was established in Oxford in the 1970s, and was accredited by BAC in 1984. It became part of the British Study Centres Group, and changed its name in 1999 to Oxford Media and Business School (OMBS or the School) to reflect a changed curriculum. During the following decade there were further changes to staffing, accommodation and curriculum. This led to the purchase of OMBS by two senior members of staff. It was then based in the St Aldates area of Oxford. During 2014 OMBS moved to more commodious premises, in the same Cambridge Terrace, and now close to their new landlord, Christ Church College, Oxford.

The new premises comprise a second-floor suite in a modern building with a 10-year renewable lease with Christ Church College, Oxford. A modern lift gives access to all floors, and it will accommodate a wheelchair. For a three month period before occupation, the whole suite was refurbished, rewired, equipped with WiFi and their latest IT teaching facilities, many notice boards fitted, air-conditioning installed, and all corridors and rooms redecorated. The outcome is a light, airy, commodious suite capable of accommodating a maximum of 80 students, and with appropriate working and rest space for all staff and tutors. The accommodation is significantly enhanced, and all are well supported with the latest equipment and IT facilities.

Previously, OMBS concentrated on the training of four categories of student: three-term Executive PA Diploma, one-term Graduate course, one-term Gap course and one-term Returner to work course.. The main course, for executive PAs, is studied for three consecutive terms. Because of recent demand, only the three-term Executive PA Diploma is now offered. The typical student age range is 18 to 23, and most are female. Many students have chosen OMBS instead of university, or have already graduated. There have been a few Japanese students previously, but there are currently no students from outside the UK, and OMBS' business projection is based on recruitment within UK with a few EU student applications. There has been recent growth from 64 to a current maximum capacity of 80 full-time students. The PA course is already fully booked for the next academic year 2015-2016.

### 2. Brief description of the current provision

The PA course has been developed to address current industrial needs and provides routine access to the most recent high quality IT hardware and software. It includes personal development and business awareness, as well as the skills and support for CV writing, job application, and career development. This reflects the priority given to placing students in career-related employment and their subsequent progress. In particular, PA students are brought to a high shorthand speed, provided with up-to-date IT tools, and social media techniques are used in the marketing and communications skills training. The course includes a work placement for each student, and voluntary, visiting speakers from commerce and industry are routinely included. The PA course content and its assessment is industry lead, and culminates in an internal, criterion-referenced award of Diploma which is graded Pass, Merit, Distinction and Distinction with Honours. Student recruitment is targeted particularly at UK independent schools, although successful applicants, including a few from the EU, are also enrolled. All students have either a degree or A-Levels or equivalent. All applicants are interviewed by the Principal, and the students' parents frequently also attend. The current student cohort is at the premises' maximum capacity of 80, and they are allocated by age into five tuition groups of 16 students.

### 3. Inspection process

This inspection was carried out by two inspectors over one day, and each inspector focused on specific areas. Meetings were held with the Principal, Bursar, Registrar/Principal's PA, Head of IT, the academic managers, heads of departments, all of the current tutors, and a group of eight students ranging in age from 18 to 23. An inspector observed four classes and four different tutors. In addition, both inspectors viewed the new premises, and one inspector visited three of the 14 student residential-accommodation houses. The inspectors gave an oral summary of their findings to the Principal and the Bursar at the end of the inspection.

#### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	2 November 1999
Re-accreditation	18 March 2002
Interim	2 February 2006
Re-accreditation	30-31 January 2007
Interim	4 June 2008
Re-accreditation	19-20 January 2011
Interim	23 April 2013
Supplementary	20 May 2014

## 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

Regular minuted meetings are held with all staff, and with all tutors to ensure everyone is fully briefed on all relevant administrative, academic, and student matters.

#### 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

OMBS's administrative team is small and each member holds the responsibilities of more than one role, which is appropriate for a small institution. In particular, academic recruitment, marketing and student welfare are part of the Principal's responsibilities, and the Bursar also manages health and safety, and the fourteen residential accommodation houses.

Much material is held on the sophisticated IT systems, with appropriate documents held securely as hard copy.

3. **The institution employs appropriate managerial and administrative staff**

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

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

**Comments**

There is considerable stability of employment among the administrative 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**

Marketing is the responsibility of the Principal, supported by her PA, and technically by the Head of IT and Business Communications. The website is well structured, illustrated, and fast. It is easy to access the various areas via several different well-signed routes. Commercial and industrial recruitment advertisements are included. These clearly demonstrate typical jobs and their starting salaries available for successful OMBS Diploma graduates. A short but high quality newsletter is posted monthly and is routinely circulated to all students, staff, tutors and alumni by e-mail.

OMBS continues to provide a high quality printed prospectus, since this is demanded by prospective students and their parents as a source of further detailed information.

Full details of the residential accommodation are, quite reasonably, not given to maintain security and student safety.

Several courses are still shown to be available on the website, prospectus and application form. These are being updated currently to reflect the very recent changes of premises and single PA course provision. Clarification of the OMBS site on the map, the deposits required of students and more recent photographs should also be included in the update.

