



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College

Re-accreditation Inspection

NAME OF INSTITUTION: Newcastle International School

ADDRESS: Unit 37A
Blandford Square
Newcastle upon Tyne
NE1 4HZ

HEAD OF INSTITUTION: Mr Fadi Salman

DATE OF INSPECTION: 5–6 & 11 March 2024

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 30 May 2024

PART A – INTRODUCTION

1. Background to the institution

Newcastle International School (NIS/the Institution) is a privately owned language school based in the centre of Newcastle upon Tyne in the United Kingdom (UK). The Institution offers a variety of English language classes, including General English, examination preparation courses and a Junior Summer Camp.

The Institution was established in October 2017 and opened on 15 May 2018. It is situated in the city centre, close to cafeterias, shops and transport links. Homestay accommodation is provided and managed by the Institution.

The Institution's vision is to become an outstanding course provider for language training and courses within the north-east of England.

The Institution is wholly owned by a sole Director. The Managing Director (MD) is responsible for the overall running of the Institution, and his main responsibilities are academic management and day-to-day running of the Institution. There is also a Director of Finance and a Director of Sales and Marketing.

The size of the Institution means that individuals hold several roles. The MD also holds the roles of Academic Director and Prevent Lead. The Director of Finance also holds the role of School Director. The Director of Sales and Marketing also holds the roles of Business Development Manager, Director of Human Resources, and Admissions Tutor.

There is also a Senior Teacher, who holds the roles of Student Support Manager and Administration Officer and is also the Designated Safeguarding Lead.

Classes were suspended in March 2020 as a result of the COVID-19 pandemic and resumed in 2022. The Institution is now in a phase of rapid development. New staff have been appointed and new systems and processes are being developed and implemented. Courses in the modern foreign languages Spanish, French, Italian, Arabic and Mandarin are no longer offered.

A non-assessed Certificate of Achievement is awarded to those students who successfully complete a full course of study.

2. Brief description of the current provision

NIS provides English language tuition from beginner to advanced levels. It offers English language examination preparation for the International English Language Testing Service (IELTS) and the Cambridge suite of examinations up to advanced level. All delivery is in person and there is no online provision.

At the time of the inspection, NIS was delivering three in-person taught classes in General English at Common European Framework of Reference for Languages (CEFR) levels A1, A2 and B2, with 16 students enrolled on the programmes in total. Most students were male and aged between 17 and 37 years. They came from Saudi Arabia, Jordan, Cyprus, Brazil, China and Colombia.

The programmes are available on a rolling basis, and students can enrol at any time either through the online enrolment system or in person at the Institution. All applications include an initial English language assessment to determine applicants' current English language competence and to inform enrolment at an appropriate course level.

Additionally, as part of the induction process, students undertake an additional assessment of their English speaking and listening skills with a teacher to confirm the most appropriate course level for them.

3. Inspection process

The inspection was carried out over three days by one inspector. The first two days were on site and the final day was undertaken online. The inspector held discussions with the Managing Director, the Director of Sales and Marketing, the Director of Human Resources, the Admissions Tutor, the Senior Teacher, the Student Support Manager, two teachers and a group of students. The premises were inspected, and three lessons observed. The Institution was fully supportive of the inspection, which it viewed as an opportunity to review and enhance its processes and procedures.

4. Inspection history

Inspection type	Date
Full Accreditation	29–31 May 2019
Interim and Supplementary	6 October 2020

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 – GOVERNANCE, 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 the authority of any owners, trustees, advisers or governing body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	Those responsible for governance understand the institution’s strengths and weaknesses, provide support and hold senior managers accountable for improving the quality of learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.3	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
1.4	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	The institution has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	The institution has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	The institution conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is effectively managed. The Institution has a clear structure, as described in a written organisation chart. Discussions with both staff and students showed this to be well known and understood. This ensures clarity about management roles and responsibilities.

The Institution’s quality framework document is clear about its committees, their Terms of Reference (ToR) and reporting lines. The ToR are comprehensive and include details of the conduct of all aspects of the Institution’s operations. They, therefore, allow the management to be fully informed when making operational and strategic decisions.

The Curricula Vitae (CVs) of the MD, School Director and Director of Sales and Marketing show them to be well qualified and experienced to undertake their management roles. The staff handbook details their specific responsibilities, which they fully understand. The Institution has a well-qualified and competent management team whose members are effective in their roles.

Records of all meetings are maintained and available to all staff via an online, secure shared folder system. Regular staff meetings take place at which issues are communicated and planning takes place. The small size of the Institution allows effective informal mechanisms to be used for day-to-day communications. The mix of formal and informal communications is appropriate to the size and nature of the Institution and ensures all staff are well informed, as confirmed by discussions with staff.

