Docklands Academy London Inspection Record

College Re-accreditation Inspection

NAME OF INSTITUTION: Docklands Academy London

ADDRESS: 11 Selsdon Way
London
E14 9GL

HEAD OF INSTITUTION: Mrs Aysegul Yesildaglar

DATE OF INSPECTION: 28-29 January 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

 DATE: 28 March 2019

PART A – INTRODUCTION

1. Background to the institution

The Docklands Academy London (the Academy/the Institution) is a private not for profit limited company. It offers a range of vocational courses in Hospitality Management and Travel and Tourism Management, leading to the Level 4 Higher National Certificate (HNC) and Level 5 Higher National Diploma (HND). The qualifications are accredited by Pearson and validated by the Academy's partner, which is Unified Seevic Palmers' College (USP).

The Docklands Academy London was originally established in Aston, Birmingham in 2010. In 2011 it moved its operations to the Docklands area of East London as this was judged to be more attractive to students from other European Union (EU) countries.

The Institution aims to provide high quality education for future leaders in business.

The Institution is a trading division of Simply Alliance Limited. It was founded by its current Managing Director, who sits on the Board of Governance along with three other Directors. The day-to-day management of the Institution is delegated to the Principal and Academic Head. The Board of Governance is supported by Quality and Assessment Committees and an Academic and Advisory Board. The Academic and Advisory Board includes student representatives as full members. There is also a separate Student Committee.

A previous partnership with the University of South Wales was terminated in January 2015 as no students were recruited. Since September 2017, the Institution has worked in partnership with a public further education provider, USP, to offer HNC and HND courses to local students who are entitled to apply for student loans to fund these qualifications. These students are registered at USP but all delivery and assessment take place at the Institution. A partnership has also been developed with Innolearn, a United Kingdom (UK) based training and recruitment agency.

2. Brief description of the current provision

The Institution offers face-to-face full time Level 4 and 5 programmes in Hospitality Management and Travel and Tourism Management, accredited by Pearson. They are also approved by Pearson to offer programmes in Business at Levels 4 and 5 and a Level 6 Extended Diploma in Strategic Management and Leadership, although these programmes were not being delivered at the time of the inspection. It also offers English courses, which do not form part of BAC's accreditation. Students on the Management courses are able, if required, to attend the English classes to improve their assignment writing and levels of understanding of English.

The Institution also offers short non-accredited courses, such as a bespoke programme in Gastronomy and Culinary Arts and apprenticeship programmes for staff from the Institution's partner restaurants, which it delivers in conjunction with its partners. These are not included in the BAC accreditation.

Vocational courses run from October to August. The Institution has termly enrolment with new students able to join at the beginning of each course module. Recruitment is on the basis of previous achievement and work experience and follows the awarding body's entry requirements. Students undertake an English language placement test and have a face-to-face or online interview prior to enrolment.

At the time of the inspection, 172 students were enrolled. All students are over the age of 18. There is an even mix of male and female students. The vast majority are from Romania, with the rest coming from the UK, Bulgaria and other EU countries.

3. Inspection process

The inspection was conducted over two days by one inspector. Meetings were held with the Principal, the Academic Head, available teachers and a group of students. The inspector observed eight lessons from across the provision. A tour of the premises was carried out and the website and Institution documentation were scrutinised. The information required was readily provided and the Institution cooperated well with the inspection process.

4. Inspection History

Inspection Type	Date
Stage 2	11 August 2010
Supplementary	20 July 2011
Stage 3	5 September 2011
Interim	11 March 2013
Re-accreditation	14-15 October 2014
Interim	3 October 2016

PART B - JUDGMENT AND EVIDENCE

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff.	☒ Yes	☐ No

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

Comments

The management structure is clearly defined, accurately documented and well understood by all staff. Members of the Board of Governance are closely involved in the work of the Institution and are known to managers.

Leaders are highly qualified and suitably experienced. They are very effective in their roles and work well as a team.

