



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Full Inspection

NAME OF INSTITUTION: King Stage

ADDRESS: 8 Greenwich Quay
Clarence Road
Greenwich
London
SE8 3EY

HEAD OF INSTITUTION: Mrs Karidjadou Doumbia

DATE OF INSPECTION: 11 & 13–14 May 2021

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full one-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 19 July 2021

PART A – INTRODUCTION

1. Background to the institution

King Stage (KS/the Institution) is a privately owned organisation that offers English Language courses, degree programmes and apprenticeships.

KS is based in Greenwich, London, in the United Kingdom (UK), and has its own premises as well as using part of the University of Greenwich premises.

The aim of Institution is to provide students with professional skills that will allow them to enter their chosen profession with the key skills to succeed in their chosen career.

The Institution is registered as a private limited company. The sole Proprietor/Founder is also the Director and is supported by the Academic and Quality Director, a small administrative team and teaching staff.

KS was founded in 2009 to support students in their career choices, work experience placements and internships. In 2014, it started delivering English lessons and career coaching. In 2017, it began teaching English and careers advice in partnership with Agence Management des Organisations Sportive (AMOS) a Higher Education (HE) institution in Paris, France, specialising in Sports Management. In 2019, KS started to deliver Level 4 and Level 5 programmes in hospitality in a partnership arrangement with Centre de Management Hotellier (CMH), another HE institution in Paris, which specialises in Hospitality Management degrees.

There is an intention to deliver undergraduate and postgraduate studies to students, with degrees awarded by Glyndwr University Wales, with which the Institution has a Memorandum of Understanding. There are also plans to deliver degree apprenticeship programmes.

2. Brief description of the current provision

The Institution currently has partnership arrangements with two HE institutions in Paris to deliver modules of the degree programmes in English. It currently delivers courses in Business, Marketing, Hospitality, and Food and Beverages at Level 5 and simultaneously supports students' English language learning.

At the time of the inspection, four courses were running with the same management module delivered at four different language levels, depending on the abilities of the students. KS delivers all the business modules in English, normally face to face in London. Since 2020 teaching has been delivered on a blended basis or delivered totally remotely online. During the inspection, 216 students were enrolled, of whom the vast majority are male. Ages range from 18 to 25, with no students under the age of 18. All the students are from France.

Courses start at the beginning of each semester in September and January, and current students are nominated and enrolled through the partner organisations in Paris.

3. Inspection process

The inspection was conducted remotely by one inspector over two and a half days. Interviews were held with the Founder/Director, the Academic and Quality Director, the Corporate Relations and Human Resources (HR) Manager, marketing and communications staff, office and administrative staff, course development managers, and teachers. Meetings were held with students, observations of teaching and learning were carried out, and documentation was scrutinised. Premises and facilities were inspected via a video tour of the Institution's premises and the rented facilities on the Greenwich University campus. The Institution co-operated with the inspection very well.

PART B – JUDGEMENT AND EVIDENCE

The following judgements 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	Senior managers have an understanding of the special requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	There are clear channels of communication between the management and staff, especially those working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Management is good. There is a clear organisation chart, and the management structure is clearly defined. The Founder/Proprietor of the Institution also acts as a Director and provides strategic direction and representation, and ensures that the students are well supported. She is supported by the Academic and Quality Director, an administrative team and teaching staff.

The Director and senior managers are well qualified and experienced, understand their responsibilities, and carry them out effectively. As a result, the Institution is well run and operates smoothly for the benefit of the students.

Senior managers understand the special requirements of Online, Distance and Blended Learning (OBDL), and have made suitable arrangements to facilitate this.

Communication channels are effective. The management has effective communication with its partner institutions in Paris. Managers conduct weekly meetings with staff to discuss the efficacy of current arrangements and meetings are held remotely when staff are working from home.

2. The administration of the institution is effective

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 well documented and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Student and teaching staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.8	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration is effective. Administrators understand their specific responsibilities and are suitably qualified and experienced.

The size of the administrative team is sufficient to ensure the smooth day-to-day operation of the Institution.