The Institution's mission statement, with associated values and goals, is clear and appropriate. All stakeholders are well informed. The mission statement is supported by a strategic plan that sets out plans for one-year, three-year and five-year timescales. Together the mission statement and the strategic plan are effective in providing clear guidance for the development of the Institution.

There is a fully detailed risk register, which is supported by a risk assessment committee. The committee has clear ToR and regularly reviews risks and updates the risk register as appropriate. The risk register is the key document for managing risks. It is comprehensive and is available to all staff via a shared drive. These mechanisms provide a robust and effective system for the identification, management and mitigation of risks.

All financial matters are subject to annual external audit. The audited accounts have been seen. This provides suitable financial transparency and allows for effective management of the Institution.

2. The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.4	Administrative procedures and systems are up to date, thorough, well documented and effectively disseminated across the institution.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Students' and teachers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The institution has a robust security system, with policies in place for protecting the data of its staff, students and self-employed teachers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration is undertaken by a small team led by the Administration Officer. All administrators understand their administrative roles and are suitably experienced to carry these out. All have other roles within the Institution. Discussions with the students and the teaching staff confirm the team to be competent and effective. The small size of the Institution allows the administrators to respond effectively to students' needs.

2.3 The administrative functions and support are not well defined or documented. Much of the work is being undertaken outside a clear framework. Therefore, there is potential for administrative tasks to be overlooked.

There are administrative procedures for student management and record keeping, student support, staff recruitment and management and homestay management. All are functional and provide the necessary support to ensure the effective operation of the Institution.

2.4 The administrative procedures and systems are in a developmental phase and are not yet fully and clearly documented and disseminated across the Institution.

The data collection systems that were seen at inspection are in a period of transition from hard copy to electronic format. This will provide a more integrated system with improved access for staff. The present system, however, meets the needs of the Institution and is effective in supporting the administration of the Institution.

Personal records of students and staff were seen. These are comprehensive and complete. For students, records covers application data, previous academic achievements, accommodation details, medical history and progress

information. For staff, the records include references, qualifications, Disclosure and Barring Service (DBS) checks, induction details, signed contracts and Continuing Professional Development (CPD) needs. Records are seen as working documents and are updated on a regular basis to ensure the currency of the data held.

The Institution has a suitable data retention policy, and staff induction includes training on data retention and General Data Protection Regulation (GDPR) requirements. Paper documents are kept in a locked cabinet with restricted access and electronic records are password-protected. This is effective in ensuring that data is appropriately managed and protected.

3. The institution recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff, which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for teachers working remotely includes an online interview with cameras turned on.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for teachers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	All staff are treated fairly as per the institution's own published policies and they have access to an appropriate grievances and appeals procedure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3.6	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution recruits appropriate staff. A suitable recruitment policy document describes the recruitment process and provides a framework for recruiting appropriate staff. Discussions with managers and staff confirm that this process works well.

Service level agreements are in place for self-employed staff. The recruitment process is thorough, clear and appropriate, ensuring that all staff are suitably qualified and competent.

The recruitment policy details how qualifications and experience will be checked. Individual staff records show that the process is followed, with references taken and qualifications verified. The process is thorough and is implemented effectively.

All teaching is delivered in person on site, and no online recruitment of teachers takes place.

The Institution has a staff performance review policy, which provides an effective basis for the regular review of staff performance by their direct supervisor. Within the staff performance review process, there is clarity about the Key Performance Indicators (KPIs) that will be used within the performance review and appraisal meeting.

All teaching staff are observed in the classroom. This forms a key element of the regular staff performance review. Associated with this is an individual CPD plan. These mechanisms are comprehensive and suitable and provide confidence in the performance of all staff.

A suitable, well-written and comprehensive staff handbook provides clarity about all the Institution's policies and procedures, including its grievance policy and procedure.

3.5 In the grievance policy and procedure, it is not clear to whom the written statement of grievance should be submitted.

A staff self-assessment toolkit provides all staff with a well-designed set of resources for the self-identification of their CPD needs. Associated with annual appraisals and six-monthly reviews, the toolkit provides a strong basis for CPD.

Staff CPD activities are currently delivered at institutional level rather than individually. Should specific individual needs be identified, a discussion with the staff member will determine how this could be delivered. This arrangement meets the needs of the Institution and is appropriate.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the institution and its courses

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, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	Students are informed of the full cost of all courses, including the costs of any assessments, activities and required materials, prior to enrolling at the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	The information provided ensures that students are well informed about the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
4.5	The institution's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity materials provide a comprehensive, up-to-date and accurate description of the Institution and its courses. Images and text used in promotional material are accurate about the courses available, the Institution's premises and the city of Newcastle. The information provided is sufficient to ensure that potential students are well informed about the Institution.

The Institution's website provides full information about the courses available, the cost, attendance requirements and other information relevant to prospective students. Additionally, information about the Institution's location, accommodation and living in the UK is provided. Together these provide clear and accurate information to potential students and allows them to make an informed decision about studying at the Institution.

The website is clear about the certificates that are issued and their status. This ensures that students understand the status of the awarded qualifications from the Institution.

The Institution's key policies are readily available on the website. As a result, potential students can access the Institution's policies as part of their decision-making process to decide whether NIS's courses will meet their needs.

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

5.1	The institution ensures that the specific courses on which students are registered are likely to meet the students' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	Entry requirements for each course are set at an appropriate level and are clearly stated in the course descriptions that are made available to prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.6	The institution replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its courses.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	International recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution takes reasonable care to recruit and enrol suitable students for its courses. All applicants are invited by the Admissions Tutor to discuss their expectations and needs prior to enrolment. This personalised support works well in ensuring that all applicants are well informed and that the course will meet their needs.

To support applicants' existing qualifications, placement tests are used to determine the current level of an applicant's English language competence. These are then used to determine the most appropriate course to meet their needs. For English language teaching where capability can be readily assessed, this approach is flexible, appropriate and ensures applicants are properly matched to a course to suit their capabilities.

The application process is based on potential students being assessed for their current English language competence to determine which course is appropriate for them. Previous qualifications are not considered for entry. This works well for the English language courses the Institution offers.

An online placement test, which all applicants must take, provides them with feedback on their current level of English language competence. This allows them, in discussion with the Institution, to determine the most suitable course. Any concerns are dealt with by e-mail and by telephone discussions. This provides a sound basis for applicants to judge the suitability of the course applied for, including the mode of delivery.

The use of a placement test, supported by staff expertise, ensures that all students are placed on a course that meets their needs and capabilities.

The Institution has an appropriate target response time for enquiries, which is met by the member of staff with this responsibility. Should an applicant require additional support or information, this is managed by the School Director with a same-day response. These mechanisms work well and allow a prompt and effective response to all enquiries, as confirmed by students at inspection.

Guidelines for international recruitment agents are provided to be used as the basis of their operations. Agents are visited at least annually by the Director of Sales and Marketing and their performance is effectively reviewed during these visits. Should an agent be found to be underperforming, their contract will be terminated. This ensures that agents are well supported and monitored and provide an effective service to NIS's students.

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

6.1	There is a clear policy on student attendance and punctuality, which is communicated to all students and any other stakeholders.	<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 regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate policy on student attendance and punctuality and effective procedures and systems to enforce it where appropriate. The student handbook is clear regarding the mandatory attendance requirement set by the Institution. There is clear and suitable guidance on punctuality and how late arrivals will be managed to avoid disruption to other students' study. As a result, students are clear about the policies and the sanctions for failure to attend.

Hard-copy records are maintained relating to attendance levels for each teaching session. These are collated on a weekly basis into an electronic record that links to each student's personal record. There is automatic highlighting of those students with poor attendance. Attendance is reviewed informally daily, and formally each week, by the Senior Teacher. This is a suitable approach to monitoring attendance and allows rapid identification of attendance issues.

Should non-attendance occur, the Senior Teacher will contact the student to investigate the reason for their absence. This approach, along with the requirement for a specific level of attendance in order to receive a Certificate of Achievement, is appropriate and has proved effective in managing poor attendance.

7. The institution has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	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
7.2	The institution has effective mechanisms for obtaining feedback from students and other stakeholders, such as staff, partners 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
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	There is a mechanism for reporting to the students what the institution has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the institution's performance reviews and analysis of appropriate data, including students' progress from their starting points, course completion rates, achievement rates, students' destinations, student and other stakeholder feedback, and action plans.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.7	Action plans, including those for improvement, are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.8	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement. Mechanisms used to allow monitoring and review of the Institution's performance include student summative test results, teaching observations, course evaluations, and surveys and feedback from students and other stakeholders. The outcomes of these mechanisms provide a good overview of the Institution's performance and allows for effective management decision-making.

Feedback is taken from students weekly, mid-course and at the end of each course. This is a broad process and covers the course delivery, facilities and accommodation. Daily lesson feedback reminder notices are posted throughout the premises with a Quick Response (QR) code to allow easy access to the feedback survey. Feedback from wider stakeholders, such as sponsors, is also obtained, where possible. The feedback seen during the inspection is comprehensive and covers all aspects of the Institution's activities.

Data analysis reports are used to record regular feedback from teachers, staff and parents, where applicable. The reports cover feedback on students' arrival, and weekly, mid-term and end-of-course feedback. The wide range of feedback obtained is recorded and made available on an online dashboard, which provides suitable analysis of the feedback in an efficient manner. This is then considered at both management and staff meetings, and action is taken as necessary. This arrangement is well designed and comprehensive.

