

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: Edgware Academy

ADDRESS: 205 Edgware Road
London
W2 1ES

HEAD OF INSTITUTION: Ms Berrak Unsal

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 23 April 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Continued Accreditation, 16 July 2019

PART A – INTRODUCTION

1. Background to the institution

Edgware Academy, (the Institution) is a privately-owned school of English for international students.

The Institution specialises in the delivery of general and academic English language courses. It aims to provide a professional environment, whilst maintaining a personal and individual experience for each student.

The Institution is a limited company owned by two directors. The ownership is shared equally, with no majority shareholder. One of the Directors is the Principal and Director of Finance and the other is the Director of Administration. The Principal is responsible for all aspects relating to the management of the Institution. The Directors are supported by a Director of Studies, a Director of Marketing, a Head of Information Technology (IT) support and six teachers.

Teaching began in 1997 with courses in English as a Foreign language (EFL) and later expanded to include vocational provision in areas such as computing and business. These aspects of its provision were later discontinued, and it now provides only general and academic English language courses.

The Institution occupies the first floor of a building that is located close to Marble Arch in central London.

2. Brief description of the current provision

Teaching follows a progressive course structure, with the English teaching course offered at seven different levels. Students are initially placed according to their existing aptitude and language capability. Progress is then monitored and assessed through internal tests and students may then progress to the next level according to their level of attainment. Students stay an average of three months but the duration of their studies varies from a week to nine months.

Twenty-nine students are currently enrolled on General English and Skills courses and two on Intensive English courses. Seven of the students are also taking the International English Language Test System (IELTS). Two of the IELTS students are also taking courses at other levels. In total 31 students are enrolled. All students are full-time and all teaching takes place face to face on the premises.

The students are almost equally split between male and female. There are no students currently enrolled under the age of 18. Students come from a range of countries. The majority come from either the Middle East or the European Union with the rest coming from South America and the Far East. The countries of origin include Brazil, Turkey, Portugal, Spain, Colombia, Saudi Arabia and Morocco.

Overseas agents recruit a small minority of students and the majority arrive as a result of recommendations of former students or online searches. There are no entry requirements. The Institution offers continuous enrolment without any set start times and, at the time of the inspection, some students had just started their studies while others had been at the Institution for several months.

3. Inspection process

The interim inspection was conducted by one inspector over one day. Interviews were held with the Principal, the Director of Administration, the Director of Studies and a group of students. Current documentation and the website were scrutinised. The Institution co-operated fully with the inspection process.

4. Inspection History

Inspection Type	Date
Full Accreditation	9-10 July 2008
Supplementary	10 June 2009
Interim	10 March 2011
Re-accreditation	8-9 November 2012
Interim	19 February 2015
Random Spot Check	4 April 2016
Re-accreditation	21-22 November 2016
Supplementary	15 April 2017

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

Student numbers have reduced by more than half in the past two years, leading to smaller class sizes and less students are coming from European countries. The smaller class sizes enhance the effectiveness of the teaching, but the Institution is actively encouraging its agents to recruit more students from the European Union.

The Institution's attendance policy has changed since the last inspection and students achieving an attendance rate that is less than the target set no longer receive the Edgware Academy certificate. This has had a positive impact on improving student attendance. Student absences are collated and reviewed on a weekly basis.

2. Response to actions points in last report

There were no action points in the last report.

3. Response to recommended areas for improvement in last report

There were no recommendations for improvement in the last report

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 overall day-to-day management of the Institution is effective. With the small number of students currently enrolled, staff know the students well and can, therefore, work effectively together-to meet their needs.

Effective staff recruitment checks ensure that teaching staff are appropriately qualified and experienced and staff records are well maintained. However, there is no checklist of the documents seen at the front of each staff file to ensure that all the relevant documentation has been scrutinised and is up to date.

Student absences are collated and reviewed on a weekly basis. A more rigorous follow up of absences is required to ensure vulnerable students can be contacted on the day of absence if necessary. Student absences are not collated and followed up in a sufficiently prompt way to ensure that appropriate action is taken and potentially vulnerable students are therefore protected.

Although data on student attainment is collected, it is not systematically analysed and used to set improvement targets. Annual reports do not include a year-on-year analysis of student achievement. Targets for improvement need to be clear and realistic in order to evaluate developments and as a means to identify priorities for improvement in action plans.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Teaching and learning are well planned and delivered to a high standard. Teachers know the students well and focus their teaching to meet individual needs and address different learning styles. Teachers make good use of classroom resources.

As an effective method of sharing best practice, teachers expressed an interest in revising the practice of peer-to-peer observation which had taken place in the past. Inspection findings confirm that this would be a useful addition to the existing quality assurance mechanisms.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The information that the students receive prior to arrival is sufficient so that the students know what to expect. On arrival, induction is thorough and the students report that they feel well supported during their studies. This enables them to focus on their academic work and make good progress.

Comprehensive information is given to students about both the Institution and life in London in two separate documents. The information about life in London is split between the two documents, making it difficult for the students to access the information.

Students are informed of current developments and give feedback to the Institution through an active social media group. The Institution listens to students' concerns and communicates their response by posting appropriate messages on noticeboards. The students' learning experiences are effectively evaluated through the analysis of feedback forms.

Students appreciate the regular visits to museums and the social programme of activities.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The facilities are fit for purpose and well maintained. The premises include six classrooms that are well equipped for small group teaching. There is appropriate audiovisual equipment in all classrooms.

Students have a relaxation area, which is furnished with seating, four computers and a vending machine for refreshments. The available space can comfortably accommodate the current number of students.

There is also a reception area, an administrative office and a staff room with space and facilities for the teachers to prepare lessons.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Due to the small class size the teachers know the students well. This enables teachers to focus their teaching on meeting individual needs and identifying individual learning styles.

Students feel that they are well taught and well supported and make progress in a nurturing environment. Regular weekly formative tests and termly summative assessments followed by tutorials ensure student progress is closely monitored.

ACTIONS REQUIRED

Absent students must be contacted sufficiently promptly to ensure that appropriate action is taken and potentially vulnerable students are therefore protected.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
The Institution must analyse student attainment levels, at entry and departure, to provide evidence of student progression.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Targets for improvement and action plans must be derived from data analysis. The targets and actions must be clear and realistic so that any developments can be effectively implemented and monitored.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

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

Staff files should have a checklist as a coversheet to show which documents have been checked.

It is recommended that the Institution considers introducing peer observation of teaching in addition to teaching observations by the Director of Studies in order to facilitate the effective sharing of good practice.

The Institution should consider replacing the two documents about living in London and information about the Institution with a single well-organised student handbook.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

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