

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Full Inspection

**INSTITUTION:** Western International College

**ADDRESS:** Berol House  
Unit 3K  
25 Ashley Road  
London  
N17 9LI

**HEAD OF INSTITUTION:** Mr Stephen W Mitchell

**DATE OF INSPECTION:** 13 January 2017

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

- ☒ Accreditation awarded for the full four-year period.
- ☐ Decision on accreditation deferred.
- ☐ Award of accreditation refused.

Date: 17 Feb 2017

### 1. Background to the institution

Western International College (WINC/the College) has been registered, as a private limited company, in the United Kingdom (UK), since May 2016. It has been operating in the United Arab Emirates (UAE) since 2008 and the owner has also been offering an educational programme in India for over 15 years. WINC's objective is to become an international provider and opportunities were identified to offer courses in the UK. As a result, the College was established and based in North London, where courses are targeted at the local population and to students from the European Union. WINC aims to help its students gain world-respected qualifications and to enrich their lives in a variety of disciplines, including business management and computing. It intends to offer a wide range of courses to local, mainly mature, students, who are looking for an alternative means to study and gain employment. BAC accreditation relates only to the operation in the UK.

The staff moved into the current premises at the end of August 2016 and work has taken place to make the premises suitable for an educational establishment. A small number of students have been recruited and marketing is underway to increase the number for the start of the next semester.

The Chief Executive Officer (CEO), who is based in the UAE, is the sole proprietor of the company. He delegates the day-to-day running of the London College to the Principal, in terms of academic management, and to the Senior Administrator, in terms of the operational aspects. Ultimate responsibility for the London operation rests with the CEO.

The current premises, in North London, are located in a converted mill on a commercial site and are very close to Central London and to good transport links.

### 2. Brief description of the current provision

WINC offers a range of accredited programmes in business, management and computing. The programmes are all accredited by Awards for Training and Higher Education (ATHE). Accreditation was awarded in October 2016. The courses that are offered are a level 3 Diploma in Business, a level 4 Extended Diploma in Management, a level 5 Diploma in Computing, a level 5 Extended Diploma in Management, a level 6 Extended Diploma in Management and a level 7 Extended Diploma in Strategic Management.

Programmes are aimed at those who may not have done very well in traditional schools, but who now recognise the need to have a formal qualification and also older people returning to work after having a career break.

The aim is to increase the breadth and depth of the courses, which are offered, in response to local demand. New courses are likely to include health and social care and hospitality, travel and tourism, as well as degree programmes, in collaboration with a university. The College also intends to offer a mix of on-line and blended learning programmes, as alternatives to standard teaching systems.

There are currently three enrolled students on the level 4 Extended Diploma in Management. They were enrolled in October 2016 and are from the local area. They are all female and are aged in their early 20s. The College only enrolls students over the age of 18.

### 3. Inspection process

The inspection was carried out over three days. The first two days were carried out by two inspectors and one student representative. Inspection activities included meetings with the senior staff, academic staff and students and a review of documentation. The third day was carried out by one inspector. The activities carried out included meetings with the Principal and Senior Administrator, the students, the teacher and the receptionist, who also acts as an administrator, an observation of teaching and review of relevant documentation.

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

Although the CEO, who is also the owner, is based in the UAE, there is regular communication with the senior managers. Regular staff meetings, both management development and academic staff meetings, cover appropriate matters and ensure that the staff know what is going on. There is a strongly collaborative style of working.

Clear responsibilities, including in relation to financial management, are appropriately shared between the owner and the senior managers and are well understood.

All the staff are highly qualified and experienced for the posts which they hold.

## 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

Administrators are competent and have very good relevant experience. They understand their roles very well. Not all staff have job descriptions, which set out, in detail, their roles and responsibilities.

At the current state of development of the College, the size of the administrative team is appropriate. This will need to be kept under review as the size of the College grows as expected.