Feedback is considered by management, as shown by the minutes of management meetings. The outcomes are recorded as actions in the Institution's recently implemented development plan and the plan is used well to track the progress of responses to the actions that are recorded. The development plan is made available to staff. The plan is based on a thorough approach and provides a sound basis for acting in response to feedback.

An effective approach is adopted towards the communication of the actions taken in response to student feedback. Posters are widely displayed within the premises showing what has been done. For small issues that can be dealt with immediately, teachers will either act themselves or refer these to the Academic Director. These mechanisms are suitable and work well, as confirmed by discussion with the students.

The Institution's annual report provides a comprehensive review of the Institution and its progress towards its goals.

7.6 The Institution's annual report does not include an analysis of student performance data, such as course completion rates, achievement rates and students' destinations. There is therefore the potential for long-term trends or issues to remain unidentified to aid continuous improvement.

The Institution's development plan is used effectively to record the status of actions and the outcomes achieved. This is reviewed on an ongoing basis by management and during staff meetings.

The outcomes of staff performance appraisals and regular staff reviews are considered by management. As a result, a programme of institution wide CPD events takes place. These events are used appropriately to ensure that all staff are aware of best practice and develop their professional skills accordingly. This system works well and ensures that good practice is effectively identified and disseminated across the Institution.

INSPECTION AREA – ACADEMIC MANAGEMENT

8. Academic management is effective

8.1	There is a suitably qualified and/or experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	The curriculum effectively supports good student outcomes represented by data on students' progress from their starting points, course completion rates, achievement rates in line with national averages, where available, and students' destinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The curriculum offered meets the needs of a range of relevant stakeholders, such as employers and members of the wider community, such as chambers of commerce, local authorities and charitable organisations, where applicable.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	Classes are timetabled, and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	The allocation of teachers to classes provides a consistent learning experience, and delivery is monitored to ensure consistency across all the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	The commissioning of individual course materials is managed effectively, and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	There are appropriate policies and procedures for the acquisition of teaching and learning resources, which ensure that all teachers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	Teachers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the students' learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic management is effective. The MD acts as Academic Director and this arrangement works well. Both the roles of MD and Academic Director are clearly defined. The post holder is well qualified and competent to undertake these roles, as evidenced by his CV. This provides effective academic leadership.

Curricula for all courses are well written and provide a strong basis for effective student learning. The curricula are comprehensive and well written. They are consistent, coherent, providing clear progression routes between levels. All courses are mapped against the Common European Framework of Reference for Languages (CEFR). Statistics on achievement and completion show a high and appropriate completion rate.

The CEFR framework is used by students and other stakeholders to define their needs when choosing a course to join. Aligning the Institution's curriculum with the CEFR levels ensures that the curricula meet internationally recognised standards. This approach is suitable and meets the needs of all stakeholders.

The number of hours that students spend in class are consistent throughout any course. The number of courses running at any time and the availability of the teaching and learning space together ensure that the same room can be used for all teaching to a particular group. This ensures consistent room allocation.

The allocation of teachers to classes provides a consistent learning experience, and delivery is monitored to ensure consistency across all the provision. The students experience a consistent experience in terms of rooms, staffing and timing. These processes are managed by the Academic Director, who oversees a consistent and coherent approach to the delivery of the courses. Discussions with students and lesson observations confirmed that the teaching was consistent and of a high quality. The close working relationships between all teaching staff in the Institution ensure consistency of the learning experience.

The teaching material seen is largely provided by a major provider of English language courses and is widely used in the sector. It is aligned with CEFR levels and hence with the Institution's courses, which are also CEFR aligned. This has the advantage of allowing the provision of a comprehensive and consistent set of teaching and learning resources for both teachers and students. Should the need for additional material be identified, this is considered at staff meetings and passed to management for approval. The commissioning of materials is well managed and supports effective teaching well.

The Institution has a policy for the requisition of academic resources. The policy is clear about the process to be followed and the criteria for the allocation of funds to support the acquisition of additional resources. This is suitable and ensures that resources can be acquired as necessary.

All staff are required to complete a self-assessment, which is discussed with Academic Manager. An individual staff development plan is agreed as a result. From the individual staff development plans, an institution wide CPD plan is developed and delivered. Discussions with staff confirmed that their development plans are well supported. The Institution has a clear commitment to CPD, which is well organised.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. The courses are planned and designed in ways that enable students to succeed

- | | | | |
|-----|---|---|-----------------------------|
| 9.1 | The courses' design and content reflect current knowledge and practice, are regularly reviewed and revised and take into account input from relevant stakeholders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | The content of the courses enables students to develop the knowledge and skills required to meet the learning outcomes, and in the case of vocational courses, to develop the behaviours and attitudes required for employment and to be successful in any final assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the course objectives. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

9.5	Courses maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding and/or examination body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.6	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
9.7	The courses are designed so that students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
9.8	The academic and/or professional backgrounds and particular support needs of students are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. Course design is based on the Institution's approach which is known as the 'ladder of learning'. This approach is aligned with CEFR levels, ensuring that the courses reflect current standards and practice and meets stakeholders' needs.

