

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Oxford Media and Business School

ADDRESS: Southern House
1 Cambridge Terrace
Oxford OX1 1RR

HEAD OF INSTITUTION: Mrs Andrea Freeman

DATE OF INSPECTION: 20-21 May 2019

ACCREDITATION STATUS AT INSPECTION:

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- Award of accreditation to be withdrawn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: 16 July 2019

PART A – INTRODUCTION

1. Background to the institution

Oxford Media and Business School (OMBS/the School) was originally established as St Aldates Secretarial College in 1976. St Aldates Secretarial College became part of the British Study Centres Group and changed its name, in 1999, to Oxford Media and Business School. In 2007, the School was purchased by two senior members of staff, who are the current Principal and the Bursar and the School's directors. It is a private limited company. The Principal and Bursar are supported by a registrar, who is also the Principal's personal assistant and a Marketing and Communications Executive.

OMBS offers a course called the Executive Personal Assistant (PA) Diploma, that is in the process of having its name changed to the Professional Business Diploma. The School is based in the St Aldates area of central Oxford, where it occupies a second-floor suite of rooms in a modern building.

The School aims to provide a comprehensive, intensive and practical training course for students who are looking for a fast track into an exciting career in any role in any business sector. In addition, attendance on the course aims to enable the students to live a university student lifestyle in Oxford and to gain independent living skills.

2. Brief description of the current provision

The Executive PA Diploma course was developed to meet current employment needs. It is an internally awarded diploma programme that is graded Pass, Merit, Distinction and Distinction with Honours. It includes modules relating to personal development, business awareness, skills in writing a Curriculum Vitae (CV) and making job applications and career development. Students undertaking the diploma course also develop their skills in using shorthand. They are also provided with up-to-date Information Technology (IT) tools and social media techniques as part of marketing and communications skills training. A work placement is provided for each student and visiting speakers from commerce and industry are included in the course delivery.

The course provides 21 taught hours, face to face, Monday to Friday within a classroom setting. The duration of the course is nine months and it runs from September to July. It is comprised of three 12 week terms and includes one week's work placement.

At the time of the inspection, there were 67 students enrolled on the programme and 70 students enrolled for future courses in 2019 and 2020. All students are currently female and over the age of 18. All the current students are based in the United Kingdom (UK) although the country of origin of a small minority include Brazil, Spain and France. The typical student age range is 18 to 23. The College admits a maximum of 80 students per year.

Student recruitment is targeted at UK independent schools, although other applicants, after successful interview, are also enrolled. All students have a degree, General Certificate of Education Advanced Level (A-Level) or equivalent. All prospective students are interviewed by the Principal. Students are required to be fluent in English and, as a guide, there is an expectation that students meet the International English Language Testing System (IELTS) score of 6.0 if they are to be successful on a course of study. For enrolment purposes, the terms start in January, April and September.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with the Principal, the Bursar, the Registrar who is also the Personal Assistant, the Marketing and Communications Executive, a group of tutors and a group of students. A tour of the premises and a tour of one of the nearby residential accommodation houses were carried out. Various tutor sessions were observed and documentation and electronic systems were scrutinised. The staff co-operated well with the inspection process.

4. Inspection History

Inspection Type	Date
Full Accreditation	2 November 1999
Re-accreditation	18 March 2002
Interim	2 February 2006
Re-accreditation	30-31 January 2007
Interim	4 June 2008
Re-accreditation	19-20 January 2011
Interim	23 April 2013
Supplementary	20 May 2014
Re-accreditation	11 February 2015
Interim	2 March 2017

PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) 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 School is effectively managed. There is a clearly defined management structure that is supported by clear descriptions of the staff's job roles and responsibilities. The staff have a very clear understanding of their roles and their contribution to the success of the School. The Principal has been associated with the School for many years and is one of its owners. She is very well qualified and experienced and has a very clear vision for the School's future and how it can achieve its stated aim to enable its students to find interesting and fulfilling careers.

The team at OMBS is small in size and communication channels are very open and effective and operate well to ensure that the staff are aware of the priorities. There is an open-door policy and the staff confirm that they can speak to the Principal at any time to get appropriate support and answers to any questions. Regular weekly meetings take place during which the Principal up-dates the staff on the current priorities and any student matters and/or issues are reviewed. A meeting for all the staff is held at the beginning of each term when academic issues are discussed. There is also a course review meeting held at the beginning and end of every term. Relevant meetings are recorded to provide an audit trail of the decisions that are made. As a result, there is a very open and collaborative approach to working and the staff work very well together as a team.

2. The administration of the institution is effective

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|-----|--|---|-----------------------------|
| 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

The administration of the School is handled effectively by suitably experienced staff who understand their responsibilities well. The administrative roles and responsibilities are set out clearly in job descriptions so that the staff are clear about their priorities.

The staff handbook contains detailed and relevant policies to assist with the smooth running of the School. These include clear flowcharts that set out the procedures for handling applications through to making an offer and enrolling students as well as a clear procedure for allocating students to the residential accommodation and managing their stay in the accommodation.

Data collection systems are effective. Students' general and medical information is collected and, together with data and correspondence relating to students' application and registration, is effectively recorded in hard copy in a student folder and electronically using a database. The students' marks from tests and their grades are also recorded electronically. The database provision is fit for purpose although useful management information reports have to be generated manually due to the electronic systems' limitations in this regard.

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

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. A clear staff recruitment policy sets out the steps taken to recruit and select staff. These include appropriate pre-employment checks including verification of identity and the right to work in the UK. The policy is supported by a recently developed checklist for new staff that is included in every staff folder to ensure that nothing is missed. The checklist and the recruitment policy include the verification of educational qualifications. This verification has not always been carried out and recorded historically although the School is now in the process of addressing this deficiency retrospectively for all staff.

The staff handbook includes relevant policies relating to the continuing employment of suitable staff and to ensure that any disciplinary matters, grievances or unacceptable behaviour are appropriately addressed.

The performance of the staff is effectively reviewed both through informal feedback and formal performance reviews. New staff have a three-month review to ensure that they are settling into their role well and to make sure that any required training and development and/or other support are provided. The staff handbook makes reference to annual appraisals for the administrative staff and formal staff appraisals have been done. As a result, the staff are clear about the management's general view of their performance. However, the staff appraisal forms are not systematically used to record the staff member's views of their own performance against specific criteria or to capture clear specific and measurable improvement objectives and training and development actions. As a result, it is not clear if agreed actions are followed up to ensure they take place. Not all the staff have had performance reviews carried out recently although a schedule of staff appraisal meetings, including for tutors, has now been drawn up to ensure these take place as required.

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 and the promotional brochure, which is also accessible through the website, provide an accurate depiction of OMBS and its location and the range of resources and services offered. The website is easy to navigate and the information provided is clear and accessible.

The information about the course and the content of the individual modules is clear and appropriate on the website and the promotional brochure.

The Marketing and Communications Executive receives regular updates on activities and any changes to the course from the Principal and other staff and reviews the website content at least monthly to ensure it remains up to date. As a result, prospective students have a clear idea of what OMBS offers that helps them to make an informed choice about the suitability of the course to meet their needs.

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

The academic entry requirements are set out clearly in the promotional brochure and on the website. However, prospective students, who do not meet the stated entry requirements, are encouraged to go to the School to discuss their suitability for the course.

The robust application process includes the completion of an appropriate application form and a face-to-face interview with the Principal. The interview is used effectively to assess prospective participants' motivation and suitability. Appropriate information about the nature and requirements of the course is provided at that stage and prospective students meet other members of staff and have a tour of the premises. As a result, the students are aware of the expectations of the course so that there are no surprises when they join the course.

Students' English language skills are assessed through the application process and the interview. If a student requires any additional language support, this is provided through extra lessons and other appropriate support.

The tutors confirmed that the vast majority of students are highly committed to successful completion of the course and that the entry requirements and registration procedures are effective in ensuring the enrolment of appropriate students. Inspection findings confirm that view.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are highly robust procedures for managing students' attendance. There is a clear policy on student attendance that is communicated to students at induction and is included in the Student Handbook. The students' level of attendance is directly linked to the final grade that the students achieve as a result of the course and this information is also clear in the handbook. In addition, student files contain a signed attendance and behaviour policy and procedure that explains how absences are handled and how these affect the final grade. As a result, students are well aware of the attendance requirements.

A review of attendance levels also forms part of the students' regular progress reviews and the related data forms part of the students' academic record. Staff have clear guidelines regarding managing attendance in the Staff Handbook.

Daily attendance registers are completed electronically by the tutors for each lesson and a separate register relating to late arrival is maintained. The results are collated so that individual students' percentage attendance is easily identifiable. Unauthorised absences are followed up appropriately.

7. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

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|-----|--|---|--|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are effective methods for obtaining feedback from students, staff and other stakeholders.

Students complete a feedback questionnaire at the end of the programme. The questionnaire includes appropriate questions about the students' experience on the course, including the quality of the teaching and the personal support they receive from their course tutor. The questionnaire is effective in obtaining both qualitative information and information that can be used to set targets for improvement.

Although the students can provide informal feedback to the staff at any time, this is not done formally in the early stages of the course to ensure that any initial concerns are raised and can be dealt with early on. Feedback on the appropriateness of the course content is also obtained from the School's alumni, recruitment agencies, employers and the staff. There are no student representatives to provide an additional useful channel for feedback.

The feedback is reviewed and analysed by the Principal and appropriate action is taken as a result.

7.4 There is no systematic mechanism for reporting to the students on the School's response to their feedback.

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

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|-----|---|---|-----------------------------|
| 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 type="checkbox"/> Yes	<input checked="" 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

There are effective systems for monitoring and periodically reviewing all aspects of the School's performance. Regular course reviews take place which involve an analysis of the course syllabi and any feedback obtained, including from the tutors, alumni, employers and recruitment agencies as well as new information technology advancements that may affect the course content. These reviews ensure that the course content is current and continues to meet the needs of the students and their future employers. Regular purposeful staff meetings are also used to monitor and review performance and for the staff to make any suggestions.

Annual reports covering the results of the School's reviews and analysis of data across the provision and incorporating action plans are not regularly compiled to provide a long-term view of the School's performance and to support annual improvement planning.

The regular staff meetings lead to useful action plans that include clear responsibilities for taking the actions forward and target completion dates.

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

Academic management is effective. The Principal works well with the subject specific department heads, who are also tutors, in order to manage the course development, teaching delivery and assessment processes well.

The Principal develops the timetable and allocates classrooms based on the room's size, layout and the resources available. The system works well and classes are appropriately resourced, for example with computers for the information technology based sessions to ensure the effective delivery of the lesson. As a result, students can maximise the learning opportunities from each classroom-based session.

The tutors are specialised in particular areas of the curriculum and are allocated to the courses based on this. However, they are able to cover other areas if required to ensure effective delivery across the provision.

Regular discussions about the academic resources take place as part of the staff meetings. Any new needs are discussed and the Principal signs off any additional expense involved. This works effectively to ensure that appropriate resources are available.

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**

The course content and its assessment have been designed to ensure the students' employability. The structure of the course is laid down in detailed schemes of work and lesson plans that include learning objectives. To assist with the design of the course, input into its content to ensure it is fit for purpose is provided by industry representatives, through the close links with employers and recruitment agencies as well as through research using social media platforms to ensure the course reflects any topical trends. As a result, the focus of the course and its assessment is to provide training in practical skills rather than theoretical concepts. The students confirmed that they felt they were well prepared for employment as a result of doing the course.

The final qualification is an internal award and students' progress is assessed through a combination of continuous assessment, internal tests, case studies, projects and reports that are linked to the learning objectives. There are marking schemes for the various modules that set out the nature of the assessments and the percentage of the total assessment that they represent. Through the course, the students and their tutors jointly assess the students' progress and specific grades are awarded at different stages based on the average score for each subject and the level of attendance. These scores and grades are recorded so that the students' rate of progress can be effectively monitored, including by the students. The interim grades are used at the end of the course to determine the final award.

Students are effectively encouraged to develop independent learning skills. In classroom sessions, they work independently and carry out assessed tasks throughout the course. Self-study is a requirement of all the taught modules.

The tutors get to know the students well. Due to the practical nature of the course, many of the sessions involve the students working on tasks individually with the tutor providing individual support and guidance as required. As a result, the tutors are able to tailor the support to meet the students' individual needs.

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. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The tutors are appropriately qualified and experienced to run their courses for the benefit of the students. They are suitably knowledgeable about their subject areas and have appropriate teaching qualifications.

Regular classroom observations, including peer observations, are carried out. The outcomes of these are recorded and fed back to the tutors so that they know the views of the observer on their performance and any problems can be identified. The observations may result in the provision of additional support, such as further training. Although regular one-to-one meetings between the Principal and the tutors take place when performance is discussed, not all the teaching staff have had a formal performance appraisal carried out recently. A schedule of appraisal meetings for tutors has now been drawn up to ensure these take place as required.

The tutors are effectively supported in their Continuing Professional Development (CPD). Training days take place for the tutors during which there are opportunities to share good practice. Useful sessions are run by both the Principal and the tutors and include team building and information technology skills. Newly recruited tutors are mentored to help them develop their skills. The CPD is not logged to provide information about how tutors' skills are maintained up to date.

Teaching is well planned and makes use of a variety of learning methods, including lectures, seminars, workshops and guest speakers. These ensure that the students' different learning styles are appropriately met. Some lesson plans lack sufficient detail to ensure that there is always appropriate variety in the teaching that engages all the students throughout the session. Tutors provide good clear information to the students to support their development and to prepare them well for taking up their future careers. The tutors are approachable and supportive and have a good rapport with the students. The classroom sessions also provide an opportunity for the students to receive individualised support to meet their needs.

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

OMBS provides students and tutors with access to appropriate resources and study materials. All the student materials are available online. There is a specific online user area for the students where they can access the course materials. These include handouts, a textbook for the shorthand course, an excel resource book and audio materials that students can listen to remotely.

The tutors have access to appropriate resources and the classrooms are well equipped to facilitate the delivery of the classes effectively.

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.	<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

There are planned assessments throughout the course to test the students' progress. The details of the assessment approach are provided in the Student Handbook. The tutors set the assessments with input from the Principal.

The tutors and the students themselves monitor the progress made as this is recorded in testimonials that provide details of the marks for each subject and the grades. A copy of the testimonial is given to the student. Progress is also reviewed through regular course appraisals and one-to-one and group tutorials so that any problems are identified and can be addressed through providing additional support.

There are suitable policies and procedures to prevent plagiarism and to deal with and penalise any unacceptable behavior.

Students receive appropriate feedback, both oral and written, on their work and progress. Marked work contains good and relevant feedback so that the students know what they are doing well and what they need to do to improve.

The students confirmed that they have a group tutor to whom they can go at any time to discuss their progress or any issues. Therefore, they feel they are appropriately supported to meet their needs. Inspection findings confirm this to be the case.

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 type="checkbox"/> NA
14.2	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input 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 type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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 checked="" 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.3	External moderators are involved in the assessment process where appropriate.	<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 Executive PA Diploma course leads to an internally assessed and awarded qualification.

There is no level stated relative to the Regulated Qualifications Framework (RQF). However, this possibility, together with formal accreditation by a recognised awarding body or formal recognition by a university is being researched. Such recognition might enable OMBS's graduates to progress to a higher level of study with credit.

The diploma is very well recognised by employers and, as a result, the rate of employment of OMBS's graduates is very high.

Currently there is no external moderation of assessments.

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 systems and procedures in place for assuring the security and administration of any examinations are fit for purpose and managed by the Principal. There is a suitable appeals procedure to deal with any issue leading to a dispute over an assessment. This procedure is clearly set out in the Student Handbook.

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 excellent support and advice on career opportunities following graduation from the diploma course. The website includes an information section relating to careers that includes details about recruitment agencies, with which OMBS has close links, testimonials from agencies and prospective employers to show what attributes they look for when recruiting, details of leavers' destinations and contacts with alumni that are also maintained through an alumni facebook page. In addition, the Principal has excellent networking links with employers and recruitment agencies

All the students undertake a work placement as part of the course that gives them valuable work experience. The final term of the course has a strong focus on the students searching for a job and arranging interviews. Mock Interviews form part of the final term and each student leaves with a job search plan. This aspect of the course is a real strength of OMBS.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	Students receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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 checked="" type="checkbox"/> Yes	<input 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**

The students receive appropriate pastoral support to meet their needs. The staff are appropriately trained and know where to direct students if they need specialist help. The Principal has a strong focus on the students' welfare and the group tutors also play an important role in ensuring the students feel safe and secure whilst studying at the School. The students see their group tutor at least once a week and can arrange to see them individually as required. The students feel that they can approach any member of staff if they need to discuss any personal issues.

The students receive good information and advice both before and on arrival at OMBS. Prospective students visit the School and talk to the Principal so that they can get information about the course, visit the premises and find out about the residential accommodation. Before arrival, the students receive appropriate information as part of the joining instructions and various e-mail communications.

On arrival, they receive a tutor pack with further relevant material and have a structured induction that covers relevant information, including all the student related policies. This helps them to settle quickly into life at the School and their studies. There is also a range of information and policies accessible to students through the central student drive. The students said that they receive very good advice and guidance and inspection findings confirm this view.

There are appropriate policies regarding discrimination and appropriate behavior. These are communicated well to the students for example through the handbook and are reinforced as part of the induction.

There is a policy on preventing radicalisation and extremism and some staff, including the Principal, have undertaken suitable training. No formal risk assessment has been carried out although key staff have a good awareness of the risks and how to handle them.

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

The course is targeted at students from the UK. All students receive the same very good level of detailed information both before and on arrival. In the event that there is a need for additional information to be supplied to any student whose origin is from outside the UK, this would be identified at the interview stage and dealt with as necessary. Appropriate information is supplied throughout the course as required.

The staff are sensitive to any specific cultural or religious considerations and appropriate support would be put in place as needed.

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
20.3	Students are advised of BAC's own complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students are enrolled under fair and transparent contractual terms and conditions. These are available on the website and the enrolment form.

There is a suitable clear and detailed complaints procedure available to the students. This is accessible on the central student drive and includes appropriate recourse to an independent adjudicator including a specific reference to BAC's complaints procedure.

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

The residential accommodation, which is provided in 12 leased student houses, is clean, of a good standard and contributes well to the students' enjoyment of the course. There is an experienced senior member of staff who is responsible for the accommodation, including its maintenance, and inspects the houses regularly. Any identified maintenance or other issues are dealt with quickly and effectively. This was confirmed by the students.

The accommodation is appropriately inspected including by the Council authority which is responsible for Houses in Multiple Occupancy.

There are clear rules and health and safety procedures in place and appropriate precautions are taken to ensure the security of the students whilst in the accommodation. An accommodation folder is provided in the houses that contains the appropriate certificates, the house rules and the necessary emergency contact numbers for the occupants.

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 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 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 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 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <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

Detailed information on local leisure activities, including sporting facilities, is provided to participants. They are encouraged to take part in the available extra-curricular activities to enrich their experience whilst at the School.

INSPECTION AREA – PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

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|------|---|---|-----------------------------|--|
| 24.1 | The institution has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

Comments

The School has a secure ten-year renewable lease on its premises, which was taken out in 2014. As the premises are large enough to cater for the number of the students on the course and the staff, there is no need for the use of any temporary external premises.

25. The premises provide a safe, secure and clean environment for students and staff

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|------|---|---|-----------------------------|
| 25.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 premises consist of a second-floor suite in a modern building. The access to the building is secured by means of an entry gate that requires an entry code. Alternatively, there is a buzzer system so that visitors can be allowed access individually. Visitors sign in at the reception desk on arrival at the School's floor. There is also closed-circuit television coverage that can be monitored from the reception.

The premises are maintained in a good state of cleanliness, repair and decoration and, therefore, provide a pleasant working and learning environment.

Appropriate general guidance on health and safety is provided to students, staff and visitors. Health and safety information, including what to do in an emergency, is included in the induction process for staff and students and in their handbooks. Information is also displayed on the television screen in the reception area, on the back of the visitor badge and visitors are informed by a staff member about health and safety matters on arrival. There is also adequate health and safety signage in the premises. As a result, students and staff know what to do in the case of a fire.

There are good notice boards with colourful displays, including photographs of school activities. There is sufficient circulation space and a reception area with seating for visitors. Toilet facilities are clean and adequate in number and the premises are well ventilated.

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 classrooms fit for purpose. They are of a suitable size and include computer suites so that the students can work well independently on their individual assessment tasks and projects. The rooms are well lit and equipped to provide effective learning and assessment environments. There is on-going investment being made in the classroom facilities and a new computer room has recently been established.

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

The students have good access to suitable facilities for private study. These include a private quiet study room with computers and a student common room that is also used by students to relax and consume food and drinks. There is good wireless internet access throughout the premises. Due to the practical nature of the course and the fact that the learning materials are available online, there is no need for physical library resources.

The tutors have a spacious work room in which they can prepare lessons, mark work and relax. There is a kitchen with facilities to heat up food and prepare drinks and the area near the premises has various cafeteria and other facilities.

There are good meeting rooms including for private meetings and appropriate administration offices.

The students confirmed that they like the premises and the location and that they feel secure when in the premises.

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

The Principal and staff have a strong commitment to ensuring the success of the School so that it meets its goal to secure employment for its graduates.

There are very good communication channels that ensure all the staff are aware of the School's priorities and work well as a team.

Very good mechanisms are used to obtain feedback from alumni, employers and recruitment agencies that helps to ensure the course meets the objectives of the students to find employment after they finish the course.

Excellent pre-enrolment advice and guidance is provided to students so that they can make informed choices as to the suitability of the course to meet their needs.

Actions Required	Priority H/M/L
7.4 The School must put in place an effective mechanism for reporting to the students on the School's response to their feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 Annual reports must be produced that cover the results of the School's reviews and analysis across the whole provision and incorporate centralised action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The tutors have a very good understanding of the students and their aspirations and provide excellent individual academic support.

The inclusion of a mandatory work placement provides the students with highly valuable work experience as part of the course.

The advice and guidance provided to assist the students to find employment, which includes mock interviews and resulting feedback, are excellent and very well regarded by the students.

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

STUDENT WELFARE

Institution's Strengths

The students are very well supported throughout their time at the School.

Very good information, advice and guidance are provided to the students both pre-arrival and throughout the course.

The residential accommodation is well managed and enhances the students' experience well.

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

The premises are well located and provide a pleasant working and learning environment for the staff and students	
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

<p>The School is recommended to consider the establishment of a suitable data collection system that brings all the relevant data, including performance data, together so that management reports can be easily generated to assist with improvement planning.</p> <p>OMBS should review the records of staff appraisals to ensure that are used to record the staff member's views of their own performance against specific criteria and that they capture clear specific and measurable improvement objectives and training and development actions.</p> <p>The School should consider obtaining formal recorded student feedback in the early stages of the course and setting up a system of student representation.</p> <p>It is recommended that OMBS logs all the staff's, including the tutors, CPD activity to demonstrate how their skills are maintained up to date.</p> <p>It is recommended that the lesson plans contain greater detail about the activities and exercises that are planned in lessons to ensure that there is always appropriate variety in the teaching that engages all the students throughout the session.</p> <p>The School should continue to research the possibility of obtaining formal accreditation by a recognised awarding body or formal recognition by a university and consider the introduction of external moderation of assessments.</p> <p>The School should carry out a written risk assessment relating to radicalisation and ensure that all the staff have been appropriately trained.</p>

COMPLIANCE WITH STATUTORY REQUIREMENTS

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