

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Full Inspection

NAME OF INSTITUTION: Teaching House

ADDRESS: 24 Great Chapel Street
London
W1 8FS

HEAD OF INSTITUTION: Mr Tim Matthew

DATE OF INSPECTION: 29 November & 10 December 2018

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

DATE: 1 March 2019

PART A – INTRODUCTION

1. Background to the institution

Teaching House (TH/the Institution) is a privately-owned teacher training provider which offers accredited certificates at Level 5, the Certificate in Teaching English to Speakers of Other Languages (CELTA), and diplomas at Level 7, the Diploma in Teaching English to Speakers of Other Languages (Delta). The awarding body is Cambridge Assessment English. TH also offers internal professional development programmes for practising teachers of English. TH is co-located with Oxford House College (OHC) in central London. OHC is an English language institution in the same group as TH. OHC is the subject of a separate BAC report and accreditation.

In 2015, TH was bought by the Australian Holmes Education Group, which had acquired the OHC group in 2010. The decision was taken to rebrand all previously existing teacher training provision as Teaching House. TH delivers teacher training courses in the United Kingdom (UK), the United States of America (USA), Canada and Australia. BAC accreditation will be for TH's face-to-face provision in London only. The OHC group is overseen by a Board of Governors, which works with the proprietor/Chief Executive Officer (CEO) of the group, who works in close co-operation with the individual centre management.

TH aims to deliver top quality, innovative teacher training, within a supportive and encouraging environment, enabling course students to fulfil their full potential as teachers.

2. Brief description of the current provision

At the time of the inspection, a face-to-face four-week CELTA course and related distance learning courses were being provided. CELTA courses are delivered face-to-face and also as blended learning courses and give essential knowledge and hands-on experience to qualify as a teacher of English as a Second Language (ESL). These face-to-face courses are full or part time. Four-week courses run during the day. Seven-week courses run on three days a week. Eleven-week courses run on two evenings a week and on Saturdays. The flexibility in modes of delivery caters for the variety of students on the courses.

The Delta is a modular qualification which includes a focus on theory and practice and is taken after a minimum of one year's experience. The three modules can be taken together or separately. Modules 1 and 3 of the Delta courses are also offered as distance learning courses at different times of the year. The CELTA and Delta courses have specified starting dates throughout the year. The professional development courses for teachers are offered twice a year and are eligible for European Union funding under the Erasmus plus scheme. These were not running at the time of the inspection. BAC accreditation will be for TH's face-to-face provision in London only.

With the aim of expanding quality English-language teacher training in the United States, TH has opened over 15 centres and trained over 3,000 new teachers. It is now the largest provider of Cambridge Assessment English CELTA courses in the world.

At the time of the inspection, 37 students were enrolled on teacher training courses, 17 on the CELTA and 20 on the Delta. The vast majority of students on the CELTA course are from the UK and the majority on the DELTA modules are from overseas, including from Russia, Lithuania and Oman. The majority are female.

3. Inspection process

One inspector spent two and a half days inspecting TH and OHC. Although they are two separate entities, many aspects of the provision are shared. The inspector met with the Principal, a Director/Governor, the Academic Director, managers, staff, teachers and students. Three lessons were observed. Documentation was scrutinised. The Institution provided all the information requested in a timely manner.

PART B - JUDGMENT 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.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure of TH is clearly defined and is well understood by all staff. Members of the Board of Governors are frequently present in the Institution and are known to staff. Senior managers understand their roles and how they complement one another.

Senior managers are highly experienced and carry out their duties effectively, resulting in an efficiently-run operation.

Clear channels of communication exist between management and staff. Regular meetings are held between managers and administrative staff, teachers and trainers. Consequently, all staff are kept abreast of developments and understand the priorities.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

One administrator is specifically allocated to TH activity. This is sufficient to carry out the necessary duties effectively. If more help is necessary, members of the administrative team of OHC are available for support. This system provides a positive experience for students. In the meeting with students, they commented on the efficiency of the application and enrolment processes.

A wide variety of policies covering areas such as attendance, behaviour and safety, is in place. These are reviewed regularly to ensure their relevance. They are made known to staff in the employees' handbook and to students in the trainees' handbook.

Student data collection is systematic and standardised across the group, so promoting a clear understanding of the provision.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Procedures for the recruitment of suitably qualified and experienced managers and administrative staff ensure high standards are maintained. The recruitment policy is clear and effective.

Experience and qualifications are appropriately verified before employment.

Staff have an annual Professional Development Interview (PDI) during which goals for the following year are set to ensure the on-going development of the individual. These are reviewed after six months to ensure the staff member is likely to achieve their goals. This impacts positively on the quality of the provision.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The website is easy to navigate and gives an accurate description of the provision. Information on courses is detailed and helpful in supporting students to make informed decisions about their course.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements for the CELTA and Delta are specified by the awarding body and made available to students at the point of application. Information on the website details the nature and requirements of the courses. Prospective students are able to speak to staff directly if necessary. Consequently, students know about the courses and their requirements.

Initial assessment is a three stage process. Firstly, students submit an application. This is followed by a pre interview task in which knowledge of English is tested. This is followed by a face-to-face interview or telephone call with one of the trainers. Any required qualifications are verified before a place is offered on the course. As a result of this rigour, the Institution is confident that the applicants are capable of successfully completing their course.

A minority of students are recruited through specialist agents who have a good understanding of the courses.

6. There is an appropriate policy on student attendance and effective procedures and systems to enforce it

6.1 There is an appropriate, clear and published policy on student attendance and punctuality. Yes 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. Yes No

6.3 Student absences are followed up promptly and appropriate action taken. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The awarding body stipulates the attendance policy for its courses. Students are required to attend all sessions. If there is any absence it has to be explained and agreed with the training staff. No lateness is allowed.

Registers accurately record attendance and punctuality. This data is collated centrally and reviewed regularly. Consequently, staff are able to track attendance effectively. Students on the overseas teachers' courses attend in groups. Their group leaders ensure that they attend every day. As a result of these measures, opportunities for the students to be successful on the courses are maximised.

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

Excellent systems of feedback allow the Institution to know students' views. At the end of the first week, feedback is carried out as a full-group activity. During the courses, feedback is gained by the trainers in tutorials or in the whole group sessions. At the end of the course, students complete a feedback questionnaire, by means of which trainees respond to specific questions. Results are recorded, collated and analysed and action taken if necessary. Trend analysis is not formalised to provide further useful performance information and to strengthen this excellent system.

Data from the feedback questionnaires is sent to the Principal for review.

Where students are still in the Institution, staff communicate responses to the feedback to the students. These quality assurance procedures effectively support the high quality of the provision.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Effective systems are in place to monitor and review the Institution's performance. Once a year, the Institution reviews its annual performance in a self-evaluation document. This document accurately reflects the Institution's strengths and weaknesses. Based on this, a development plan is drawn up. This process, together with other reports, provides useful information about examination results, progress and achievement, completion and student satisfaction rates.

The associated action planning to support improvement is monitored and reviewed regularly by managers, with outcomes reported to senior managers. In this way, management is kept fully informed of performance to support high standards in the provision.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The academic management team consists of a suitably qualified and experienced Academic Manager, as well as the Director of Teacher Training. The trainers are highly qualified, leading to high standards of provision.

The teacher training courses are allocated to their own room, which is used for the face-to-face classes and also as a workspace for students. With regular feedback from the students, as well as frequent observations, staff are able to assess the quality of the learning experience and ensure that it is of a consistently high quality.

Effective procedures for the acquisition of resources give rise to the provision of a wide variety of academic resources. The well-resourced library, specifically for CELTA and Delta students, supports the ongoing development of teaching and learning well.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Assessment and the course content are aligned to each other and are specified by the awarding body. CELTA assessments are all formative and the students' ability to consistently achieve the required criteria results in the final grade that they achieve. On the Delta course, all the assessments apart from the final assessment are formative. As a consequence of how the awarding body structures the courses, students are consistently focused on assessment objectives. As a result, the chances of success are increased. CELTA students are given support in lesson planning each day. The time allocated to this reduces over the time of the course. As a result, the development of independent learning skills is fostered.

