

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION REFERRAL (College)

INSTITUTION: Western International College

ADDRESS: Unit 3K-3L, Berol House
25 Ashley Road
London
N17 9LJ

HEAD OF INSTITUTION: Mr Stephen W Mitchell

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 13 November 2018

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 31 January 2019

PART A – INTRODUCTION

1. Background to the institution

Western International College Limited (the Institution) was established in London in May 2016 as WINC Limited and changed its name to the current name in January 2017. The change of name was to avoid confusion with a similarly named college. The Institution is part of the Kartha Education Society (KES) group, which has been operating in the United Arab Emirates (UAE) since 2008.

The Chief Executive Officer (CEO), who is based in the UAE, is the sole proprietor and the day-to-day management of the Institution in London is delegated to the Principal. A senior administrator manages operational matters.

The Institution aims to help its students gain world-respected qualifications and enrich their lives in a variety of disciplines, including business management and computing. The Institution in London was established to target local and Eastern European students. Due to the lack of uptake on the courses offered, the organisation has redirected its strategic aims to focus on courses offered in partnership with universities in the United Kingdom (UK). BAC accreditation is for the Institution in London only.

The Institution moved to its current location in August 2016 and refurbished the premises to make them suitable for educational use. Located in North London on an upper floor of a converted mill, the premises are very close to central London and have good transport links.

2. Brief description of the current provision

The Institution offers courses in business management and computing ranging from Level 3 to Level 7, which are accredited by Awards for Training and Higher Education (ATHE). It also offers additional courses, in partnership with the University of Lincoln. These undergraduate courses comprise top-up Level 6 programmes, which are top-ups to the final year of a degree. The courses offered include Bachelor of Arts Honours (BA Hons) Business Studies Top Up, Bachelor of Science Honours (BSc Hons) Computer Science (Network Technology) Top Up and BSc Hons Computer Science (Information Systems) Top Up. Courses which were previously proposed in partnership with Solent University did not run and the partnership has now been dissolved.

The courses offered in conjunction with the University of Lincoln are exclusively online. It is planned that what is normally a 30-week module will be completed in 15 weeks. All online courses have start dates in September or October, January and June. The Institution has received enquiries relating to the courses but no enrolments as yet. The late processing of results by ATHE this year has had a knock-on effect on enrolment and consequently the Institution has had to defer its start date for courses to January 2019.

A visit in May this year by the Rector and Vice Rector of the Women's Teacher Training University of Kazakhstan has resulted in a booking from their university for an English language training course with computer studies and a programme of cultural visits. The course is for 14 weeks and started in September 2018. Ten students are registered and attending a course of ten hours per week. Lessons take place on Mondays and Fridays. On other days the students follow their Kazakhstan University coursework online or arrange cultural and social trips. The group is accommodated in a large house where they can self-cater. The students are females aged 18 and 19 and are training to be teachers of computer studies.

The course at the Institution began with two weeks of English language training and cultural orientation and is followed by modules in Information Technology (IT) and Society and E-Commerce. The courses lead to ATHE Level 4 module credits. The Institution anticipates running more short language-based courses geared to students coming to the UK on short term study visas. A follow-up group from the University of Kazakhstan is expected in March 2019 but may be brought forward to January 2019.

3. Inspection process

The supplementary inspection was carried out over half a day by one inspector. Interviews were held with the Director and managerial and administration staff and the two teachers. Two lessons were observed with the Kazakhstan group and an interview was held with the students. The website was also examined.

4. Background to supplementary inspection

Following from the interim inspection, a number of action points were identified. At the time no students were registered and consequently it was decided that a further inspection was required when students were registered and teaching was taking place.

5. Inspection history

Full inspection	13 January 2017
Interim visit	12 July 2018

PART B – JUDGMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The proposed partnership with Solent University did not result in any enrolments due to funding issues and has now been dissolved. Discussions are shortly to be held with two other UK universities with a view to setting up new partnerships.

The day-to-day management of the organisation remains with the same onsite staff. However, remote oversight of the management team has been delegated by the CEO to a member of the UAE based staff of the KES group. The UK based Director of the company, Western International College Limited, also has a more active role in exploring new partnerships although, for the most part, also works remotely.

2. Response to actions points in last report

4.1 The website must be updated to provide a full picture of the organisation and its facilities in the UK.

The website has now been updated and content provides an accurate representation of the Institution's premises and facilities. Pictures which had shown students at other WINC overseas locations have been removed.

7.2 The Institution must be pro-active and systematic in seeking student feedback.

Appropriate systems are in place for collecting feedback from students. A well-designed form has been used with the Kazakhstan group half way through their course with a further form for end-of-course feedback.

7.4 The Institution must develop an effective mechanism for dealing with student feedback.

Feedback received by the organisation has been highly positive. There is documented evidence of action taken where some students commented that they were not familiar with some staff roles.

11.3 WINC must implement its system for classroom observations.

Two classroom observations of the same teacher have taken place during the current course, both effectively carried out by the same assessor who is the other teacher of the group. Observations are well documented and provide useful feedback to the teacher.

Although the students reported that they enjoyed their English classes, there was insufficient oversight of the efficacy of the English teaching and learning. As this course is due to be offered to other groups, it would be of value to assess the relevance of course content, the appropriacy of teaching methodology and learner engagement and progress.

The Institution must carry out regular staff appraisals.

Appropriate and well-documented staff appraisals of the Centre Manager and the Registrar, both of whom have been in post for approximately two years, have been carried out by the Principal. Appraisals of senior staff are planned for future months.

3. Response to recommended areas for improvement in last report

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

Unit and module evaluation templates have been comprehensively redrafted for the computing and e-commerce courses and are appropriate for the type of course and nature of the students enrolled.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The well qualified and experienced management and administration team have responded to the action points with thoroughness and commitment to achieve the required standards.

A programme of staff appraisals has commenced. Appraisals completed are appropriately conducted and have been well documented.

The organisation's website has been updated to provide a true representation of the premises and facilities.

Feedback systems and documentation have been well implemented and appropriate mechanisms for responding to feedback are in place.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Two lessons were observed. One in IT and Society, the other in E-Commerce Applications. In both lessons students were engaged and challenged and teachers demonstrated appropriate classroom management skills. Students were given good opportunities to speak and contribute to the lessons. Posters produced by the students and based on lesson input were displayed in the teaching room.

The group reported that they were very pleased with their course, that they were making good progress, that the course was relevant to their needs and that there was the right level of challenge. Inspection findings confirm this view.

The teachers felt confident that the students would reach the right level in their assignments to achieve the ATHE award at the end of their course.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The students reported that they felt well supported. Staff at WINC had found them comfortable and affordable accommodation, had actively sought out travel and sightseeing options that were within their tight budget and were always available with advice and guidance on academic and social matters.

It was not possible on this inspection to include a visit to the students' accommodation due to time constraints and the fact that the inspector had not been aware of the accommodation arrangements in advance of the inspection.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The premises continue to be in good decorative order. The teaching room in use was appropriately heated and well furnished.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF ACTION POINTS

ACTIONS REQUIRED

None

High

Medium

Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

Classroom observations should include all teachers employed.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE