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**

Recruitment visits are routinely made to selected schools as part of marketing effort.

Financial loans can be made available to students through the Professional Career Development Loan scheme offered by the Government. Students are not eligible for the loan scheme under Student Finance England offered for university undergraduates.

It is commendable that handbooks have flow-charts for important processes.

No students are recruited from outside Europe.

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**

Attendance and punctuality formally contribute towards the grade of the final award.

For this reason, lateness should be defined clearly in the various handbooks as an aim towards transparency and consistency for all concerned.

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**

There is a formal end-of-session feedback form for students comprising tick-boxes and space for free text. However, there could be advantage in supplementing this with a similar but shorter opportunity after, say, the first half-term.

Feedback is obtained from all employers providing work experience placements.

7.4 Feedback is given to the individual students but there is no formal student-body or representative.

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**

The Principal is responsible for all aspects of quality assurance.

Tutors should be asked to update their CVs prior to each of their annual reviews.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

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

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

#### Comments

The Principal plays a leading role in academic management, assisted by four heads of department. The management style is collaborative and collegial and all tutors provide input to the many decisions. At the inspector's meeting with the tutors, they reported:

- new, improved premises much appreciated;
- all academic resources required were made available;
- very good team spirit;
- appreciated ethos and atmosphere, open door policy, accessibility of directors;
- good, open internal communication.

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

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

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

#### Comments

The PA course is internally designed and assessed. The School produces many of its own course materials and these, or textbooks, form the basis of teaching. The course is to a large extent skills-based and considerable effort is expended to ensure students reach the required levels.

The course is reviewed on a continuing basis. It is recommended that the established course review procedures and timings are clarified and formalised in a written course review procedure.

Eliciting student input on a representative basis on academic and other matters could be beneficial, and it is recommended that a system for student-body representation be introduced.



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**

The tutors have considerable experience in the work place and in teaching. They make strong efforts to keep abreast of their respective areas, and their professional development is encouraged and supported by OMBS. Classroom observation is an affirmative and supportive exercise undertaken by colleagues, including peers.

The observation form is simple and may not encourage recording of helpful comments. A review of the observation form is recommended, and a professional development exercise sharing good practice in observation could be beneficial.

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**

OMBS is well equipped with interactive white boards and suites of computers. There is a stock of textbooks and many course materials, of high standard, are produced by tutors.

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

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

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

**Comments**

Students have regular tests and exercises in class and for homework, in addition to the tests which form part of course assessment. Feedback is routinely obtained from the businesses providing work experience placements.

There is frequent informal communication between staff and opportunity at the weekly staff meetings for review of individual students deserving commendation or causing concern.

All course assessment marks are centrally collated on the secure IT system, and are reviewed at regular approximately six weekly intervals. Results data for students over many years enables analysis and comparison to be made year-on-year.

Each class has a weekly tutorial period with the class tutor, who may discuss work and progress with individual students, as appropriate. Students are provided with a termly transcript giving all marks for the term.

Plagiarism issues are frequently addressed and discussed to develop the students' full understanding.

Additional early morning classes are arranged at intervals for students who have missed classes or require additional consolidation of work.

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

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

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

**Comments**

OMBS has its own Diploma with four criterion-referenced grades that, clearly, is well recognised by a range of different types of commercial and industrial employers.

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**

The course is closely directed towards the needs and expectations of employers, discerned by the Principal's extensive networking with employers, close connections with recruitment agencies and membership of the Federation of Small Businesses.

Feedback is received from employers following work experience placements, from former students through a post-course feedback form and an annual past students' day.

The course is well regarded by employers, and it was reported that all graduating students wishing to find employment are able to do so.

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**

Assessment exercises are designed by departments and each assessment is marked across all groups by a single tutor. Different examination question papers are used each year.

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

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

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

**Comments**

Preparation is towards employment and for some about to embark on a degree course.

The Principal takes personal charge of a Personal Development Planning course. This is taught to all students, which includes an overview of employment opportunities and assistance in professional placement.

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## 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 checked="" type="radio"/> Yes <input 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

The Principal oversees student welfare in conjunction with the personal tutors and operates an open door policy. Each student has an OMBS identity card, which also provides some access to local retail discounts. Residential accommodation has clear notices including contact information and a folder containing considerable information and support; for example, a comprehensive list of local emergency provision, general interest, restaurants, entertainment, etc. Students are expected to register themselves with a medical practice.

It is recommended that students are asked to complete a medical questionnaire on arrival. This would give the opportunity to provide further information not necessary to consider at the admission stage and, in particular, to encourage provision of details about physical and sensory impairments and to list any regular medication and dietary needs. This information would be very helpful in anticipating issues for support, access, and learning. It is suggested that some guidance be included about emergency procedures and examples of 'what to do if ...' included in the handbooks and house folders.

The Bursar is the duty officer and holds a mobile phone for out-of-hours contact. OMBS currently has two first aid trained staff, and all staff and tutors are soon to be trained in first aid by the Red Cross.

Students receive appropriate information before arrival and are provided with additional information in a Student Handbook as well as a folder provided in each of the residences. It is suggested that relevant elements of the various handbooks be consolidated and that all common parts originate from a single source to maintain consistency.

19. **International students are provided with specific advice and assistance**

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

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

**Comments**

Students are currently recruited from UK with a few from Europe. The personal approach to admissions ensures that any students from overseas (EU only) receive appropriate advice and assistance.

Each student signs that they have read and understood all the material provided at their Induction.

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**

Student feedback questionnaires include both tick-boxes and text, and are anonymous. Analysis of these is routinely done by the Principal, necessary work reported and initiated, and incorporated in planning.

Most complaints are handled informally, although there is a written grievance procedure. It is recommended that this is revised to include a stage for submission of written complaints. It should also incorporate mention of BAC's complaints procedure, of which students are currently made aware by other means.

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

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

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

**Comments**

All students are over 18. All 14 of the residential accommodation houses are inspected by OMBS. The Bursar thoroughly inspects all houses at the start and end of each half-term period and ensures any required maintenance, not previously reported, is actioned. Each house folder contains clear instructions, rules, and requirements. The maximum academic capacity is 80 students, of which the majority, about 70, use the residential accommodation provided and managed by OMBS.

The inspector viewed three of the 14 residential properties. All 14 are within 20 minutes' walk from OMBS. To indicate the range of this accommodation there is, for example, a 1970s 2-storey house for four students, a 3-storey Victorian house for five students and a 4-storey Victorian house for six students. All are well equipped for their purpose and in a good state of repair and decoration with appropriate health and safety aspects properly addressed.

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**

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

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

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

**Comments**

23.2 OMBS provides limited information on social activities locally and arranges a meeting for new students to give further information about some opportunities. Students indicated that they would appreciate some OMBS organised social activities, and provision of a few social events via a representative or student-body should be arranged.

**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**

Nearby Christ Church College, Oxford is the landlord of the current premises, which have a 10-year lease with an option to renew at 2023.

There is significant alternative accommodation suitable for teaching, in and around Oxford, should the need arise at short notice.

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**

IT rooms are the only specialist areas, and there are clear regulations for these spaces. There is adequate provision of separate lavatories for staff and students.

The small IT server room, off the student common room, is appropriately equipped with air conditioning. However, it is also used to store considerable quantities of paper and books. It is recommended that advice be sought about the desirability and installation of an automatic fire detection and control system.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

Assessments are often carried out using the systems in the many IT equipped teaching rooms. However, written tests can be conducted in one of the classrooms that is traditionally equipped with desks and chairs.



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**

In the new premises OMBS now has good facilities for all these requirements.

**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

Highly skilled, enthusiastic and experienced Principal and stable administrative team.

Excellent structured website and full use made of secure IT for teaching, assessment, administration and records.

Flow chart methods in handbooks to aid the process of essential and important administrative tasks.

Actions required	Priority H/M/L
7.4 OMBS must introduce a representative student-body group for academic, social and other matters. (see also 23.2 below)	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Well qualified, enthusiastic, and stable team of tutors with good internal communications.

Subject content, learning opportunities, and assessments are based on current commercial and industrial needs.

Excellent air-conditioned teaching accommodation, the latest audio-visual facilities, and on-line resources.

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

### STUDENT WELFARE

#### Institution's strengths

Readily accessible support from Principal, staff and tutors.

High proportion of students resident in OMBS-managed accommodation within walking distance.

Close relationships with employment agencies, commerce and industry to place all graduate students in employment with good career prospects.

OMBS premises located in central Oxford.

Actions required	Priority H/M/L
23.2 Provision of a few social events should be arranged via a representative or student-body (see also 7.4 above).	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## PREMISES AND FACILITIES

### Institution's strengths

A well equipped, attractive new office and teaching premises, with enhanced accommodation for students, staff and tutors. Good quality residential student accommodation in Oxford, managed by OMBS.

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

## RECOMMENDED AREAS FOR IMPROVEMENT

Website and prospectus update should be completed, to include only details of currently available course(s), accurate location of new premises, clarification of deposit payments required and more recent photograph of premises.

Lateness criterion should be defined in staff and student handbooks.

A brief student-feedback form should be introduced at the end of the first half-term.

Staff and tutors should be asked to update their CVs prior to annual review.

The procedures for regular course review should be reviewed and formalised in writing.

A professional development exercise sharing good practice in classroom observation should be arranged.

The classroom observation form should be reviewed.

Fuller medical and impairment information should be elicited by asking students to complete a questionnaire on arrival.

Fuller and clearer information should be provided on how to get advice and assistance in the event of a medical situation.

All relevant information in handbooks should be consolidated, with common information sourced from a single origin.

The grievance procedure for students should be revised to produce a comprehensive complaints policy for students and other stakeholders, with inclusion of a stage for submission of a complaint in writing and reference to BAC's complaints procedure.

Professional advice should be sought about detection and control of potential fire risk in IT server cupboard.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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