

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: FCL College Wembley

ADDRESS: Hazel House
1-3 Lancelot Road
Wembley
Middlesex
HA0 2AL

HEAD OF INSTITUTION: Mrs Sivedhini Kumarapalan

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 12 December 2018

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 28 March 2019

PART A – INTRODUCTION

1. Background to the institution

FCL College (the Institution) was established in 2001 as a private limited company. It operates as a private further education college, delivering franchised Pitman courses and English for Speakers of Other Languages (ESOL) at various levels, leading to City and Guilds (C and G) and Trinity qualifications. It also offers Childcare qualifications accredited by the Council for Awards in Care, Health and Education (CACHE).

The Institution is located in a three-storey building near Wembley stadium, with good access to local transport. It aims to provide nationally recognised training to help the local community gain employment and enhance their employment opportunities.

The Head of the Institution plays a key part in the day-to-day operations and the supervision of students and staff. Two academic heads and a team of administrative staff support her. One of the academic heads has responsibility for the management and online delivery of the Pitman courses and the other manages the English programme, the team of tutors and the administration of the examinations.

2. Brief description of the current provision

The Institution has course scheme approvals from several examination bodies, including the Pitman Training Group, CACHE, the Association of Accounting Technicians (AAT), the British Computer Society (BCS), C and G, the Royal Society for Public Health (RSPH) and the Institute of Certified Bookkeepers (ICB). It offers 60 Level 2 online Pitman courses and also offers several other courses such as the CACHE recognised childcare course, Life in the UK, which is a citizenship preparation programme, driving test training and food hygiene training accredited by RSPH at Level 2.

Since the last inspection the Institution has introduced Teaching Assistant training. All courses, except for the childcare and food hygiene training, can start on any day on a full-time or part-time basis and the student can choose when they come to the Institution to study.

About one in seven students studies online Pitman courses with tutorial support and examinations taking place in the Institution. Most students live locally and are over 25 years old. Many are in employment and typically attend for six hours a week over two mornings. The majority are United Kingdom (UK) nationals and the rest are from India or other Asian countries with a few from European Union (EU) countries. About two thirds are female and none of the students are aged under 18. There are currently no students with disabilities enrolled. The total number of students registered at the time of the inspection was 525.

All courses, except for the CACHE-recognised course and Food Hygiene Training, can start on any day on a full-time or part-time basis. There are no specific pre-requisites for enrolment on any of the courses.

3. Inspection process

The inspection was conducted over one day by one inspector. Meetings were held with the Head of the Institution, the Academic Head of the Pitman courses, course advisors, a tutor and a group of students. A tour of the premises was carried out and the website and various documents were scrutinised. The information required was readily provided and the Institution co-operated well with the inspection process.

4. Inspection History

Inspection Type	Date
Full Accreditation	10-11 March 2008
Supplementary	20 November 2008
Interim	15 February 2010
Spot check	3 February 2011
Re-accreditation	14-15 November 2012
Interim	29 January 2015
Re-accreditation	25-26 October 2016

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

In March 2018, the Institution introduced the CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools in response to demand from students. This qualification enables learners to qualify as Teaching Assistants to work in primary, secondary and special schools.

The Cambridge ESOL course is no longer offered because it has been withdrawn by Cambridge. Since 2017, the Institution has offered C and G courses for English for Speakers of Other Languages (ESOL).

There has been one change in English tutors. This occurred because one of the tutors left and a replacement was recruited.

2. Response to actions points in last report

8.2 The Institution must produce an annual audit of operations to enable year on year comparison of results and to provide a basis for action planning.

The Institution has put in place effective systems to monitor performance. Attainment levels are monitored and compared across courses annually. This effectively informs planning meetings and staff appraisals and provides an effective basis for year-on-year analysis of the academic programme and for setting realistic annual targets for improvement.

3. Response to recommended areas for improvement in last report

The Institution should consider obtaining additional online library resources to support online learners and review current book stock.

The Institution is making good use of the Pitman Campus, an online learning portal that has been introduced since the last inspection. This provides students with downloadable manuals, interactive online learning materials and tests and enables them to submit work online.

The Institution also uses appropriate online resources in the delivery of the Driver Vehicle Licensing Authority (DVLA) and Life in the UK courses. Tutors offer guidance to students on the range of available online resources. This is an ongoing area for development in order to provide more systematic guidance.

The Institution should record lesson observations and feedback in writing to help inform tutors' Continuous Professional Development (CPD) and to identify training needs.

The Institution has an effective CPD process. Tutors are regularly observed and written reports with action points are followed up with a view to identifying and monitoring training needs.

The Institution should provide more detailed ongoing classroom feedback on students' writing in ESOL classes to consolidate writing skills.

Students' written work is marked and individual feedback during class sessions is given to ensure that the students understand the written comments of the teachers. This area of teaching has been the focus of staff appraisals and external monitoring by the awarding bodies to ensure that it meets best practice.

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 Institution is well managed and the staff are suitably experienced and qualified to run the organisation well to meet the students' needs.

The awarding bodies review course provision annually and produce written reports. The resulting suggestions for improvement are considered and acted upon appropriately. Action plans are written to support this process.

Current systems for assessing the Institution's performance and for quality assurance provide an effective basis for an accurate analysis of the academic courses and for setting annual targets for improvement.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The teachers are appropriately qualified and effective in meeting the students' needs in the classroom.

Teaching is good. The small class sizes enable teachers to engage well with all students. In the classroom, there is good use of direct questioning and appropriate use of worksheets.

Teachers readily offer individual help and support to ensure the students reach high levels of understanding.

Teaching staff are regularly monitored and assessed and their training needs are effectively identified.

4.3 Student Welfare (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

For the Pitman's courses, a trained supervisor is on hand at all times to support the students effectively. The annual evaluation of results indicates a high student success rate and high levels of student satisfaction.

Students report that they are well supported and that the courses meet their needs. Inspection findings confirm this view. Student feedback informs action planning and inspection findings and assessment records confirm the students' view.

The Institution's key policies, such as Safeguarding, are included in the student handbook.

There is an appropriate policy in place with regard to preventing radicalisation and extremism. Some, but not all, staff have undergone training. There is no risk assessment and students are not given a copy of the policy in the student handbook.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The premises are fit for purpose. There is adequate classroom space as well as access to computers and a library. Students with disabilities can be accommodated on the ground floor.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The Institution caters for the needs of the local community by providing flexible teaching and additional courses in response to demand.

Small classes enable tutors to know their students well and cater for different levels of attainment.

The management is responsive to looking at ways of improving and developing resources.

The commitment and enthusiasm of the staff enhances the students' learning experience.

ACTIONS REQUIRED

The Institution must send its extremism and preventing radicalisation policy to all students, all staff must undertake appropriate training and the Institution must complete a risk assessment for radicalisation and extremism.

High Medium Low

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

It is recommended that the Institution continues to develop the use of online teaching resources with a view to delivering its own teaching materials online where appropriate.

The Institution should consider a more systematic approach to the provision of guidance to students in the use of online resources.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

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