Communication throughout the Institution is excellent. A calendar of formal Board and Committee meetings is complemented by regular staff meetings to address operational matters. All are well documented with outcomes circulated to relevant teams. As a result, all staff are well informed of developments in the Institution.

2. The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective.	☒ Yes	☐ No

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

Comments

Administrators are well qualified and suitably experienced. The team of two is sufficient to ensure the effective day-to-day running of the Institution. The team is appropriately supported during the October peak enrolment period by staff of USP. Administrators roles are clearly defined and understood by staff and students.

Comprehensive policies and procedures are in place and are made available to students and staff electronically and in handbooks. The policies and procedures include academic issues, behaviour, complaints and discipline. They are reviewed annually and updated with input from relevant staff.

Data collection is systematic and well recorded on the USP database. This includes student admissions, attendance and academic records.

3. The institution employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	☒ Yes	☐ No
3.2	Experience and qualifications claimed are verified before employment.	☒ Yes	☐ No
3.3	There is an effective system for regularly reviewing the performance of staff.	☒ Yes	☐ No

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

Comments

Human Resources policies include appropriate procedures for the recruitment and continuing employment of high-quality staff. The policies are clear and consistently implemented. Experience, qualifications, identity and right to work in the UK are verified prior to appointment and recorded in well maintained staff files.

Staff are regularly appraised and clear targets are set in line with the Institution's strategic plan and staff personal development goals. These targets are reviewed annually and support is provided to ensure that any agreed training is completed. This contributes positively to the development of the Institution.

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 is up to date and provides an accurate introduction to the Institution for prospective applicants.

Course information is up to date and includes a list of the modules offered for each qualification. Information and images correctly reflect the Institution location and facilities. Appropriate information is provided on the limited access to the premises for wheelchair users.

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 criteria are set by the awarding organisation and are clearly specified on the website, together with the level of English required.

The administration team responds promptly and appropriately to all applications. The formal application process includes verification of Level 3 qualifications and appropriate industry experience with copies of evidence kept on file. The process includes comprehensive initial assessment of English language skills and a test of the mathematics skills needed for the courses.

During interviews, applicants' goals are explored to inform their choice of course and detailed advice and guidance are provided. Successful applicants are then registered through USP. All students are initially registered for a Level 4 programme with potential progression to a Level 5 programme. Students at the Institution confirm that they were well briefed during their interview.

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 Institution has a suitable attendance and punctuality policy which is published on the online learning platform and in the student handbook. Attendance and punctuality requirements are covered at induction and are consistently implemented. Students are resident in the UK and many have long journeys to the Academy. As a result, punctuality of a minority of students is poor in the first morning session on weekdays. After 15 minutes they are recorded as absent for the session, which impacts negatively on overall attendance rates.

Accurate electronic records are kept and closely monitored by the Academic Manager, with actions taken weekly to address absence following the Institution's policy. This involves initial contact by e-mail then written warnings culminating in withdrawal from the course. Overall attendance is satisfactory.

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

The Institution obtains regular feedback from students and staff, which informs an ongoing process of improvement. Written feedback is elicited from students following induction and through well-designed surveys at the end of each term. Classes have an elected representative who sits on the Student Committee, which meets once each term. Between meetings, the class representative channels feedback and suggestions from the class directly to management and is tasked with relaying feedback on actions taken in response.

Concerns of students are addressed promptly and data from surveys is analysed and reviewed as part of the quality assurance process.

Staff can submit anonymous feedback by means of an online form but more often raise issues in meetings or directly with managers. They confirm that the Institution is responsive to their views.

Additionally, the Institution receives feedback from its partner USP, and from Pearson. Feedback from all sources is well recorded and informs the Institution annual monitoring report and development plan.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

8.1	There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.	☒ Yes	☐ No
8.2	Reports are compiled at least annually which present the results of the institution's reviews incorporate action plans. Reports include analysis of year-on-year results on student satisfaction and, retention, achievement, examination results and completion rates.	☒ Yes	☐ No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management	☒ Yes	☐ No

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

There are effective procedures for reviewing all aspects of the Institution's performance and planning for continuing improvement. Course quality reviews are conducted termly, taking into account student performance, attendance and retention data and feedback from all available sources, including reports external moderator reports. Outcomes are discussed at meetings of the Quality Committee and actions are identified in response to any areas of concern.