An appropriate range of new policies and procedures ensures the effective administration of the College. A small minority of policies contain some references which are not relevant to the College in its current stage of development. These should be checked so that they are consistent across the provision.

Data is collected and collated using well-managed paper based records, backed up by electronic spreadsheets. A full electronic database will be set up to facilitate these processes as it is not possible to use the system, which is currently in use in the UAE, due to licensing issues.

## 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

Staff files contain relevant documentation and records, to ensure that recruitment procedures are carefully adhered to and they include details of previous experience and qualifications. A well-maintained checklist would ensure that documentation is filed in order and that nothing is missed.

Staff have a thorough induction, which covers appropriate matters and includes relevant policies.

Appropriate documentation is in place so that the performance of staff can be regularly reviewed. This includes a detailed self assessment template to be completed by the staff member being appraised. This process has not yet been fully implemented, to include a full record of the appraisal meeting, due to the stage of development of the organisation.

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 website includes good information about the courses currently on offer in London, as well as other basic information about the institution.

4.1 The website is still being developed to ensure that it provides a full picture of WINC's premises and facilities.

Detailed promotional leaflets are being developed to market new course offerings

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 ☐ NA
- 

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

#### Comments

Entry requirements for each course follow the awarding body's requirements and are clearly stated on the website.

Student files contain detailed application forms, with information about existing qualifications, as well as the students' motivation for attending the course. There is no checklist to ensure consistency as the number of students increases.

Students receive a good induction so that they are aware of what is expected of them.

The application process includes appropriate initial assessments, including a learning styles questionnaire.

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.      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

There is a detailed attendance policy, which is communicated to students through the student handbook.

Attendance is appropriately monitored through the use of daily registers, which are transferred to a spreadsheet for monitoring purposes.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

#### Comments

Appropriate mechanisms are in place to obtain feedback, which are appropriate for the current stage of development of the organisation. Written feedback, including on the study modules, is obtained from students, mid-way through and at the end of their programme of study. Feedback from staff is obtained through staff meetings and other informal communication methods.

7.2 At this stage, no formal written feedback has been obtained and, therefore, it has not been formally recorded or analysed.

The feedback, that has been obtained informally, has been reviewed by the managers and appropriate action has been taken.

7.4 There is not yet any formal mechanism for reporting on the institution's response to the feedback although this is not a major issue at this stage, given the small number of students.

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.   | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Effective systems for monitoring and reviewing all aspects of WINC's performance include regular visits and health check reports from the awarding body, staff meetings involving the teaching staff and unit and module evaluations. The templates for the unit and module evaluations are appropriately detailed and an excellent example of best practice, although they contain a small amount of irrelevant information. They need to be reviewed to ensure they fully reflect the current state of the organisation.

The reports from the awarding body are reviewed and appropriate actions are taken to address the issues that are raised.

A spreadsheet is used to record action planning, which includes a review of the available performance data.

---

**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 academic staff are suitably qualified and experienced. They manage the planning of courses and the allocation of teachers well.

There is a purchase plan for library facilities and other recommended reading material.

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**

Teachers develop and use detailed schemes of work and lesson plans, which clearly set out the aims and learning outcomes and how these will be covered in lessons. Detailed curriculum plans include how coursework and assessments are scheduled and how they link to the class timetable. The students are aware of the assessments they are required to complete.

Formative assessment is used well in the classroom to challenge the students appropriately and assess how well they are understanding the concepts that are being covered.

Students are encouraged to develop independent learning skills, through homework and research tasks carried out during tutorials.

The results of initial assessments are recorded. They are not yet transferred to an Individual learning Plan (ILP), although an excellent template is available for this purpose. The template includes a checklist of existing qualifications and any initial learning needs that have been identified. This provides a robust process for identifying the starting points of the students so that appropriate additional help can be provided. Lesson plans include ideas on how to differentiate between stronger and weaker students so that individual needs can be effectively met in the classroom.

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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation.   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.       | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.              | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Teachers are appropriately qualified and experienced and meet the awarding body's requirements.

11.3 An appropriate system for classroom observations has been developed using good and detailed templates to record the outcomes. This has not yet been implemented.

Teachers are well supported in their continuing professional development, through internal staff training meetings, support for teaching qualifications and attending events, which are organised by the awarding body. There is an appropriate staff development policy. Staff confirm that they are well supported and respected by the senior management.

From lesson observations, teachers use a good mix of individual and pair work to engage and challenge the students well. Exercises are well managed. Teachers are enthusiastic and ask appropriate questions to test understanding. Students confirm that they like the teaching style and that it is very interactive.

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**

Resources and materials for study are appropriate for the current provision and size of the organisation. This provision will need to be reviewed in the light of future developments.

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**

Assessment schedules, methods and procedures follow the awarding body's requirements closely and make use of the awarding body's own assignment briefs. Detailed schemes of work are used to timetable assessments appropriately. An assessment and internal verification plan has clear dates to ensure the assessment process runs well.

Appropriate steps are taken to discourage cheating and there is a suitable policy in the student handbook.

Teachers mark the assignments and provide detailed written and verbal feedback to students on what they have done well and what they need to do to improve. Students say that the feedback they got on their first assignment was very helpful and improved their confidence. There is a detailed tutorial policy and teachers run regular tutorials to provide additional support to the students. The ILPs provide for the recording of students' goals and the outcomes from tutorials and the extra support that is provided, although this has not yet been fully implemented.

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. ☐ Yes ☐ No ☒ NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. ☒ Yes ☐ No ☐ 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. ☐ Yes ☐ No ☒ 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**

Advice on further study and careers opportunities is provided, principally, through information provided by the awarding body. Students know who to go to for additional advice.

The current arrangements are suitable for the current stage of development of the organisation, although more formal provision of advice will be required if WINC develops its provision significantly.

**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

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

**Comments**

Students know who to go to if they have any personal problems and appropriate advice and support is provided, before and during the course, in accordance with the students' needs.

Induction is thorough and includes relevant information, including about policies relating to anti-bullying and equal opportunities.

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

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

Comments

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 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 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 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 type="radio"/> NA |

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

**Comments**

## 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

There is room for expansion within the existing building if needed in the future.

### 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 fit for purpose and satisfactorily maintained and decorated.

Good guidance on health and safety is provided to students, staff and visitors.

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.  | <input checked="" type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

Classrooms are spacious, appropriately furnished and 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.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA            |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate.   | <input type="radio"/> Yes            | <input type="radio"/> No <input checked="" type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |

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

**Comments**

There is a good wireless connection throughout the building. Students have access to an information technology laboratory for private study and to various eating and drinking outlets in the vicinity of the building.

Facilities and office space for staff are good.

The students say they like the location and the College's premises.

**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

Well qualified and experienced staff.

Actions required	Priority H/M/L
4.1 The website must be completed to provide a full picture of the organisation and its facilities.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.2 The good mechanisms in place for obtaining feedback must be implemented and the results recorded and analysed.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.4 An appropriate mechanism for the reporting on the institution's response to the feedback to the student body must be developed and implemented.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Enthusiastic teachers.

Well developed academic policies and procedures.

Actions required	Priority H/M/L
11.3 WINC must implement its system for classroom observations.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### STUDENT WELFARE

#### Institution's strengths

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

### PREMISES AND FACILITIES

#### Institution's strengths

Very good location of the premises.

Spacious classroom spaces.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

It is recommended that WINC provides detailed job descriptions for all staff.

The administrative and other policies and procedures should be reviewed to ensure that they all fully represent the current stage of development of the College.

WINC should consider developing a checklist for the staff and student files to ensure the consistency of the documentation.

It is recommended that the templates for the unit and module evaluations are reviewed to ensure they fully reflect the current stage of development of the College.

It is recommended that WINC fully implements its policies and procedures for staff appraisal and the use of the ILP to record students' initial learning goals and progress.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**