

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** ITO Japanese Language Limited

**ADDRESS:** 3rd Floor  
1 Tottenham Court Road  
London  
W1T 1BB

**HEAD OF INSTITUTION:** Ms Toyo Hiyori

**DATE OF INSPECTION:** 13 & 22 November 2017

**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- Accreditation to be withdrawn.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: 8 February 2018

### 1. Background to the institution

ITO Japanese Language Limited (the College), trading as ITO Japanese School, is a small college which was established in 2002 to provide Japanese language tuition to adults. It occupies two rooms on the third floor of an office building in Tottenham Court Road, central London, where it rents classrooms from an English language college. All the courses are part-time and all the students are British or established residents in the United Kingdom (UK).

In its early years, under its previous trading name of Educational Information College UK Limited, the College offered part-time classes not only in London but also in Oxford and Reading. However, this provision has been reduced and classes are now only offered in London. The College enrolls approximately a quarter of the students it did at its peak.

The College's owner is based in Kyoto, Japan and is one of two Directors. He continues to support and show interest in the College, although his involvement is less than it was in the past. The other Director is a UK-based accountant, whose office is nearby to the College's premises. This Director is familiar with Japanese businesses in the UK and oversees the College's payroll and accounts and contributes to strategic areas of its management. All the day-to-day management is the responsibility of the General Manager/Company Secretary, who relocated from Japan to take up the post in 2006.

The College's mission is to promote Japanese language and culture in the UK through its education provision. It also aims to help people, who wish to find employment in companies linked to Japan, through teaching Japanese mannerisms and skills. The College also aims to help the partners of Japanese nationals so that they can communicate with their partner's family.

### 2. Brief description of the current provision

ITO Japanese School offers part-time Japanese language courses at six levels of proficiency from Beginners to Advanced. Teaching takes place in either one-to-one or small groups, usually in the afternoon or evening. Students are professional people aged 18 or above, and they attend two lessons of one and a half hours per week. Most students are UK nationals, and others are nationals from Poland, Spain, Italy, China and the United States of America. All of the students are resident and working in the UK. The students' reasons for learning Japanese are varied and include business use, personal fulfilment or because their partner is Japanese.

The College uses the direct method of language teaching, where only Japanese is used in the classroom from Beginner to Advanced level. The College also offers preparation courses for the Japanese Language Proficiency Test (JLPT), from Pre-intermediate to Advanced level. The JLPT is offered twice a year at the School of African and Oriental Studies (SOAS) Language centre, at the University of London, on behalf of the Japan Foundation. The JLPT is a qualification recognised by Japanese universities and employers seeking staff who are able to speak Japanese.

The College also offers teacher training courses for Japanese nationals, who are preparing for teaching examinations in Japan. The teacher training course lasts seven to eight months and students attend one day a week. All students on the teacher training course are resident in the UK.

The College also offers Business Japanese at Advanced level and a Japanese Crash Course for complete beginners.

At the time of the inspection, there were 60 adult students enrolled. These were aged from 20 to 73 years and a small majority were female.

### 3. Inspection process

The inspection was carried out by one inspector over two days. Meetings were held with the Director, the General Manager/Company Secretary and one male intermediate level student. The inspector also observed a one-to-one beginner's lesson, a one-to-one intermediate lesson and an online lesson. The inspector also examined a wide range of documentation.

#### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	23-24 November 2009
Interim	16 November 2010
Re-accreditation	9-10 December 2013
Interim	8 December 2015

## 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

A clear organisation chart includes a description of the effective relationship between the College in London and its Japanese adviser. All roles and responsibilities are clearly defined and understood by the different members of the management team. The management team is well established and the General Manager has been in post since 2006. As a result, the College is well managed.

Communication is immediate and effective between all members of the management team.

#### 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

The members of the administration team are appropriately experienced and have been in their roles for a number of years. There are two full-time members of staff, who have administrative and teaching responsibilities, and one part-time administrator, who also teaches Calligraphy.

Data is collected and analysed regularly and the resulting information is efficiently disseminated between members of the team.

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**

The staff are highly experienced and qualifications and references are verified prior to employment.

A suitable system is in place to review regularly the performance of the staff. Consultation between the different members of staff is immediate and ongoing. There are regular one-to-one meetings between the Director and the General Manager and the General Manager and the teaching staff. Staff are fully informed about their strengths and areas for improvement as and when required. All the meetings are fully documented and any actions to improve are identified and taken as required.