Administrative support is clearly documented, and all necessary roles are covered. Policies and procedures are documented, well organised and disseminated effectively in staff and student handbooks.

Data-collection and collation systems are documented and understood and student and staff records are accurate and up to date. Data protection systems are robust.

Student enrolment processes include student documentation and checks with partner organisations, and are effective in verifying student identity.

Information Technology (IT) teams connected to the partnership organisations in France provide in-country support during periods of remote learning. Within KS, the Institution has a contract with an IT company that provides the necessary support. Recordings of sessions and learning resources are available on the Virtual Learning Environment (VLE). The Institution also arranges individual catch-up sessions if students miss learning opportunities through technical problems.

Appropriate technical and general guidance is provided for students and all enquiries are responded to promptly.

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	The institution has a robust teaching staff recruitment system which is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	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

The Institution employs appropriate managerial and administrative staff. Procedures for staff recruitment and support are effective in ensuring that staff are suitably qualified and experienced.

All the necessary pre-employment verification checks are effectively carried out and recorded. References are taken up and experience and qualifications are checked and verified.

The Institution has good communication systems and weekly meetings with staff, plus annual appraisals which include self-reflection, key objectives for the next twelve months and progress on objectives from previous year. Training needs

are considered and an overall assessment given. Consequently, systems for reviewing the performance of staff are effective.

4. Publicity material, both printed and electronic, gives a comprehensive, up to date and accurate description of the institution and its curriculum

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|-----|---|---|-----------------------------|
| 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 Institution's website provides a clear description of its courses and the range of services on offer.

Images make it clear that KS is based in an interesting area of London and provide a realistic impression of the classroom facilities. However, there are not many photographs of the premises to give prospective students an idea of where they would be studying.

5. The institution takes reasonable care to recruit and enrol suitable students for its courses

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|-----|--|---|--|
| 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 |
| 5.6 | Students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Institution enrolls suitable students for its courses. Entry requirements for current courses are set by the partner organisations and students are fully aware of them.

The qualifications of current students are checked by the partner organisations and KS receives this information from its partners. Students complete a placement test to determine their level of English to support their successful completion of their chosen course.

All enquiries are responded to promptly and appropriately.

Students receive an effective initial assessment regarding their English language skills to ensure that they are placed in the right class and supported appropriately.

Students are made aware of the necessary level of digital literacy needed to complete the course and the necessary technical connections needed to follow the online programme.

The Institution makes it clear that applicants are responsible for ensuring that they have the necessary knowledge and skills to study their chosen programme.

6. There is an appropriate policy on student attendance and effective procedures and systems to enforce it

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| 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 appropriate policies regarding students' attendance and punctuality, which are published in the student handbook.

Accurate records of attendance and punctuality are taken for each student by the class teacher and then passed to the office, where the information is collated and reviewed. This information is also passed to the partner organisation.

Student absences are followed up promptly and the student is contacted. If the student has more than one unauthorised absence, then the partner organisation in Paris contacts them and the student has to attend a disciplinary meeting.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution regularly obtains and records feedback from stakeholders. Students complete satisfaction surveys on all aspects of their experience during the first week, and then monthly and at the end of the course. The Director also holds weekly meetings with the students where they discuss how they are feeling and bring up any issues. There are also two representatives in each class who communicate student concerns to management. Consequently, any issues are handled quickly.

Teachers have weekly staff meetings and they also provide feedback through an electronic questionnaire. Partner organisations provide feedback through meetings with the Institution at the beginning, the middle and the end of the course. KS therefore has very effective mechanisms for obtaining feedback from stakeholders and is able to take prompt action to improve the provision when necessary.

The feedback is recorded and analysed. It is then reviewed by management and appropriate action is taken.

Feedback is communicated to the student body through an appropriate mechanism that recognises what the students have requested and what the Institution has been able to do in response. This information is communicated to students on noticeboards and through student representatives. The Institution responds promptly even if it needs to explain why it has not been able to take any action.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has effective systems for monitoring performance on a course-by-course basis. Student surveys also measure all aspects of the students' experience, which enables relevant improvements to be made.

There is an annual review to monitor progress against targets, including business development, financial growth, and student satisfaction and achievement.

8.2 Processes for annual self-evaluation based on robust data analysis have not yet been developed. Reports do not include an overarching view of the provision that identifies areas for development and results in action-planning for improvement to further improve the student experience.

Action planning does take place for individual members of staff and activities.

8.3 Action-planning is not yet fully developed. It does not include clear action points for improvement that are brought together in one document, to enable effective goal setting for improvement and a sense of shared purpose across the organisation.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|-----------------------------|
| 9.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff. | <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. There is a suitably qualified and experienced manager with responsibility for teaching, learning and assessment and experience in ODBL. He manages the teaching staff.

Classes are timetabled appropriately and rooms, or timeslots for remote learning, are allocated appropriately to fit in with the partner organisations.

Teachers are allocated to classes according to their strengths and areas of interest. Delivery is monitored to ensure consistency. As a result, students have a good learning experience.

Procedures for the acquisition of academic resources are effective. When schemes of work are planned, there is a column on the planning document for resources required, which are then provided. If extra resources are subsequently needed, an e-mail is sent and an answer received within 24 hours.

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 that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	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
10.4	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.7	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
10.8	The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses enable students to succeed and develop the knowledge and skills that they need to meet their learning outcomes. As a result, they are well prepared for their assessments.

Programme managers use teaching and learning aids effectively. Students are encouraged to do self-guided research and to download appropriate resources, which encourages independent study.

Lessons and assessments focus on the targeted learning outcomes, in line with the requirements of the partner organisations, where appropriate. Ongoing assessments prepare students well for their summative assessments.

Students are encouraged to develop independent learning skills, to be self-reflective, and to write their own goals regarding their learning outcomes.

Coursework assignments and assessments are scheduled in advance and communicated to students so that they know what they need to do to meet the Institution's assessment requirements. Students' academic backgrounds and language levels are taken into account in the delivery of the courses and they receive good levels of support to meet their needs.

Appropriate and accessible technology is employed to optimise interaction and facilitate teaching and learning.

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 and 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 allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	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
11.8	Teaching staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	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
11.10	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers are appropriately qualified and experienced and suitable for the courses they deliver. All teaching staff have a degree and a Certificate in English Language Teaching to Speakers of Other Languages (CELTA) qualification as a minimum. Teachers also have the required subject knowledge and pedagogic skills to deliver the courses effectively.

Delivery is monitored to ensure a consistent experience for students. There are regular lesson observations and best practice is shared. Teaching methods enable students to attain their stated programme objectives, and teachers understand the demands and challenges of ODBL. Appraisal procedures for teachers include regular monitoring, which includes lesson observations and teacher feedback. Consequently, quality is good and students learn and make progress.

Teachers are supported in their Continuing Professional Development (CPD), through online training and sharing best practice in weekly meetings, which enables them to develop their pedagogic techniques. There are also regular updates in weekly staff meetings regarding policies, students' needs, and instructional technology.

Teachers respond appropriately to students' different English language levels, and take various learning styles into account in their delivery by using a variety of approaches, including video clips, questioning, breakout rooms to stimulate small group discussion and good use of slides.

Teachers employ effective strategies to actively involve all students, including the use of break-out rooms and nominated questioning. However, the vast majority of students in the observed sessions had turned off their cameras, despite being asked to turn them on. This detracted from the teachers' ability to facilitate student interaction and made it much harder to monitor engagement and check understanding.

12. The institution provides students and teachers with access to appropriate resources and materials for study

12.1	Appropriate resources and materials for study are available to the students and teachers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	The institution makes effective provisions for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate resources for study are made available to students and teachers and form part of the course development planning.

There is an effective system for commissioning course materials through the course development team. Course materials are developed and adapted to meet the needs of a specific level and area of study, linked to the students' main subject area. Materials are well presented and enable students to meet the course objectives. Course materials are accurate and regularly reviewed and revised to ensure currency. As a result, students find the course materials a useful resource in their study.

