



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION FOLLOWING A DEFERRAL

INSTITUTION:	Notting Hill College Ltd
ADDRESS:	Peter House (9th Floor) Oxford Street Manchester M1 5AN
HEAD OF INSTITUTION:	Mr Ahmed Zaki
TYPE OF ACCREDITATION:	Online, Distance & Blended Learning (ODBL)
ACCREDITATION STATUS:	Not accredited
DATE OF INITIAL INSPECTION:	01 September 2016
DATE OF SUPPLEMENTARY INSPECTION:	26 January 2017
ACCREDITATION COMMITTEE DECISION ON ACCREDITATION AND DATE:	Accredited 17 February 2017

PART A - INTRODUCTION

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

Notting Hill College Limited (the College) was established in February 2004 to offer vocational training programmes and, in 2007, it began offering distance learning programmes.

The College moved to its present site in 2013 and moved to its current offices, within the same building, within the last year.

Notting Hill College has partner colleges in Egypt and the United Arab Emirates (UAE), also called Notting Hill College. However, these are not accredited by BAC.

The College in Manchester shares an on-line portal with the other colleges for its distance learning courses but is run as an independent, locally administered operation. The sole Director is Mr Ahmed Zaki. The Manchester office is run by the Director of Studies, an Office Manager and two administrators.

Prior to 2014, the College had little activity and course data for this period is not available. In 2014 to 2015 there was an increase in enrolments, for the most part on Teaching English as a Foreign Language (TEFL) related distance learning courses.

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

Courses are offered through four schools, which are the School of Business, the School of Languages, the School of Teacher Training and the School of Health Sciences.

Since the beginning of this year, and with the appointment of a new Director of Studies, the College has introduced face-to-face English language courses and blended learning courses alongside its distance learning courses.

The College offers a range of distance learning, blended and classroom based courses. Online distance learning courses include Language Awareness, Foundation TEFL, Advanced TEFL Programme, OfQual Regulated TEFL (Level 5), Nursery Management, and Educational Leadership and Management. Blended learning courses are TEFL Taster – Classroom Based and an Accredited Advanced TEFL Combined with Ten Week Training Session Course. Classroom based courses are offered in General English, International English Language Testing System (IELTS) Preparation and Preparation for Cambridge and Trinity College London Examinations.

There have been few student enrolments over the last year. Since the beginning of the current year, there have been 17 students enrolled on the classroom based English language courses. At the time of the inspection, there was one general English class of two Brazilian students of 16 and 27 years of age. The College does not ordinarily accept students under the age of 18 on either distance learning or on-site courses. However, an exception was made in this case as the two students were related and as there were no other courses running at that time.

There have been no enrolments on the Nursery Management or Educational Leadership and Management courses. All students on classroom based courses have been independently resident in Manchester and the College has not provided any residential or homestay accommodation.

3. Inspection process

The supplementary inspection involved a desk-based review of the responses made by the College to the actions and recommendations arising from the initial inspection. These responses were considered along with a range of supplementary documentary evidence provided, in support of these responses. The further supporting documentation was provided by the College in December 2016.

4. Inspection history

Full inspection: 01 September 2016

5. Background to supplementary inspection

Following from its meeting in October 2016, the Accreditation Committee agreed to defer its decision on the award of Accreditation for up to six months. Further evidence of the College's compliance with the action points and recommendations, which were identified in the inspection report, was submitted in December 2016.

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:

5.2 The College must have sufficient provision of qualified tutors to support the courses it advertises

The course in Nursery Management has now been cancelled. There have been no courses running in Business and Health Sciences in the last year. However, these courses are still advertised and there are tutors that the College has on its files who can be called upon to run them. Therefore, there are now a sufficient number of qualified tutors.

18.3 The College must ensure that the learner who registers for a programme is the same learner who participates in and completes the course and receives the credit

Learners are now required to present a valid identification document and undertake an audio-visual interview, with a course tutor or the Director of Studies, prior to the commencement of their course. There is also an end-of-course online interview by the same staff member. An identity check interview form has been produced and is in use.

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

1.4 The College must formalise managerial meetings to analyse performance and set targets

This has not yet been implemented. It is planned that the Director will arrange visits to the College every two months, at which time managerial meetings will take place. The purpose of these meetings will be to set targets for enrolments, plan marketing for courses and to analyse both positive and negative aspects of performance. The first such meeting will take place in the first quarter of 2017.

