

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## INTERIM VISIT AND SUPPLEMENTARY INSPECTION NEW / ADDITIONAL PREMISES (College)

**PROVIDER:** Excel Education

**ADDRESS:** 12B Suffolk House  
College Road  
Croydon  
CR0 1PE

**HEAD OF PROVIDER:** Mr Zana Hussain

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 31 October 2019

**ACCREDITATION COMMITTEE DECISION AND DATE:** 30 January 2020

## **PART A – INTRODUCTION**

---

### **1. Background to the provider**

Excel Education (the Institution) was established in 2012 as a private limited company with the Principal as sole shareholder. It offers accredited vocational courses at Levels 1 to 5, English Language courses at Levels A1 to B1 and preparation for the Life in the United Kingdom (UK) test.

The Institution also acts as a local hub, or recruitment agent, to provide information on undergraduate and postgraduate courses and help prospective applicants understand the application process. However, this service is not subject to BAC accreditation.

The Institution operates from leased premises located in the centre of Croydon, South London. It moved there from nearby premises in January 2019.

Excel Education aims to provide high quality education and training that meets the demands of the local population, who are seeking to develop their language and work skills.

The Principal is supported by a Deputy Principal and an administration team.

The Institution has collaborative agreements with Anglia Ruskin University (ARU), QA Higher Education and EU Network as their Local Access Point (LAP).

### **2. Brief description of the current provision**

Excel Education delivers vocational courses validated by Gatehouse Awards, the Association of Tourism and Healthcare Executives (ATHE) and the Council for Awards in Care, Health and Education (CACHE) and delivers the British Safety Council Level 1 Award in Health and Safety in a Construction Environment. It is a recognised Trinity College London Secure English Language Test (SELT) course provider. In this regard, the Institution prepares students for the Trinity College London SELT at Common European Framework (CEFR) Level B1. This is an approved test for United Kingdom Visas and Immigration (UKVI) applications, British Citizenship and Leave to Remain status. The Institution also prepares students for the Life in the UK Test, which is part of the application for British Citizenship or settlement in the UK.

The Institution delivers CACHE programmes in Health and Social Care at Levels 3 to 5 and Childcare Levels 3 to 5, on behalf of Barking and Dagenham Further Education College and JFC Training College, a private training provider based in Woolwich. When vocational qualifications are delivered on behalf of other providers, these can take place off-site at the provider's own premises, for example, Leytonstone and Forest Gate in north London.

The Institution offers SELT and Life in the UK courses on a continuous enrolment basis, to suit the needs of its students. Students study chapters of the published resources under teacher guidance and are entered for the examination when they are ready. The Trinity College SELT and the Life in the UK Test are taken off-site at recognised testing centres in Croydon. Students undergo placement tests to assess their suitability prior to enrolment on the Institution's courses.

All courses are delivered face to face to students aged over 18. There were no courses running at the time of the inspection.

### **3. Inspection process**

The inspection took place over one day with one inspector. Meetings were held with the Principal, the Deputy Principal, members of the administration team and the Premises Manager. The inspector reviewed documentation and completed a tour of the new premises. The Institution cooperated fully with the inspector on the inspection day.

**4. Background to the supplementary inspection**

---

The Institution moved to new leased premises when the lease on the previous premises expired and was not renewed. The current premises are smaller in size and offer fewer facilities than the previous premises.

**5. Inspection history**

---

<b>Inspection Type</b>	<b>Date</b>
Stage 2	30 May 2013
Stage 3	18 March 2014
Interim	3 July 2015
Re-accreditation	19-20 December 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**

---

The Institution moved to new premises when it was unable to renew the lease on the previous premises. This meant that it was without suitable premises for a period of months, disrupting its usual pattern of delivery.

The Institution no longer has collaborative agreements with the London School of Business or the Fairfield School of Business, but now has an agreement with the agent EU Network as their LAP. It no longer offers programmes validated by the English Speaking Board (ESB) or the London Chamber of Commerce and Industry.

### **2. Response to actions points in last report**

---

*3.3 Staff appraisals must be carried out on a regular basis and a signed copy of the appraisal documentation must be retained in the Institutions' staff folder.*

The Institution has recently implemented an appropriate system of staff appraisals for teaching staff. Completed, signed records are kept in the staff folder. Appraisals have resulted in the identification of suitable Continuing Professional Development, which is shortly to be delivered by an external organisation.

However, the current appraisal system does not currently include a self-evaluation element. In addition, the appraisal template is not suitable for administration or managerial staff and appraisals have not yet been completed for these roles.