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**

The online publicity materials are up-to-date and provide an accurate description of the courses, including information on course timetables and costs. Most of the students attending the College have applied online through the website.

Information about the College's location is not provided in its publicity materials, which means that the College can be a little difficult to find as it is located within an English language college.

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**

Prospective students are interviewed. If they have studied Japanese before, their existing skill level is checked before they are enrolled. They are also invited to take a trial class should they so wish. Students, who are complete beginners, are given a demonstration lesson and they receive appropriate information about the programme of study and its requirements before enrolment. This thorough induction procedure ensures that the College's students are fully aware of the requirements of the courses, for example, that all lesson content is delivered in Japanese without an English translation.

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**

The General Manager contacts students who are absent without prior approval. Students notify the General Manager, or their teacher, if they will be late or absent.

There is a clear appropriate policy on student attendance. There is no formal published policy on punctuality in the Student Handbook.

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**

Student feedback is obtained on a regular basis. The feedback is discussed at the monthly academic staff meeting and appropriate action is taken where necessary.

Information regarding the actions taken in response to feedback is posted on the noticeboard in the reception area and the students in each class are also informed.

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**

A useful financial report is produced annually and this is disseminated to all members of staff.

Students enter for the JLPT at SOAS independently. They provide the College with copies of their certificates when they pass their examinations. The College analyses retention and achievement annually. The resulting information is disseminated at the monthly academic team meeting as soon as it has been collated so that the College can effectively review its performance.

8.2 The data on retention and achievement is not incorporated in an annual report to facilitate year-on-year analysis of the results and long-term improvement planning.

Lessons, students, communication issues, class resources, social activities and facilities are discussed at the monthly academic team meeting. Action points are allocated to different members of the team. These are reviewed at the beginning of the following month's meeting. As a result, the implementation of the actions is monitored effectively.

**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.  Yes  No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No
- 9.3 The allocation of teachers to classes provides for a consistent learning experience.  Yes  No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No

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

**Comments**

The academic manager is experienced and has been in post for many years. Therefore, academic management is well-established and very well organised.

The classes are effectively timetabled and the classrooms are allocated appropriately for the courses on offer.

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 type="radio"/> Yes <input checked="" 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 College's courses, and their accompanying resources, are designed by the academic team. The courses are designed to offer a clear progression route. Course materials clearly identify the learning outcomes for the students and regular formative assessments are completed to ensure that students are making the required progress. If students are not making the appropriate progress, additional catch-up classes are provided.

The College provides a certificate of completion when its students complete a level of ability.

The College organises in-house mock examinations at the appropriate level for students taking the JLPT.

10.5 The College does not offer full-time courses. Therefore, this key indicator is not applicable.

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**

Regular classroom observations are carried out and well documented. Peer observations enable the teachers to give constructive feedback about each other's lessons. Students on the teacher training course also formally observe the lessons of the experienced teachers.

Teachers return to Japan, on an annual basis, as part of their continuing professional development. They observe Japanese lessons at the Renaissance Academy Corporation in Japan, which offers a wide range of training for Japanese language teachers. The teachers also receive guidance from an academic adviser based in Japan.

The small class sizes allow the teachers to be responsive to their students' individual learning needs. Teachers also take the students' learning styles into account in the planning and delivery of lessons. In classes, teachers take good account of the students' contributions in the delivery of the lesson. As a result, students are engaged throughout the lesson and contribute fully.

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**

Staff create their own original lesson materials to include engaging additional learning resources. The materials are designed to promote the direct method of Japanese language teaching. All the resources are included in the cost of the course.

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 type="radio"/> Yes            | <input checked="" 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**

Student progress is reviewed after 15 lessons. Catch-up lessons may be offered or the student may be transferred to a lower level if they are making insufficient progress.

Students have access to their tutors through e-mail outside class time. Students confirm that they find the teachers to be approachable and easily accessible.

13.4 This key indicator is not applicable as the College does not offer formal assessments or examinations on-site.

Oral feedback is provided to the students throughout the lessons. The teachers effectively guide the students' self-correction using the whiteboard and other resources well to clarify specific errors such as pronunciation, grammar and vocabulary. The students are encouraged to reformulate their contributions addressing the errors they have made. All corrections and explanations are made in Japanese with the teachers consistently checking that the students have understood the points that were being made. As a result, the students make good progress.

