



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION:	Teaching House
ADDRESS:	24 Great Chapel Street London W1 8FS
HEAD OF INSTITUTION:	Mr Tim Matthew
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	4 September 2020
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 26 November 2020

PART A – INTRODUCTION

1. Background to the institution

Teaching House (TH/the Institution) is a privately owned institution offering English language teacher qualifications at Levels 5, 6 and 7 of the United Kingdom (UK) Register of Regulated Qualifications (RRQ). These are the Certificate in Teaching English to Speakers of Other Languages (CELTA) and the Diploma in Teaching English to Speakers of Other Languages (DELTA), both of which are accredited by Cambridge Assessment English. The Institution also offers internal professional development programmes at Levels 5 and 6 for practising teachers of English.

TH is based in the same premises in central London as Oxford House College (OHC), which is an English language school. The two institutions are part of the Holmes Education Group. As well as delivering courses in London, TH also delivers teacher training courses in other parts of the UK, the United States of America (USA), Canada and Australia. BAC accredits the provision offered in London only.

TH aims to deliver high quality, innovative teacher training within a supportive and encouraging environment, enabling course students to fulfil their full potential as teachers.

The OHC group is overseen by a Board of Governors, which works with the proprietor who is also the Chief Executive Officer (CEO) of the group. She works closely with the centre management in each centre.

2. Brief description of the current provision

At the time of the inspection, one full-time and one part-time Certificate in English Language Teaching to Adults (CELTA) course were being delivered online. Usually, the courses are delivered face to face or as a blended learning option, over different numbers of weeks, depending on the number of days students attend weekly. Since April this year and until December, all courses are being delivered online. The courses have been extended in length by one week to accommodate the additional complexities of online delivery. The courses offer essential knowledge and teaching practice to qualify as a teacher of English as a Foreign Language (EFL).

The Diploma in Teaching English to Speakers of Other Languages (DELTA) is a modular qualification that includes a focus on theory and practice and is taken after a minimum of one year's teaching experience. The three modules can be taken together or separately. Modules 1 and 3 are offered as distance learning modules. Module 2 is usually delivered face to face, but delivery of this module has been suspended and the process for resuming it is under review.

The CELTA course and the DELTA Module 2 course have specified starting dates throughout the year. DELTA Modules 1 and 3 can be started at any time, with students working towards given assessment dates in June and December. The professional courses for teachers are offered twice a year and are currently eligible for European Union (EU) funding under the Erasmus scheme. These were not running at the time of the inspection.

During the inspection, 46 students were enrolled on courses, with 26 on the CELTA and 20 on the DELTA, all of whom are over the age of 18 years. The vast majority of students on all courses are from, or residing in, the UK. A small minority are from overseas, including the USA, Russia, Poland, Italy and the Netherlands. The vast majority are female.

There are no specific prerequisites for enrolment.

3. Inspection process

The inspection was undertaken remotely by one inspector over one day. The inspector reviewed documentation and had video calls with management, staff and students. This successfully supported the interim inspection process. The staff cooperated fully with the inspector throughout the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	29 November 2018 & 10 December 2018

PART B – JUDGEMENTS AND EVIDENCE

The following judgements 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

All courses are currently being delivered online.

2. Response to actions points in last report

There were no action points identified in the previous inspection report.

3. Response to recommended areas for improvement in last report

It is recommended that management strengthen the data analysis process through formalising trend analysis to gain a deeper understanding of trends.

Data collected from student feedback is not analysed to show trends, so reducing an understanding of trends over time to aid improvement planning.

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 management structure is clearly defined and understood by stakeholders. Senior managers are suitably qualified and experienced and are highly effective in carrying out their duties. Communication between staff, both formal and informal, is highly effective. This gives rise to a shared understanding of the Institution and supports staff in taking appropriate action in a timely manner.

Currently, administrators are not actively working. The administrative function is being very effectively carried out by a senior member of staff, who has a deep understanding of the requirements of the role. She is supported by colleagues in different parts of the organisation around the world, when necessary.

Staff performance is reviewed by means of an annual personal development interview (PDI), with a six-monthly review. This effectively supports the development of the individual staff and improvements made to the organisation.

Entry requirements for CELTA and DELTA are specified by the awarding body. These are made clear to prospective students in the Institution's publicity material. Staff are available to provide further information, if necessary. Consequently, students are fully informed.

Applications and enrolment are dealt with promptly and effectively. This was confirmed by students in the meeting with the inspector. Once an application is submitted, students complete a pre-interview task in which their knowledge of English is tested. After this, an interview by phone takes place. This stringent process ensures that applicants have a strong chance of completing their course successfully.

Quality assurance systems are good. Feedback from students is regularly gained informally and formally in teaching practice sessions, tutorials and in an end-of-course questionnaire. This data from questionnaires is collated and reviewed, with appropriate action taken as necessary. The measures in place support the ongoing development of the provision.

No annual report is currently produced for Teaching House. A detailed development plan is produced. However, this is not specifically for the Institution and includes information about other parts of the group. Consequently, opportunities are being missed to further enhance TH's high-quality provision.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The academic management team consists of the Director of Teacher Training, the Academic Manager and trainers, all of whom are highly experienced and well qualified. This supports the high quality of the teacher training courses offered.

In March this year, all courses moved to being delivered online. Owing to this, students on the CELTA courses were offered extra hours before the formal start of the course, to support them in understanding the requirements of online platforms for course delivery. Students reported that this was helpful, but the content was insufficiently detailed. This impacted adversely on the quality of their initial teaching practice.

CELTA students are supported in their lesson planning daily, with the support gradually reduced over the duration of the course. This effectively supports the students to develop good independent learning skills.

Trainers are very well supported in their Continuing Professional Development (CPD) regarding the delivery of courses online. This has allowed them to deliver good-quality courses.

Students receive ongoing feedback on their teaching and written assignments. They report this as being highly supportive and constructive and confirm that this allows them to gain confidence and nurture their ability to teach. They also report that trainers are very generous with their time. This further supports their success on the courses.

CELTA and DELTA are both accredited by Cambridge Assessment English, an awarding body recognised by the regulator.

Although the premises had not been used since March, they were specially opened in July, in accordance with the requirements of the awarding body, for students to sit a DELTA examination. This took place with suitable safety measures in place. Consequently, students were not disadvantaged with sitting their examinations.

The lesson observed by the inspector related to career opportunities. The session was interactive and highly successful in informing students about the various opportunities available to them.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The academic management team provides appropriate advice and counselling, if needed. Prior to arrival, students are offered advice on issues such as accommodation in London and support is offered by the Institution. Before the start of the course, an induction effectively guides them in relation to being a student at TH. Consequently, they are well informed.

All staff have undertaken a course related to radicalisation and extremism to support their understanding. An appropriate risk assessment and policy are in place.

A clear and fair refunds policy is in place. When courses were moved to online delivery, students who had already paid for a face-to-face course were offered an immediate refund. They were informed of the complaints' procedure at the start of the course. Hence, they are aware of how to raise a complaint.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The development plan indicates that redecoration of the training room at the premises has taken place, and that work on damage caused by damp in the basement has been carried out.

Ventilation, when necessary, is excellent, as all the windows can be opened in the building when required.

As a result, the premises provide a comfortable environment for learning and teaching, when being used.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Courses offered are highly effective in meeting students’ needs.

The experienced and the knowledgeable academic management team and trainers offer high-quality courses.

The constructive feedback offered to students orally and on their written assignments supports confidence-building and offers effective guidance on becoming an effective teacher.

ACTIONS REQUIRED

The Institution must produce an annual report to better understand the standards of the provision.

High Medium Low

The Institution must produce a development plan specifically for Teaching House that can be easily monitored and that will enhance its high-quality provision.

High Medium Low

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

It is recommended that management strengthen the data analysis process to enable staff to gain a deeper understanding of trends.

It is suggested that the content of the extra hours offered prior to the start of CELTA courses is reviewed to ensure students can easily use the online platforms for course delivery.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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