*4.1 Text and images in printed publications must provide an accurate depiction of the Institution's location and premises and the new website must be completed.*

The new website is not yet completed. The website does not make it clear that the Institution acts as a recruitment agent for organisations delivering undergraduate and postgraduate courses, rather than delivering those courses itself. Several images are of the previous premises or indicate access to facilities that are not available in the current premises.

*5.1 Entry requirements for each course must be clearly stated in the printed and online course descriptions seen by prospective students.*

Leaflets for courses include clear entry requirements. A brief summary of entry requirements is provided on one page of the website. However, a summary of entry requirements for individual courses on the website is not provided so there will be a possibility for applicants to miss this information when searching online.

*8.2 An annual report must be produced, which must include information about the Institution's reviews and incorporate action plans. It must also include analysis of the year-on-year results of student satisfaction, retention, achievement, examination results and completion rates.*

The Institution produces an annual business report, which is linked to a detailed and appropriate action plan. The report and action plan do not include a review of course provision. The Institution takes learner feedback through a range of appropriate means. Areas for improvement are addressed promptly, but results of questionnaires are not recorded electronically or analysed to produce data showing overall satisfaction rates. Attendance is properly recorded on paper registers. This information is not used to produce data on overall attendance or retention. Examination results are recorded by student and by cohort. Data is not analysed to show completion and success rates across the Institution or compared across periods for the purpose of course review and improvement planning.

13.1 13.3 *The level and intended outcomes for the course must be made clear to the students at both enrolment and induction.*

Students are well informed about the level and outcomes of their courses. They are provided with written course information at enrolment, which clearly states the level and intended outcomes of the course. They complete an enrolment form which has the name and level of course printed at the top. Induction includes reference to the planned outcomes of the course and courses include information on next steps following completion of the course.

18.7 *Effective arrangements must be in place to protect students from the risks associated with radicalisation and extremism. Staff must undergo appropriate training.*

The Deputy Principal and the Lead Administrator have undergone appropriate external training and this has been disseminated to all staff in an in-house training session. The Institution has a clear and appropriate policy and procedure for protecting students from radicalisation and extremism. This is not currently made available to staff via the handbook or the website. The Institution has not yet completed a risk assessment for this issue.

20.2 20.3 *The Institution's complaints procedure must be transferred to its new website and the Student Handbook. It must also be accompanied by BAC's complaints procedure.*

The Institution has not uploaded its complaints procedure to the new website. The student handbook has a summary of the Institution's procedure and signposting to the reception for the full document. However, there is no reference to BAC's complaints procedure in the Institution's policy, on the website or in the student handbook.

### **3. Response to recommended areas for improvement in last report**

---

*It is recommended that the staff folder should only contain information about staff employed by the Institution*

The staff folder has been revised and now only contains information about staff employed by the Institution.

*It is recommended that a page should be created on the new website to report on the Institution's response to student feedback.*

The website is not yet completed and the current version does not have a page to report on the Institution's responses to student feedback.

### **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**

Leaders and administration staff at the Institution are clear about their roles. Communication within the Institution is effective. Administrators demonstrate good knowledge of the Institution's procedures.

Written versions of policies and procedures do not always reflect the actual context of the Institution. The staff handbook includes information which does not apply to the Institution or its current management structure. It does not include key Institution policies or Human Resources (HR) policies. Students cannot easily access key policies.

All necessary records are kept. However, data collection and collation systems are not effective in providing information to support improvement planning.

3.3 The appraisal template is not suitable for administration or managerial staff and appraisals have not yet been completed for these roles.

4.1 The website does not clearly mention that the Institution does not deliver undergraduate and postgraduate courses itself. The images used on the website are from the previous premises and are not relevant to the current premises.

The Institution's key policies are not published on the website.

8.2 The annual report and the action plan produced do not include a review of the course provision. The results of the feedback questionnaires are not recorded sufficiently to produce data showing overall student satisfaction rates. Data from examination results is not analysed efficiently to show completion and success rates for the purpose of course review and improvement.

---

#### 4.2 Teaching, Learning and Assessment (spot check)

---

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

**Comments**

The Academic Manager is suitably experienced and has good understanding of the needs of adults from the local community who are the target students for enrolments.

The range of courses is well designed to meet the students' needs and promotes progression into work or further vocational study.

Marking of student assignments is supportive, well linked to assessment criteria and provides clear guidance on how to improve.

Student outcomes for 2018 to 2019 are excellent, with very high levels of achievement in all courses, including 100 per cent achievement in the SELT.

While paper records are kept, there is no central tracking system for student progress and achievement. This approach does not allow managers to effectively monitor student progress or collect data for quality assurance purposes.

---

#### 4.3 Participant Welfare (spot check)

---

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

**Comments**

The Institution has a welcoming and supportive ethos. Pastoral support is provided effectively by the suitably experienced Deputy Principal and by the administration team. Welfare staff have good knowledge of sources of specialist support in the local area and make referrals where appropriate.