3.3 A system of annual staff appraisals must be implemented

Appraisals have now been carried out for the two permanent members of staff and an appropriate appraisal policy document is in place with reference to all staff.

5.3 The College must ensure tutors have DBS certificates and have completed Safeguarding training

The Director of Studies and three of the six tutors have completed a safeguarding course. The four tutors, who do not already have their DBS clearance, will have this completed by the end of January 2017.

6.5 A programme of Continuing Professional Development (CPD) sessions must be introduced for both distance learning and classroom teachers

The College now operates a continuous professional development programme for teachers. A monthly schedule of sessions has been drawn up through to October 2017.

10.6 The College must review its terms and conditions to allow a cooling off period for learners enrolling on distance learning courses

There is now a cooling off period of 14 days. This is written in to the terms and conditions and is also contained in the students' handbooks for both classroom-based students and distance learning students.

14.2 14.3 14.4 The College must compile appropriate data and analyse and review all aspects of its own and learners' performance and produce reports at least annually

An annual review has been drafted and is scheduled to be further reviewed in December 2017. The current review focuses on achievements and does not identify any areas where performance might be improved. An action plan has been drawn up on the basis of the annual review. This identifies five points relating to premises, feedback from students, student interviews and staff CPD. There are no targets set for courses or student enrolments.

24.1 The staff member responsible for welfare must receive appropriate training

The Director of Studies is now formally responsible for welfare. He has completed an appropriate on-line safeguarding training course.

24.5 The College must produce and disseminate policies relating to abusive behaviour, bullying and safeguarding

The College has now produced and disseminated policies relating to abusive behaviour, bullying and safeguarding. These policies form part of the student handbook. It is recommended that the name and contact details of the Designated Safeguarding Lead (DSL) are specified in the student handbook. It is also recommended that the policies and contact details are included in the staff handbook.

25.1 Documentation must be created to ensure that international learners receive appropriate advice before their arrival

A pre-arrival document has now been produced with appropriate advice and information.

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

3.2 Copies of qualifications must be countersigned to confirm sight of originals and references kept on file for staff members

Countersigning of qualification certificates is now in place for all newly recruited staff.

17.2 Publicity must give information on the acceptability of courses in different employment sectors

The College's website now contains realistic claims for the acceptability of its courses in different employment sectors.

24.4 Provision must be made for an emergency contact number for overseas students on English language courses

This is now in place and is included in the pre-arrival information for international students.

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

The College Staff Handbook is generic and would benefit from being more specific to the organisation

The handbook now coherently brings together the policies and procedures relevant to staff working in the College.

A Student Handbook should be created to bring together policies and information relevant to on-line distance learning learners with a separate handbook for classroom based learners

Two separate handbooks have been produced, one for on-line learners and one for classroom based learners. The handbooks are comprehensively compiled with relevant documentation for each group.

Risk assessments should be drawn up for extracurricular activities and excursions with learners

Risk assessments for activities that have taken place are logged. A system is in place for carrying out risk assessments for future activities.

It is recommended that on-site staff are First Aid trained

A member of the on-site staff has been trained in First Aid.

The College should consider the viability of its courses in Nursery Management and Educational Leadership & Management

The Nursery Management course has been withdrawn. Appropriately qualified staff have been recruited to teach on the Educational Leadership and Management courses although this course has not been run and no students have been enrolled.

Compliance:

A CLA Licence has now been acquired.

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

There are two action points pending, of which one is minor, since the production of the initial report. However, there has been substantial progress made in satisfying the significant requirements specified in that report.

ACTIONS STILL REQUIRED FROM PREVIOUS INSPECTION	Priority H/M/L
1.4 The College must formalise managerial meetings to analyse performance and set targets	M

ACTIONS REQUIRED FROM THIS INSPECTION	Priority H/M/L
14.2 Annual reviews must specifically identify areas where performance could be improved	M

RECOMMENDED AREAS FOR IMPROVEMENT
It is recommended that the name and contact details of the DSL are specified in the student handbook
It is recommended that the policies on bullying and harassment, safeguarding and student misconduct are also included in the staff handbook together with the details of the DSL