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 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 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 type="radio"/> 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  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 \_\_\_\_\_

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 \_\_\_\_\_

Academic staff prepare students well for the JLPT. The General Manager advises students about the level required to study Japanese at university, or the levels which are required by companies seeking to employ individuals who can speak Japanese.

## 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.  Yes  No
- 18.2 Students receive appropriate advice before arrival.  Yes  No
- 18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No
- 18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  Yes  No  NA
- 18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  Yes  No

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

#### Comments

Students receive appropriate advice and guidance before enrolling on the College's courses and are offered the opportunity to attend a demonstration class before completing enrolment.

18.7 There are no arrangements in place to protect students from the risks associated with radicalisation and extremism.

### 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

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**

The complaints procedure is clearly outlined in the Student Handbook. The Handbook also includes information about BAC's complaints procedure with a link to the BAC website.

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. | <input type="radio"/> Yes | <input type="radio"/> 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.                               | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement.  | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.   | <input type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 23.2 | The social programme is responsive to the needs and wishes of students.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.                    | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <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**

The College organises appropriate Japanese cultural activities. These include Calligraphy classes and a Japanese conversation club, both of which are also open to non-students. The Japanese conversation club is arranged for Intermediate level students to meet and talk in Japanese. In addition, the academic team adds information about the Japan Society, the Japan Foundation and Japanese cultural events taking place in London to the noticeboard. As a result, students have good access to external resources to enable them to improve their Japanese language skills.

A weekly get together in a local pub also takes place for all of the students. This enables the students to talk Japanese in a social setting and is well attended.

## 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

The College has a licence to occupy two rooms on the third floor of its premises until March 2018. The English language school which occupies the rest of the building anticipates its lease being renewed in March 2018, at which time the licence will also be renewed for the ITO Japanese School.

### 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

The premises are secure. Staff and students gain entry to the main part of the building through a number coded keypad system. An intercom system is used by visitors.

The premises are maintained in a good state of repair, decoration and cleanliness. The classrooms are light and well ventilated. The premises are not accessible to individuals with mobility issues as, due to the age of the building, there is no lift.

25.5 There are noticeboards for the display of information within the building. However, there is no sign for ITO Japanese School on the exterior of the building. The only sign evident is on the first floor next to the intercom for the English language school.

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**

The College has an adequate number of classrooms. These are of an appropriate size and are well equipped.

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**

A small library of Japanese books is available to students in the reception area. Students use their own laptops if they wish and wireless access is provided.

The College is located in an area of central London that offers a wide variety of restaurants and coffee shops providing refreshments and places to relax.

Staff can use the classrooms for lesson preparation, marking and relaxing outside class times. The classrooms are also used for staff and private meetings.

**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

ITO Japanese School is managed by an experienced, committed General Manager/Company Secretary. There is also ongoing support from the UK based Director.

Actions required	Priority H/M/L
8.2 An annual report must be compiled and must present the results of the College's reviews and incorporate action plans. This must also include an analysis of the year-on-year results of student satisfaction, retention, achievement and completion rates.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The College offers high quality, comprehensive and effective teaching in the Japanese language.

The use of the direct method of language teaching ensures that students not only learn Japanese and its nuances but also Japanese mannerisms and customs. This method of teaching builds the students' confidence and helps them to communicate in a natural way with Japanese nationals.

The lessons are well planned and the teachers use effective graded materials developed by the academic team at the College.

Lessons progress at a rate suited to individual students. If more time or practice is required, catch-up lessons can be arranged to suit the students' needs.

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

### STUDENT WELFARE

#### Institution's strengths

The College and its staff care for their students well and are keen for them to enjoy their studies.

Student feedback indicates that the students enjoy their classes and recognise the progress they have made, specifically mentioning the benefits they have seen in their working and personal lives.

Actions required	Priority H/M/L
18.7 Appropriate arrangements must be put in place to protect students from the risks associated with radicalisation and extremism.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## PREMISES AND FACILITIES

### Institution's strengths

The premises are in an excellent central London location with very good transport links.

Actions required	Priority H/M/L
25.5 A sign indicating the entrance for ITO Japanese School must be added to the exterior of the building to ensure that prospective students and visitors can easily locate the College.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that more detailed information about the location of the College should be included on the printed publicity materials.

It is recommended that a clear policy on punctuality be added to the Student Handbook.

### COMPLIANCE WITH STATUTORY REQUIREMENTS