Required coursework periods are detailed in the course schedule, which students receive at the start of the course.

Lesson plans indicate any specific needs of students that need to be taken into account, so supporting the effectiveness of classes.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No

11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All trainers are required to have a Delta qualification and several years teaching experience to ensure that the highest standards are met. A majority of the trainers are recruited from students who successfully complete the teacher training courses, so are known to the management. This promotes quality in the teaching. Sessions are interactive, and trainers role model techniques required by the trainee teachers.

Personal development interviews for staff are undertaken annually. These include lesson observations, feedback by students from teaching observations and feedback sessions to the students, which are core elements of the courses. The CELTA courses are assessed monthly by the awarding body and this includes comment on the trainers and their delivery. An annual standardisation exercise by the awarding body when trainers are moderated ensures the appropriateness of the trainers to support the excellent provision.

Professional development is exceptional. The Institution holds specialist seminars every two months. Staff are invited to attend and one of the seminar presenters is always a member of TH staff. This is beneficial in terms of the development of the individual and promotion of TH as a centre of excellence for teacher training. An internal programme of personal development sessions is in place and well attended. Many staff attend and present at external conferences. In these ways the trainers keep up-to-date with developments in the sector.

Trainers will adapt their sessions if necessary to accommodate different learning needs. As students are tested every two days when doing teaching practice, it is clear whether they have understood concepts. Effective class management to engage students and the checking of understanding are important skills in the profession and were evidenced in the session observed.

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

The large library is well-stocked with books, with a special section for the CELTA and the Delta provision. This allows students and trainers good choices to support their understanding and delivery of lessons.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No

13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The CELTA and Delta courses operate to a clear schedule, which informs students of when assessments take place. The criteria used for marking such assessments provides for a clear understanding of requirements.

Assessment outcomes are maintained in an electronic database and are carefully monitored. Students are informed if they are not making satisfactory progress. It is made clear, at the start of a course, what constitutes acceptable forms of behaviour. It is also made clear what the ensuing action is in the case of unacceptable behaviour. In this way the Institution discourages unacceptable forms of behaviour.

Feedback sessions on the CELTA, at the end of each teaching practice, allow students to know how well they are progressing. Students have regular tutorials, both written and face-to-face, to inform them of their progress and to ensure they are suitably supported to be successful. Comments provided on written work are detailed and extremely helpful in allowing students to know what to do to improve. Students reported teachers as being generous with their time if they needed additional academic support. As a result, students are supported to achieve on their courses.

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="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
14.2	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The certificate and diploma courses offered are accredited by Cambridge Assessment English, an awarding body recognised by the relevant regulator.

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 RQF and evidence that students who receive the award meet the stated requirements for that level.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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

The Institution complies with all requirements from the awarding body and recently received an Outstanding grade from the awarding body for security, administration and invigilation of Module 1 of the Delta course.

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 an 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

Appropriate advice on career opportunities is available in different forms and students produce an action plan for the type of work they want, which is overseen by trainers. TH itself has job posts on the website. On the last day of the course a question and answer session guides students to the various opportunities available. As a result, students are well informed about career opportunities.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Students are issued with a contact number for out-of-hours and emergency support.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a named Welfare Officer at OHC, who is also available for TH students. Staff at OHC provide students with appropriate advice before they arrive, so they know what to expect. The teacher training managers can provide advice and counselling.

At the start of the course, students receive an appropriate induction, so supporting their understanding of the Institution and the course.

18.4 All students are adults, the majority of whom live in London, and do not need an emergency number. Therefore, this key indicator is not applicable.

Standards of behaviour expected are made known to students as well as any resulting action taken if these are not adhered to. This supports a clear understanding that discrimination and abusive behaviour are not acceptable.

All staff have taken an online course regarding preventing radicalisation and extremism to support a better understanding of radicalisation and extremism. A suitable risk assessment and appropriate policy and procedure are in place specific to protecting students from these risks.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Information and advice specific to international students continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International students are well supported by administrators prior to arrival and, during their course, by administrators and academic staff. Appropriate advice continues to be offered during the course by staff.

Good support is offered by staff whose jobs involve working with international students. The staff come from a wide range of cultural and religious backgrounds. Consequently, they are aware of the different needs of the students. On arrival, students are advised about the local area as part of their induction.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

The application form makes clear the terms and conditions. An appropriate complaints procedure appears on the noticeboard in every classroom and is given to the students in the Student Information Pack at induction. As a result, they are well informed about how to raise a complaint.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided appropriate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

Very few of the students from TH require residential accommodation, but it is available to them if necessary. OHC has contracts with two organisations, one being a local university, for use of their residences. Students at TH are able to use this accommodation. The host organisations are responsible for the efficient running of the residences. Both are considered clean and safe. All necessary precautions are taken to ensure the health and safety of students. Staff from the host university and other host organisations are available in the residences to support the needs of students.

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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes No

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

Comments

TH students rarely use home-stay accommodation. If they need to, they access it through OHC that uses two agencies to source home-stay accommodation. The agencies are responsible for any necessary checks for suitability in relation to distance and condition. The agency has contracts with the hosts, and OHC with the agencies.

OHC staff offer advice to students before and during the placement. Throughout their course, students can speak to staff if any accommodation issues arise. Prompt action is taken to resolve these. In these ways, students are provided with suitable accommodation to help support their success and enjoyment of London.

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. Yes No

23.2 The social programme is responsive to the needs and wishes of students. Yes No NA

23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. Yes No NA

23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No 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

The Institution has a lease on its premises until 2023.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The security of the premises is supported by closed circuit television which is regularly monitored. The premises provide a clean working and learning environment.

General guidance is given to learners at the start of the course and staff receive an employee safety handbook, which outlines many useful aspects of health and safety.

Appropriate signage allows staff and students to know where to go in the case of an emergency evacuation. Classrooms also have evacuation routes and procedures indicated.

Noticeboards in classrooms allow for the display of general information to keep students briefed. As a result, staff and students are aware of health and safety issues.

Toilet facilities are appropriate.

Levels of heating and ventilation are appropriate.

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="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Classrooms and/or 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="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The specific room allocated for teacher training courses is large enough to accommodate the students and trainers. It has a data projector, which allows for the effective delivery of courses. CELTA students are required to plan lessons for assessment. This is undertaken in the base room, which is suitable. Where the Delta modules have a written assessment, an appropriate room is provided. As a result, courses are offered in a comfortable environment.

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="checkbox"/> Yes	<input type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students on the teaching courses are provided with their own spacious room, which is next to the well-resourced library. This is used for all aspects of the courses and storage of personal possessions.

Teaching staff have access to a staff room, where they prepare lessons and mark work. It is equipped with kitchen equipment, such as a kettle and microwave oven, to allow them to prepare their own food and drinks. Trainers have access to rooms if they need to meet a student privately or hold private meetings.

The cafeteria at the top of the building, which has a large outside area, provides an appropriate relaxation space.

Administrators share space in the spacious front entrance to the premises, which is suitable for the effective administration of the Institution. Overall the premises provide appropriate space for staff and students.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's Strengths

Strong and focused leadership to guide the Institution and promote continuous improvement in the standards of the provision.

Quality systems for the collection, collation and analysis of feedback data providing management with a clear understanding of the quality of the provision.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The system of recruiting trainers who have successfully completed courses at TH promotes quality teaching.

Knowledgeable and experienced trainers who deliver to high standards.

The variety and regularity of continuous professional development activities for trainers, which benefits the individual and the organisation.

The excellent standards of feedback on assignments.

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

STUDENT WELFARE

Institution's Strengths

Very good support given to students by staff.

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

PREMISES AND FACILITIES

Institution's Strengths

Spacious premises, in particular the library, and a rooftop area, so providing students and staff with a comfortable teaching and learning environment.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that management strengthen the data analysis process through formalising trend analysis to gain a deeper understanding of trends.

COMPLIANCE WITH STATUTORY REQUIREMENTS