Information from these procedures is summarised in an annual monitoring report which is submitted to the Board of Governance, ensuring that senior leadership is fully informed of the institution's performance. Progress towards actions is regularly reviewed through to completion. As a result, the Institution has been successful in implementing ambitious plans for the development of the provision that meets demand within the UK. As a result, it has substantially increased enrolments on its courses.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	☒ Yes	☐ No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	☒ Yes	☐ No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	☒ Yes	☐ No

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

A well-qualified and experienced Academic Manager effectively oversees all aspects of teaching, learning and assessment, resulting in good management of the courses. Classes are well timetabled and rooms are allocated appropriately.

Teachers are assigned to courses for the duration of a module, ensuring a consistent learning experience. Arrangements are in place to cover classes in case of staff sickness.

There is an appropriate policy for the acquisition of resources. Teachers confirm that the Institution's resources are suitable for the courses they deliver and their requests for new books are met promptly. In addition to multiple copies of core texts that can be borrowed from the library, teachers provide students with links to online resources and upload lecture notes and resources to the USP learning platform, which the Institution shares. This ensures that students have access to a wide range of relevant learning materials.

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.	☒ Yes	☐ No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	☒ Yes	☐ No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	☒ Yes	☐ No
10.4	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
10.5	Any required coursework and revision periods are scheduled in advance.	☒ Yes	☐ No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	☒ Yes	☐ No

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

Course outlines, schemes of work and assignment briefs are clearly linked to assessment criteria. Courses include an effective focus on the development of academic research, writing and presentation skills, supporting achievement of assessment objectives and preparing students for future work or study.

Students are provided with access to a range of resources which support independent learning. Lesson objectives are shared with students and identify the assessment criteria to be covered. Lesson planning includes regular checks on learning. Consequently, the focus of learning is clear to students and teachers receive immediate feedback on whether objectives have been achieved.

Students are able to submit draft assignments for formative feedback, enabling them to maximise their success at final submission. Submission dates are provided to students in a published schedule at the beginning of the course and they receive appropriate reminders.

Classroom delivery is very well related to the academic backgrounds of the students, and particularly to their language needs. No member of staff has received training in supporting specific learning needs although they have access to suitably trained staff at USP.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

11.1	Teachers are appropriately qualified and experienced.	☒ Yes	☐ No
11.2	Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	☒ Yes	☐ No

11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	☒ Yes ☐ No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	☒ Yes ☐ No
11.5	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	☒ Yes ☐ No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Teachers hold suitable subject qualifications and are appropriately experienced in their subject area.

Teachers undergo regular formal lesson observations by suitably experienced managers and receive clear feedback on strengths and areas for development. Targets for improvement are set and subsequently reviewed. Teachers occasionally observe their peers and there is a supportive team ethos among staff which enables the effective sharing of good practice.

Performance appraisal is effective and well linked to Continuing Professional Development (CPD) plans that support the strategic development of the Institution and the career aspirations of the teachers. Long-term teachers have been supported by the Institution to take external teaching qualifications and to extend their range of teaching subjects. In-house CPD focuses effectively on strategies that respond to different learning styles and promote active learning. As a result, classroom practice is engaging and students demonstrate good understanding of what is delivered.

Lesson planning includes differentiated teaching strategies. However, in practice the strategies are limited in scope and focus mainly on the needs of the weaker students rather than extending the challenge provided for the stronger students.

