



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM VISIT (Online, Distance & Blended Learning)**

**INSTITUTION:** Notting Hill College Ltd

**ADDRESS:**  
9<sup>th</sup> Floor, Peter House  
Oxford Street  
Manchester  
M1 5AN

**HEAD OF INSTITUTION:** Mr Ahmed Zaki

**ACCREDITATION STATUS:** Accredited

**DATE OF VISIT:** 28 June 2017

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued Accreditation 27 July 2017

## **PART A - INTRODUCTION**

### **1. Background to the institution**

Notting Hill College Limited (the College) was established in February 2004 to offer vocational training Programmes. 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. There are ambitious plans to increase the volume of its study programmes and to increase the size of their premises either within the existing location or another building in Manchester.

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

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**

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 last 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 a 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.

Student enrolments have increased since the last inspection. At present, there are 42 part-time students and five full-time students studying across a range of courses. At the time of the inspection, there was one Educational Management class running with five students from Egypt.

All students on classroom based courses have independent accommodation in hotels in Manchester. The College does not provide any residential or homestay accommodation, but helps and supports students to locate appropriate accommodation in accordance with their needs.

### **3. Inspection visit process**

This interim inspection was carried out by one inspector. It involved a desk-based review of documentation provided by the college, discussions with the Director of Studies, the Business Development Manager, the Admissions Officer and the representative of the head of the institution. There was a classroom observation and a discussion with a group of students.

#### **4. Inspection history**

Full inspection: 28 August, 01 & 02 September 2016

Supplementary Inspection: 26 January 2017

## PART B – JUDGMENTS AND EVIDENCE

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

### 1. Significant changes since the last inspection

Since the last inspection, there has been the appointment of a new Business Management and English lecturer who is also supporting NHC as the Business Development Manager. As a result, the College has grown from two to four full-time staff. The College is now an Awards for Training and Higher Education (ATHE) centre. The College also has direct claims status from Training Qualifications UK (TQUK). The College now carries out identity checks for all students whether UK nationals or international students.

### 2. Response to action points in last report

The previous inspection identified two action points that needed to be addressed.

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

The formal team meeting minutes from regular team meetings includes an analysis of performance and set targets for future business development and improvement. Staff at the college are able to identify how they contributed to team meetings and addressed performance and targets.

#### *14.2 Annual reviews must specifically identify areas where performance could be improved*

Annual performance reviews specifically identify areas where performance could be improved

### 3. Response to recommended areas for improvement in last report

*It is recommended that the name and contact details of the DSL are specified in the student handbook*

The name and contact details of the Designated Safeguarding Lead are now 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*

Policies on bullying and harassment, safeguarding and student misconduct together with details of the DSL are now included in the staff handbook

### 4. Compliance with BAC accreditation requirements

#### 4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> All staff in the organisation understand their roles and responsibilities well and feel well supported in the organisation.  There are opportunities for formal as well as formal discussions regarding the roles of people within the organisation and the development of the business.				

There is no team briefing to help to focus on and deal with day to day operational matters.

#### 4.2 Teaching, Learning and Achievement (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> Teachers are conversant with the subject and fully in charge of their material. They answer questions and queries with sensitivity and understanding.  The students are fully engaged in their learning and clearly enjoy their learning experience. The students are very happy with their learning and say that the course is excellent.				

#### 4.3 Learner Support (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> Tutors and administrators respond well to the individual needs of the students.				

#### 4.4 Management of Quality (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> None				

#### 4.5 Premises and Facilities – face-to-face component (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> None				

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

<b>STRENGTHS</b>
Small groups of students who receive much individual support
Positive staff who feel well supported and enjoy working in the college
Excellent student feedback
Positive and pro-active management

<b>ACTIONS REQUIRED</b>	<b>Priority H/M/L</b>
None	

<b>RECOMMENDED AREAS FOR IMPROVEMENT</b>
A team briefing at regular times and at appropriate intervals would help to focus on and deal with day to day operational matters.

<b>COMPLIANCE WITH STATUTORY REQUIREMENTS</b>	
<b>Declaration of compliance has been signed and dated.</b>	<b>YES</b>
<b>Further comments, if applicable</b>	