Resources are made available online and in the library. All students are given a workbook. Students also have access to the library facilities in the relevant institution in Paris and the University of Greenwich.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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	<input type="checkbox"/> NA
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

Students receive appropriate assessment and feedback on their progress. Course planning includes an assessment schedule, with learning outcomes, criteria and procedures communicated in writing, in advance, to students and teachers. Students undertake assessments in the form of assignments, presentations and projects. These assessments are appropriately graded.

Assessment results are monitored continuously, and students receive one-to-one support if they are struggling. They also receive effective and constructive spoken and written feedback regarding their progress. This feedback is provided to students individually. Consequently, they know what they need to do to improve and make good progress on their courses.

Appropriate steps are taken to identify and discourage cheating and penalise offenders, and this is clearly communicated in the student handbook.

Teachers make themselves available to students outside class time for academic support, and students can e-mail or message them on the VLE at any time. Students were very satisfied with the support they receive and inspection findings confirm this.

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. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No 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. Yes No 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. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

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 Institution complies with the requirements of the partner institutions in terms of examination security and administration.

There are secure and effective systems for the administration of assessments and these arrangements are verified by the partner organisations. There are clear procedures for students to appeal against their marks. The procedures are listed in the student handbook. Students can take their appeal to the main campus of their home institution if they are not satisfied with the outcome of their first appeal.

17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education

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|------|---|---|---|
| 17.1 | Students have access to advice from an appropriate staff member on further study and career opportunities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <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

High-quality advice on progression opportunities is provided for students. The Director is very experienced and knowledgeable in giving careers advice and is available for the students.

Every student receives nine hours of career coaching as part of their learning programme. They receive input on writing a Curriculum Vitae (CV), how to succeed in interviews, legal and financial advice, links to job information sites, information on internships, and mock interviews. As a result, students are well prepared for pursuing their chosen career.

Students are able to access advice on further study if they request it. They also have access to the relevant advice through the partners in Paris.

INSPECTION AREA – STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

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| 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 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.5 | Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.6 | 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 |
| 18.7 | 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 |
| 18.8 | 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 |
| 18.9 | The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the institution's responsibility. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.10 | The institution supports and encourages peer-interaction through a variety of communication channels including social media. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive appropriate pastoral support. The Director is the named person responsible for student welfare. She has received suitable training and is accessible to the students. She is able to provide advice and has specialist knowledge regarding careers.

Students receive suitable advice before arrival. There is either an in-person visit to the Paris campus by staff from KS, or an online remote session, for potential students and their parents. As part of these sessions, relevant information is

supplied, and questions are answered. This is reinforced with the student welcome pack which contains helpful information.

There is an induction session when the students arrive in London. This covers other very practical and useful information. Practical information includes how to register with a doctor or dentist, open a bank account and set up a travel card. Students are also helped to find their way around the local area and London in general. An overview of the modules, the assessments and information on how to study are also provided.

Suitable policies are in place to avoid discrimination and deal with abusive behaviour.

Arrangements to protect students from risks associated with radicalisation and extremism include a policy and a risk assessment. All staff have received relevant training.

KS ensures that students understand the relevant IT system requirements. Students are also able to access technical advice when they need it through the main campus in Paris.

Peer interaction is effectively encouraged through the use of break-out rooms, social media groups and student representatives.

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 continue 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

International students receive appropriate advice through meetings with the Institution's staff before they travel and on arrival, and through the welcome pack.

Their induction on arrival includes information on the local area, how to stay safe, and life in the UK. Additional information and advice are available to students throughout their course of study.

Cultural and religious considerations are taken into account and the appropriate support is provided, including access to other speakers of the students' first language.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Students are enrolled under fair and transparent contractual terms and conditions and there is a clear fee refund policy.

Information on the complaints procedure is contained in the student handbook and welcome pack.

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 that is adequate to the needs of students. | <input 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 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 the security of students and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided that is appropriate to the needs of students. | <input 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 type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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 reinspection 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 are 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 that 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution provides an appropriate social programme. Students have access to yoga classes, mindfulness sessions and quizzes. Students will also have opportunities to join a range of activities, such as ball games, quiz nights and sight-seeing trips.

KS students can also join in with activities at the University of Greenwich and have access to the bar, gymnasium and cafeterias there.

KS shares the social plan with the students, and they tick the ones they want and add their own ideas. All in all, the students have excellent access to a variety of leisure activities.

The students do not pay for social activities. The Institution bears the cost and sees it as part of the students' experience.

KS staff provide appropriate supervision at events organised by them.

INSPECTION AREA – PREMISES AND FACILITIES

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

24.1 The institution has secure tenure on its premises. Yes No 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. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

KS has a lease on its premises on a year-to-year basis.

A large boardroom is also rented in the University of Greenwich. The room is used for big events such as welcome and induction meetings and can be divided into three classrooms. This has the benefit for the students of giving them access to the university's open area, the student cafeteria, the bar and social events, and the gymnasium.

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. Yes No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes 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. Yes No NA

25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

25.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes 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. Yes No

25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

25.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe and secure environment for students and staff. Security is good and access to the premises is restricted by an intercom system and/or key card. This applies to the college's own premises and the Greenwich University facilities.

The state of repair and decoration is excellent, which provides a pleasant environment that is conducive to learning.

General guidance on health and safety is provided for visitors, staff and students. Visitors must sign in and out, are provided with a badge, and are accompanied within the premises to ensure everyone is safe.

Signage is clear and appropriate. Notice boards provide general and health and safety information.

There is adequate circulation space and an attractive area in which to meet visitors.

There is an accessible toilet on the ground floor and toilets on each floor, all of which are clean.

Heating and ventilation are adequate in all rooms.

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 that 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 three classrooms that provide adequate accommodation for the students. When more space is required, KS has rented access to classroom space at the University of Greenwich nearby, which provides even more space and facilities for students.

All learning areas are suitably equipped with tables and chairs, multimedia projectors and screens, and whiteboards, and provide a comfortable environment for learning.

There are suitable facilities for conducting assessments.

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

Students have access to sufficient space and facilities for private study, including a small library where they can borrow books. They use their own IT equipment but access the internet at the Institution through a wireless connection and hard connection points.

Teaching staff have access to sufficient space for work preparation, marking assessments and relaxation.

Students have access to a student lounge with a television, and kitchen facilities for making drinks and snacks. They can also use the nearby facilities at the University of Greenwich, a short walk away, where they can use the student bars and cafes.

There are no facilities for secure storage for students, who are encouraged to keep their belongings with them when they are in the premises.

There are appropriate facilities for private meetings. Staff meetings are held in a classroom in their own premises when students are not present.

Administrative offices are adequate for the efficient administration of the Institution.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

There are excellent working relationships and effective communication channels between management and staff.

The very strong team spirit enables the staff to work together very well to enhance the students' experience.

There is a clear commitment to develop management processes to facilitate quality improvement.

Actions required	Priority H/M/L
8.2 The Institution must develop processes for annual self-evaluation based on robust data analysis that identifies areas for development and results in action-planning for improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 The Institution must ensure quality improvement action plans include specific and measurable targets that are regularly evaluated and reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Effective course design enables the development of students' language skills through relevant business-related activities.

There are high satisfaction levels among students, with particular appreciation of teachers' patience and support.

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

STUDENT WELFARE

Institution's strengths

There is a clear commitment to enhancing students' experience.

There is a commitment to following best practice, in the interest of the students, to ensure their safety and security.

The excellent careers advice programme is practical, detailed and supportive.

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 attractive premises are in an excellent location, with good access to places of interest for students.

The additional facilities provided through the links with the University of Greenwich greatly enhance students' experience.

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

KS should ensure that its website remains up to date and consider using more photographs of the premises to give a clear picture of what students can expect on arrival.

The Institution is recommended to ensure that students’ cameras remain on throughout remote teaching sessions, to facilitate student interaction and enable teachers to monitor engagement and check understanding.

COMPLIANCE WITH STATUTORY REQUIREMENTS