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

Students and teachers have good access to appropriate resources and materials for study. The library has multiple copies of the most useful course related books requested by staff, which can be borrowed by students or used in the library study area. A computer suite provides access to the internet and to the USP learning portal for the purpose of research, which is informed by reference material given out by teachers during 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.	☒ Yes ☐ No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	☒ Yes ☐ No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	☒ Yes ☐ No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	☒ Yes ☐ No

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

Comments

The submission dates for assessed assignments are provided to students and teachers in a published schedule at the beginning of the course. Assignment briefs are closely linked to the awarding organisation's specifications for the course modules and clearly state assessment criteria for pass, merit and distinction grades. Students can submit assignment drafts and receive helpful written and oral feedback which enables them to maximise their achievement at final submission.

Module grades are tracked by the Academic Manager, ensuring that timely interventions are made to support any student who is not making the expected progress. Students have individual learning plans, which clearly state their current achievement in individual modules and what they need to do to meet their learning goals.

All assignments are submitted for analysis by software that detects plagiarism. The Institution has a rigorous policy on plagiarism and students are made aware of limits set on similarities with published texts through induction and in class. They are effectively supported in developing referencing and paraphrasing skills to meet expected standards. Students can access advice and support from their teachers or the Academic Manager face-to-face or by e-mail. Students confirm that staff respond promptly and that they feel well supported.

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

The qualifications are awarded by Pearson, which is an accredited awarding organisation.

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.	☐ 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

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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

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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

Students have access to advice on further study and career opportunities from the Academic Manager and teaching staff. This is available as individual support. In addition, the courses are designed to prepare students for employment and suitable advice on seeking work or applying for university is, therefore, embedded in the delivery. For example, training in Curriculum Vitae (CV) writing, researching job opportunities and interview skills is provided in the Higher National Professional Identity and Practice module delivered on both courses.

Students are also trained in presentation, research and referencing skills during the courses. This effectively prepares those who wish to progress to a final year at university after completing the HND.

The Institution gives students access to an online platform for hospitality and hotel networking. This provides up-to-date job vacancies and information on working in hospitality around the world.

INSPECTION AREA – STUDENT WELFARE

18.   Students receive pastoral support appropriate to their age, background and circumstances

| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | ☒ Yes ☐ No |
| 18.2 | Students receive appropriate advice before arrival. | ☒ Yes ☐ No |

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

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

Comments

The welfare officer is suitably experienced and deals effectively with all day-to-day practical issues raised by students. For specialist welfare support, the Institution has recourse to the suitably trained student services team at USP which is able to provide individual help for students and where necessary refer them on to relevant professionals, for example, in the fields of mental health or addiction.

Students confirm that they receive suitable guidance on their choice of course and preparation for study before arrival. A thorough induction on arrival familiarises them with key personnel, policies and procedures, enabling them to settle quickly on to their course.

Students are given a student handbook which includes policies to avoid discrimination and the procedure for dealing with abusive behaviour. They are also provided with two out-of-hours contact numbers and know who to go to with any concerns.

The Institution has an appropriate procedure for preventing radicalisation and extremism and a designated person responsible for this area. All staff have been provided with suitable training according to their roles and demonstrate good awareness of their responsibilities in this regard. An appropriate assessment has been carried out in relation to the risks associated with radicalisation and extremism.

19. International students are provided with specific advice and assistance

19.1	International students receive appropriate advice before their arrival on travelling to and staying in the UK.	☐ Yes	☐ No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	☐ Yes	☐ No
19.3	Information and advice specific to international students continues to be available throughout the course of study.	☐ Yes	☐ No
19.4	Provision of support takes into account cultural and religious considerations.	☐ Yes	☐ No

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

Comments

20. The fair treatment of students is ensured

20.1	Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	☒ Yes	☐ No

20.2	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No
20.3	Students are advised of BAC's own complaints procedure.	☒ Yes	☐ No

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

Comments

Terms and conditions are outlined on the application form and are fair. Students sign to confirm that they have understood them.

The complaints procedure is clear and appropriate. It is made available to all students in the student handbook and includes reference and a link to the BAC complaints procedure. Consequently, students know how to make a formal 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.	☐ 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.	☐ Yes	☐ 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.	☐ Yes	☐ No
22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes	☐ No
22.4	Appropriate advice and support is given to both hosts and students before and during the placement.	☐ Yes	☐ 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

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

The Institution has a social programme designed by the English language department that is open to all students and is inclusive of a range of free activities organised by suitably qualified and experienced staff. Students confirmed that they are aware of the activities.

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 secure tenure of the premises until 2036.

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

Entry to the building is suitably restricted and all areas are regularly monitored through closed-circuit television.

The premises are high quality, fit for purpose and maintained to a very good standard.

Signage is appropriate and notice boards with important information, including the identities of first aiders and fire marshals, are located on each floor. Basic health and safety information is published in student and staff handbooks, with more detailed information on fire evacuation procedures provided at induction. As a result, the premises provide a safe, secure and clean environment for teaching and learning.

26. Classrooms and other learning areas are appropriate for the courses offered

26.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	☒ Yes	☐ No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	☒ Yes	☐ No
26.3	There are facilities suitable for conducting the assessments required on each course.	☒ Yes	☐ No

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

Comments

The Institution has a range of well-presented classrooms that are sufficient for its current needs, accommodating up to 25 students each, and a conference room that can hold up to 80 students. All rooms are equipped with a computer and data projector and wireless connectivity is accessible in all areas. This supports all classroom teaching and learning activities well.

Assessed assignments are completed in students' own time and checked for authenticity through computer software, so there are no specific facilities for conducting course assessments, although students do have the option of working in the computer suites or in the library, which are appropriately furnished and quiet.

27. There are appropriate additional facilities for students and staff

27.1	Students have access to sufficient space and suitable facilities for private study, including library and IT resources.	☒ Yes	☐ No	
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	☒ Yes	☐ No	
27.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes	☐ No	☐ NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	☒ Yes	☐ No	☐ NA
27.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes	☐ No	
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	☒ Yes	☐ No	

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

Comments

The Institution has a suitably stocked library with sufficient seating and two modern computer suites are available for private study.

Teachers have appropriate areas for preparing lessons and marking work and access to secure cupboards and lockers for storage of teaching materials and personal possessions. Students do not require storage facilities.

Administrative offices are sufficient in size and there are suitable rooms for private and staff meetings. Students and staff have access to a spacious, comfortably furnished cafeteria in which to relax. The cafeteria provides a varied menu of healthy food and drinks at reasonable prices.

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

A clear and appropriate organisation structure with well-defined roles that are fully understood throughout the Institution.
A well-qualified and experienced senior leadership team, which provides a clear vision and direction for the Institution, resulting in achievement of its educational aims.
Robust quality assurance procedures that result in continuous improvements to provision.
Well-defined policies and procedures covering all aspects of the Institution's activities, which are well communicated and consistently implemented.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Suitably qualified and enthusiastic teachers who are committed to achieving the Institution's aims.
Good, student-centred teaching, which uses a suitable range of techniques and resources to engage students and promote progress.
High quality academic support, which promotes student confidence and success.
Well-designed assessment procedures that result in clear feedback to students and support them in maximising their achievement.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT WELFARE

Institution's Strengths

Robust initial assessment procedures that ensure students are enrolled on courses that are suited to their needs and aptitudes.
Access to suitably trained advisors and specialist services through USP.
Excellent relationships between staff and students and among the students, which create a positive and supportive environment for learning.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Institution's Strengths

High quality premises which are well equipped and provide a very good environment for teaching and learning.

Actions Required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Institution takes measures to improve punctuality in the first lesson so that all students benefit fully from the session.

The Institution should consider providing introductory level training in specific learning needs to a member of the academic team to facilitate provision of support for any future students with such needs.

It is recommended that the Institution further develops teachers' skills in differentiated lesson planning so that students of all abilities are suitably challenged.

COMPLIANCE WITH STATUTORY REQUIREMENTS