18.7 The policy and procedure for protecting students from radicalisation and extremism is not currently made available to staff via the handbook or the website. A risk assessment has not yet been completed.

20.2 20.3 The complaints procedure has not been uploaded to the new website. There is also no reference to BAC's complaints procedure in the Institution's policy, the website and the student handbook.

---

#### 4.4 Premises and Facilities (supplementary inspection)

---

The numbers below refer to the standards as presented in the college scheme document and main full inspection report

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

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 Institution operates from suitable premises with more than four years remaining on the lease.

#### 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.	<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

Access to the premises is secure and restricted. Entry is via a reception area, which is staffed at all times. A Closed-Circuit Television (CCTV) system is in place and is effectively monitored.

The premises have been recently refurbished. They are clean and well maintained.

Students and staff are provided with appropriate health and safety information at the induction and visitors receive a card with summarised information on arrival.

Signage inside and outside of the premises is clear and well located. Sufficient general notice boards are provided in the common room used by all students and staff.

There is adequate circulation space for the small number of students and staff on the premises at any one time and a good-sized reception area with seating for visitors or students arriving early for class.

Toilets are appropriate in number and regularly cleaned.

All areas are provided with heating and classrooms also benefit from air conditioning.

**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**

There are two classrooms suitable for different sized groups. A partition can be removed to turn them into one large room. This accommodation is sufficient for the courses currently offered by the Institution.

Classrooms are equipped with a projector and computer to allow for effective delivery of courses.

Assessments on vocational courses are assignment based and internally assessed, with students completing assignments at home. English and Life in the UK courses are examined at external centres.

Classrooms are suitable for invigilated written examinations should this be required.

**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**

Additional resources are provided electronically where appropriate and free wireless access is available to students and staff. Students attend the Institution part time and only for lessons. This is suitable for the courses currently offered. The Institution does not provide library or Information Technology (IT) facilities. The courses currently delivered on site do not require these facilities.

Teachers prepare lessons off site and come to the Institution to deliver sessions. They can use their classrooms for preparation and assessing if necessary.

Students and staff have access to a common room and kitchen area where they can prepare hot drinks, heat and consume food. They can also purchase refreshments from several nearby food outlets.

Staff and students do not leave personal possessions on the premises. There is an area for hanging coats, and study materials can be left in classrooms during breaktimes. This is sufficient for the needs of students and teaching staff, who only attend for a few hours in a day.

The Institution has several offices which can be used for private meetings and the large classroom is suitable for holding all staff meetings.

Offices are adequate in size and resources for the effective administration of the Institution.

---

#### 4.5 Compliance Declaration

---

**Declaration of compliance has been signed and dated.**

Yes     No

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

**STRENGTHS**

The curriculum provides an effective route into citizenship, work, further and higher education.

Student achievement for 2018 to 2019 is high.

The Institution provides high levels of support on academic and welfare issues.

Good arrangements are in place to ensure the safety of students, staff and visitors.

**ACTIONS REQUIRED**

The Institution must revise its handbooks and written policies and procedures to ensure that they reflect the current context of course delivery and include all the relevant policies.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
3.3 Staff appraisals must be completed for managerial and administrative staff.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
4.1 Images on the website must provide an accurate depiction of the Institution’s premises and facilities. The website must differentiate between those courses it delivers and those for which it acts as a recruitment agent.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
The Institution’s key policies must be published on the website.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
8.2 The Institution must record overall attendance figures for each student to better implement its attendance policy and inform course review.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
8.2 The annual report must include a summary of the Institution’s strengths and areas for development identified through course reviews. These findings must be supported by analysis of the year-on-year results of student satisfaction, retention, achievement, examination results and completion rates.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
8.2 Action plans must be extended to include areas for improvement identified through course review and student and staff feedback.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
The Institution must establish a centralised tracking system to allow for monitoring of student progress by managers.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
18.7 The Institution must strengthen its arrangements for dealing with suspected radicalisation and extremism by ensuring that staff can readily access its policy and procedures and by completing a risk assessment with appropriate control measures.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
20.2 20.3 The Institution’s complaints procedure must be transferred to its new website and must be accompanied by BAC’s complaints procedure.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low

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

Data collection and collation systems should be developed to provide information to support improvement planning.

The Institution should consider including a self-evaluation element in the staff appraisal process and creating a suitable template for non-teaching staff.

The Institution should include entry requirements for each vocational course on the same page as the course description to ensure that prospective applicants are aware of them.

A page should be created on the new website to report on the Institution's response to student feedback.

---

**COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE**