



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION FOLLOWING A DEFERRAL

INSTITUTION: Edgware Academy

ADDRESS: 205 Edgware Road
London
W2 1ES

HEAD OF INSTITUTION: Ms Berrak Unsal

TYPE OF ACCREDITATION: College

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 15 April 2017

ACCREDITATION COMMITTEE DECISION ON ACCREDITATION AND DATE: Accredited 25 May 2017

PART A - INTRODUCTION

1. Background to the institution (taken from the previous report)

Edgware Academy (the Academy), which was previously called the Edgware Academy of Languages and Computer Science, was formed in 1996. The Academy began teaching in 1997, when it provided courses in English as a Foreign Language (EFL). The Academy later diversified into vocational provision, in areas such as computing and business. However, these aspects of its provision were later discontinued. Edgware Academy is now a small institution, that specialises in the delivery of general and academic English Language courses.

The Academy is owned by two directors, one of whom fulfils the roles of Principal and Director of Finance and the other acts as Director of Administration. The Academy is a private limited company. The ownership is shared equally, with no majority shareholder. The directors are supported by departmental heads. It is based in central London.

The Academy aims to be a high-quality school of English for international students and provide an environment which is professional, whilst maintaining a personal and individual experience for each student.

The Academy currently has seven classrooms, which are equipped for small group teaching. Students have a relaxation area, which is furnished with seating, four computers and a vending machine for refreshments in addition to the water fountain. There is a reception area, an administrative office and a staff room, which is equipped to support the preparatory work of teaching staff. The Academy can accommodate teaching for up to 87 students at any one time.

2. Brief description of the current provision (taken from the previous report)

The Academy offers a progressive course structure, which is based on the Common European Framework. Students are initially placed on courses at levels, which depend on their existing aptitude and language capability. Progress is then monitored and assessed through internal tests. Short-term students' learning experiences are evaluated through the analysis of feedback forms.

Current enrolments include 43 students on General English courses, five on General English and Skills courses, three on Intensive English, two on Super Intensive English and 12 on International English Language Test System (IELTS) tuition.

The students are almost equally split between male and female. There are no students enrolled under the age of 18. Students come from a range of countries including Brazil, Turkey, Portugal, Spain, Colombia, Saudi Arabia, Morocco, Kyrgyz Republic and Lebanon. The academy offers continuous enrolment without any set start times.

Courses in business management, which are awarded by the Association of Business Executives (ABE) at Levels 4, 5 and 6 have now been discontinued.

3. Inspection process

A desk-based review of the submitted documentary evidence was undertaken by one inspector.

4. Inspection history

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|--------------------|----------------|
| Full Accreditation | 9-10 July 2008 |
| Supplementary | 8 June 2009 |
| Interim | 10 March 2011 |

| | |
|-------------------|---------------------|
| Re-accreditation | 8-9 November 2012 |
| Interim | 19 February 2015 |
| Random spot check | 4 April 2016 |
| Re-accreditation | 21-22 November 2016 |

5. Background to supplementary inspection

Edgware Academy had a number of significant action points to address following the re-accreditation inspection, which was held on 21-22 November 2016. Whilst the Accreditation Committee agreed that accreditation could be extended, the Committee agreed that formal re-accreditation should not take place until a number of the action points had been addressed. It proposed that a supplementary inspection be carried out once the additional evidence had been made available.

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon the additional evidence provided by the institution and seen by the inspector:

1. Response to high priority action points in the previous report, including areas still to be addressed:

4.2 The Academy must review its website and remove all reference to defunct courses and expired accreditation and oversight arrangements.

All information contained in the website is relevant and valid. Defunct courses, expired accreditation and oversight arrangements have been removed.

2. Response to medium priority action points in the previous report, including areas still to be addressed:

1.3 Meetings between management and staff must be held regularly in order to provide clear education direction for the Academy.

Meetings are held regularly in order to secure improvements in performance across the provision.

2.5 Data collection and collation processes must be rigorously conducted to enable effective feedback processes and to improve provision.

The effective implementation of a revised system, for the collection of student data, indicates that accurate and up-to-date record keeping takes place. This information enables improvements to the provision to be made.

3.3 Staff developmental reviews and appraisals must be conducted regularly in order to ensure that staff are supported through continuing staff development to enable them to carry out their roles effectively.

Appropriate staff developmental reviews and appraisals are timetabled in a personnel management timetable.

7.3 7.4 The Academy must develop a system to review student feedback, reporting actions taken back to the student body.

Appropriate arrangements are now in place to collect and report on student feedback, including analysing it and using it as part of the self-evaluation and quality assurance process.

8.2 8.3 Processes for monitoring and evaluating performance and tackling weaknesses must be developed and implemented effectively. Targets for improvement need to be clear and realistic in order to evaluate developments and as a means to identify priorities for improvement.

Appropriate processes and systems are in place for the collection of data and to focus on areas of under-performance.

11.3 Staff appraisals must be conducted regularly for all staff members in order to ensure continuous professional development.

In the personnel management timetable, there is evidence of appraisals and developmental reviews scheduled for staff.

3. Response to low priority action points in the previous report, including areas still to be addressed:

There were no low priority action points in the previous report.

4. Response to recommended areas for improvement in the previous report:

There were no recommended areas for improvement in the previous report.

PART C – CONCLUSION, INCLUDING ANY ACTIONS OR RECOMMENDATIONS ARISING FROM THIS INSPECTION OR STILL REQUIRING ATTENTION FROM THE PREVIOUS INSPECTION

| ACTIONS STILL REQUIRED FROM PREVIOUS INSPECTION | Priority H/M/L |
|--|---------------------------|
| None | |

| ACTIONS REQUIRED FROM THIS INSPECTION | Priority H/M/L |
|--|---------------------------|
| None | |

| RECOMMENDED AREAS FOR IMPROVEMENT |
|--|
| None |