The development of knowledge and skills is embedded in the design of the course content. This content focuses on reaching the desired level of English language competence that each course is designed to achieve. Lesson plans clearly reference the course learning outcomes. The course content seen at inspection was well designed. Discussions with students confirmed that they agree that the content meets their needs. Inspection findings confirm this view.

Externally developed teaching materials that are based on achieving a specific CEFR level are used as a key element of the teaching. Additional support materials are developed by individual staff members, based on students' experience and needs. The combination of externally developed material augmented by locally written support material is effective in meeting students' needs.

The syllabus for each course is detailed and clear. A suggested weekly delivery plan is included. The delivery plan is adjusted as necessary to meet a particular cohort's requirements. Online resources are used to provide a comprehensive and coherent set of resources that can be selected to meet specific teaching needs. Lesson observations confirmed that the materials were well presented and meet the students' needs.

Courses maintain an appropriate focus on the requirements of the external International English Language Testing Service (IELTS) system and the Cambridge suite of examinations.

Specified learning outcomes are communicated on a week-by-week basis. A final online placement test, known as the Oxford Placement Test, is offered to students. This is externally set and administered and provides students with evidence of the level of English language competence they have achieved. This can be used, for example, to support applications to Higher Education Institutes. This approach works well in meeting students' needs. In addition, ongoing weekly assessments are used to assess the learning that has taken place each week.

Students are provided with exercises to undertake outside formal teaching hours. These are then reviewed either individually with the student or within the teaching group. This is effective in ensuring that students develop independent learning skills and provides regular feedback to students on their progress.

The particular support needs of students are taken into account in the planning and design of the course. The suggested weekly course delivery plan is adjusted as necessary to meet a particular cohort's requirements and needs. In addition, the initial student placement test enables the teachers to understand their students' learning needs.

10. Teachers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Teachers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Teachers have a level of subject knowledge and pedagogic and communication skills that allow them to deliver the courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Teachers respond to the different backgrounds and particular support needs of students in their delivery of the teaching sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

10.4	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
10.5	The institution has appropriate methods in place to encourage and measure student engagement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers are suitable for the courses to which they are allocated and are effective in their delivery. Currently, there are five staff members who teach. Two are employed by the Institution and three work on a self-employed basis. The CVs of all five staff have been seen. All are well qualified and suitably experienced to deliver the courses offered.

Teaching observations showed all staff to be competent teachers with the skills to be effective in the classroom. This was confirmed by discussions with students.

A student placement test is used at the start of each course to contribute to the profile for each student. The test includes their learning styles, objectives and specific goals. This allows teachers to respond to individual student needs. Lesson observations showed an interactive and responsive approach to individual students, ensuring that the needs of students from all backgrounds are met.

Lesson observations and discussions with students demonstrated a good and appropriate variety of teaching strategies being employed. These include question and answer, working in pairs, presentations to the rest of the group, and individual written and spoken tasks. The use of a variety of techniques is effective in ensuring students' participation, engagement and understanding.

Student engagement is evaluated by attendance, class participation and work undertaken outside formal teaching. Poor engagement is discussed with students at their weekly review meeting. As a result, students' engagement with the course is well managed.

11. Students receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

11.1	Students are provided with an assessment schedule in which required assessments and revision periods are detailed in advance, with clear submission deadlines.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	Students' progress and assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Students receive regular, detailed and supportive feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	The feedback provided to individual students is tailored to meet their specific needs and is constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Students have appropriate access to teachers and/or personal tutors outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	The institution takes appropriate steps to identify and discourage academic malpractice, including cheating and plagiarism, and penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Prompt action is taken when students miss deadlines, or the work submitted is not of a satisfactory standard.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	There are clear policies and procedures for students to claim mitigating circumstances.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.10	There are clear policies and procedures for students to appeal against marks awarded.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored. A schedule of assessments is made available to students. Assessments are carried out weekly, assessing the learning that has taken place during the week. This is appropriate to the nature of the courses and the continuous enrolment of students.

The small group sizes and the use of the same teacher for a course ensure that teaching staff are aware of, and record, individual student progress. Should a student be identified as failing to make satisfactory progress, they will be counselled by the Senior Teacher. This is an effective approach and works well in ensuring that students are well supported and make good progress.

The weekly assessments provide a good opportunity to provide appropriate feedback to students who may only undertake a few weeks' study at the Institution. In addition, all students have a one-to-one review meeting with a teacher at the end of each week. This includes a review of their performance and provides an opportunity to discuss their progress against the course learning outcomes. The outcomes of the review are recorded in the student's personal file as part of their student profile. This is good practice and is effective in ensuring that students have regular and comprehensive feedback on their progress.

Students are enthusiastic about the feedback and other support that they receive in the weekly meetings. They feel that they are well informed about their progress and what additional study they need to undertake. The weekly meetings are a strength of the Institution's approach and are particularly effective in providing feedback to students.

There is a suitable approach to supporting students outside formal teaching periods. The students can contact the tutor by e-mail or in person to get additional support. Students confirmed that this works well in practice. This is a suitable and effective approach.

Plagiarism and cheating are clearly defined in the student handbook through a suitable policy. These elements are discussed with students as part of their induction. This ensures that all students are well informed about and understand the rules, and that the consequences of plagiarism and cheating are made clear. This approach is well managed, and the policy is effective.

Should a student's performance not meet the expected standards, this will be discussed with them at their weekly review meeting. This individual and personal approach is well thought through and effective in managing the standard of submitted work.

There are no internally set summative assessments leading to an award from the Institution, so a mitigating circumstances policy and appeals procedure are not required.

12. The institution offers courses leading to accredited awards granted by recognised awarding bodies

12.1 For courses leading to awards from the institution's country of domicile, the awarding body is recognised by the relevant regulator. Yes No NA

12.2 For courses leading to an award from an international educational institution that is authorised to operate in its country of domicile, the institution has a formal agreement in place with the international institution. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

13.1 There is a clear statement of the level claimed relative to the relevant national qualifications framework and evidence that students who receive the award meet the stated requirements for that level. Yes No NA

13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

13.3 There is appropriate input to the assessment process from objective specialists who are external to the institution. Yes No NA

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

Comments

14. There are satisfactory procedures for the administration of examinations and other means of assessment

14.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are 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

15. There is appropriate provision of advice for students intending to proceed to employment or continued education

15.1 Students have access to impartial advice and guidance from an appropriate staff member on further study and career opportunities. Yes No

15.2 If the institution offers courses preparing students for higher/further education, they have access to advice from a designated staff member on selecting courses and institutions and on the application process. Yes No NA

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

Comments

An external adviser is available to provide advice on further study opportunities. The advisers are well qualified and available on request for students to consult. This arrangement is both appropriate and effective.

The courses offered do not prepare students for higher or further education.

INSPECTION AREA – STUDENT WELFARE

16. Students receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for student welfare who is suitably trained and/or experienced, accessible to all students and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	Students receive appropriate information, advice and guidance before the start and throughout their course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	Students receive an appropriate induction and relevant information at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.4	Students receive appropriate information on the pastoral and emergency support available and referral to external specialists, as required, in connection with students' mental health and well-being.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.5	Students with special educational needs and/or disabilities (SEND) are identified, and appropriate support is provided to meet their needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.6	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.7	Effective safeguarding arrangements are in place for students under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.8	Effective arrangements, including a policy, risk assessment and staff training, are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.9	There is an e-policy in place that references any existing staff and student codes of conduct and covers students' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.10	The institution collects contact details for students, and their emergency contact, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive welfare support appropriate to their age, background and circumstances. The student induction, that covers all elements relevant to a new student, includes an introduction to the pastoral support that is available to them from the Student Support Manager, who is well qualified and experienced to undertake this role. Students expressed their satisfaction with the support they receive.

The well-written and comprehensive student handbook is sent to all students before their arrival. Ongoing guidance is available on demand via the Student Support Manager. Students commented that the student handbook was effective in supporting them before arrival. The additional, on-demand support that is provided during the course is seen as a welcome addition. Students are well supported before arrival at the Institution and during their course.

The induction and student handbook provide clear advice and information on the pastoral and emergency support available via the Student Support Manager. External specialist support is available via the Student Support Manager should this be required. Students stated that they were well informed about whom to contact for pastoral and emergency support.

The application form provides applicants with the opportunity to indicate whether they have any specific learning needs or support requirements. The medical information form, which all students must complete on arrival, captures detailed of these needs and appropriate support is put in place where required. This process is appropriate and works well.

The Institution has a written policy that covers harassment and bullying. This policy is suitable and is communicated through the student and staff handbooks. Any actions taken if such instances are reported are clearly described and robust.

Effective safeguarding arrangements are in place for students under the age of 18, which are regularly reviewed. The safeguarding policy is fully described in the staff handbook. Should an issue arise, the actions to be taken are clearly set out. There is a Designated Safeguarding Lead (DSL), who has been fully trained for the role. All other staff have had appropriate safeguarding training. All staff have appropriate Disclosure and Barring Service (DBS) checks. These arrangements are appropriate and provide suitable protection for the students.

The staff handbook details the policy which covers preventing radicalisation and extremism and the risks of radicalisation and extremism. The policy is also in the student handbook. The policy provides clear guidance on the member of staff who is responsible for any issues and who should be contacted if necessary. All staff have had appropriate training. The Institution's risk assessment includes the relevant measures that have been taken by the Institution to prevent radicalisation. These mechanisms provide confidence to students and staff that any issues will be identified and managed appropriately.

The student handbook contains a digital conduct statement, which provides practical and suitable guidance on the acceptable use of Information Technology (IT). There is also guidance on reporting inappropriate digital conduct. Students confirmed that they were aware of the e-policy and understood it.

The contact details of students are collected as part of the application process. These are then confirmed and updated when a student arrives. The data is stored as part of the students' personal electronic record, which is available to all staff who have a need to access it at any time. This is a suitable approach, providing immediate appropriate access to student data.

17. International students are provided with specific advice and assistance

- | | | | |
|------|---|---|-----------------------------|
| 17.1 | International students receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International students receive an appropriate induction upon arrival, covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international students continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Met Partially Met Not Met NA

This standard is judged to be:

Comments

International students are provided with appropriate advice and assistance to meet their needs. Students are sent the student handbook before arrival. This has clear and specific information about travel, visas, health and accommodation requirements. The handbook is well written and is appropriately augmented by e-mail and telephone support. Together, these meet the needs of new international students very well.

All students are provided with a comprehensive and suitable induction on arrival. A tour is provided for all new students to provide them with an introduction to the city of Newcastle. The social aspects of living in the city are well covered in the student handbook. Students said that they felt well supported on arrival. Inspection findings confirm this to be the case.

The very good working relationships between staff and students allow the necessary support, information and advice to be provided as needed on an ongoing basis throughout the duration of a course. As a result, the students confirmed that the welfare support works very well and that they feel safe whilst attending a course.

Provision of support takes into account cultural and religious considerations. Any religious and cultural considerations are managed by discussion with individual students, and support is implemented as necessary. Both staff and students confirmed that these arrangements were effective in meeting students' needs.

18. The fair treatment of students is ensured

- | | | | |
|------|---|---|---|
| 18.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | 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 |
| 18.3 | Students are advised of BAC's complaints procedure. | <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

Terms and conditions are readily available on the Institution's website. These are detailed and fair and ensure that all applicants are clear about the contractual basis of their enrolment.

Details of the complaints' procedure are in the student handbook, which is issued to all students. The procedure is well written and provides clarity about the different types of complaint and the procedure to be followed. This provides a suitable mechanism to resolve a complaint as early as possible.

British Accreditation Council's (BAC) complaints procedure is included in the student handbook, with access via a link to BAC's website. The procedure is appropriately communicated and documented.

19. Residential accommodation that is directly managed by the institution is fit for purpose, well maintained and appropriately supervised

- | | | | |
|------|---|------------------------------|---|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Any residential accommodation where students under the age of 18 are accommodated is open to inspection by the appropriate authorities, where applicable. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of students and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided that meets the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.5 | Appropriate measures are in place to ensure that students under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <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

20. The welfare of students in home-stay accommodation is ensured, and the institution's relationship with the hosts is properly managed

- | | | | |
|------|--|---|-----------------------------|
| 20.1 | Due care is taken in selecting home-stay accommodation that provides a safe and comfortable living environment for students and is appropriately located for travel to and from the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before students are placed there and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

20.4	Appropriate advice and support are given to both hosts and students before and during the home-stay placement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The welfare of students in home-stay accommodation is ensured, and the Institution's relationship with the hosts is properly managed. When a potential home-stay host is identified, they are provided with clear eligibility criteria that they must meet. The criteria include the distance of the accommodation from the Institution and the facilities to be provided to the home-stay student. This allows for effective initial screening of home-stay accommodation.

All home-stay accommodation is inspected, and good records, with photographs, are well maintained. Regular re-inspections take place, at least annually and more frequently should student feedback indicate a potential issue. Home-stay hosts are appropriately DBS checked, as evidenced by home-stay records. These mechanisms are thorough and ensure the suitability of home-stay accommodation for the students.

All hosts are required to sign a contract. The contract is detailed and clear about the responsibilities of both the host and the Institution. Additional support and information are available via a home-stay handbook, which is given to all hosts and students. These support mechanisms provide a sound basis for managing the home-stay provision. The selection, inspection and management processes for home-stay accommodation are robust and appropriate.

Feedback is obtained from home-stay students through surveys on arrival, and again mid-course and at the end of the course. Should an issue be identified, this is promptly dealt with by the Institution's home-stay administrator and recorded in the home-stay database.

Weekly review meetings with students, although mainly for academic purposes, also provide an opportunity for highlighting and discussing other issues such as any relating to accommodation. Evidence was seen of action being taken in response to a student's concerns. Home-stay accommodation is well managed and the Institution's staff ensure that problems are quickly identified and resolved.

21. Students have access to an appropriate social programme and information on leisure activities in the local area

21.1	Students are provided with appropriate information on opportunities for participation in events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	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
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the institution are supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution organises an appropriate social programme and activities for the students. Information about these activities is disseminated via notice boards and a social media group, of which all students are members.

Other activities are provided based on student feedback. Students expressed satisfaction with the activities offered. The activities provided are appropriate in meeting students' needs and wishes.

Activities have a range of costs, from free to minimal cost. This approach suits students' financial circumstances.

Activity Leaders are staff members who are DBS checked and have had appropriate safeguarding training and training in preventing radicalisation and extremism. They are, therefore, competent to supervise off-site activities.

Risk assessments are completed for all off-site activities, with clear steps taken to mitigate the risks. These are suitably detailed. The procedures in place are thorough and appropriate.

INSPECTION AREA – PREMISES AND FACILITIES

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

22.1 The institution has formal arrangements in place, which means it has possession of and/or access to suitable premises. Yes No

22.2 The institution has access to suitable external premises of a temporary or occasional nature for academic or non-academic purposes. Yes No NA

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

Comments

The Institution has formal arrangements in place, which means it has possession of and/or access to suitable premises. The Institution has a ten-year lease on its premises from January 2020.

No external premises are used for academic purposes. However, the Institution has a network of external premises that it can use to meet specific non-academic needs. These are hired as required. This approach works well and is suitable in providing sufficient flexibility to meet the Institution's requirements on an ongoing basis.

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

23.1 Access to the premises is appropriately restricted and secured. Yes No

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

23.3 There are specific safety rules in hazardous areas, which are readily accessible to students, staff and visitors. Yes No NA

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

23.5 There is adequate signage inside and outside the premises and facilities for the display of general information. Yes No

23.6 There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors. Yes No

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

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

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

Comments

Access to the premises is appropriately restricted and secured. The entrance to the premises is via stairs from street level. These lead directly to the permanently staffed administrative office. The entrance is always locked, and an intercom is used to gain entry. This ensures that no unauthorised entry is possible.

The premises are clean, bright, well maintained. There are no hazardous areas within the premises.

Health and safety guidance is provided to staff and students as an integral part of their induction to the Institution and its premises. Students and staff confirmed they are clear on health and safety requirements.

23.4 Guidance on health and safety is not consistently provided to visitors on arrival to ensure that they are aware of evacuation and similar health and safety procedures.

There is adequate signage inside and outside the premises and facilities for the display of general information. There are several noticeboards with useful information about health and safety, student feedback, the actions that the Institution has taken in response to students' feedback and institutional values. This provision of this displayed information allows students to be well informed.

The premises have sufficient space for both staff and the current number of students. There is access to catering facilities as well as self-study areas.

There are separate staff and student toilets. These are clean and well maintained. Regular checks are undertaken by staff to ensure they remain clean throughout the day. The rooms are suitably heated and comfortable to work in. Windows can be opened to provide ventilation as necessary.

As a result, the premises provide a safe, secure and clean environment for students and staff.

24. Classrooms and other learning areas are appropriate for the courses offered

- | | | | |
|------|--|---|-----------------------------|
| 24.1 | Classrooms and other learning areas provide adequate accommodation for the teaching sessions allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | Classrooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.3 | There are physical and digital facilities suitable for conducting the assessments required for each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The classrooms provide a welcoming environment for the students. They are adequate in size, with the furniture arranged in a way that provides flexibility, so that the layout can easily be adapted to meet specific teaching needs.

The equipment in the teaching rooms is suitable and consists of whiteboards, including interactive whiteboards, as well as wireless access to facilitate the use of both staff and student computers. The students confirmed that they are happy with the standard of equipment and its use and inspection findings confirm this to be the case.

The classroom facilities are of a high standard and support effective teaching.

The number of rooms and their size and facilities are sufficient to allow rooms to be allocated as necessary to support formative assessments, both physical and digital.

25. There are appropriate additional facilities for students and staff

- | | | | |
|------|---|---|-----------------------------|
| 25.1 | Students have access to sufficient space so that they can carry out their own private work and/or study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Teachers have access to sufficient space for preparing teaching sessions, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.4 | There are individual offices or rooms in which teachers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate additional facilities for students and staff. Classrooms that are not in use are made available for private study. This approach to the provision of space is appropriate, and students indicated that they had adequate space for private study.

There is a shared administrative and staff work room, with desks that teaching staff can use as necessary. Most teaching staff are employed on a part-time basis and prepare for their teaching off site. Teachers confirmed that they were satisfied with the work room and that the space meets their needs.

Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. There is a suitable area for students to relax, although since the Institution is in central Newcastle, most students go off site at the designated breaktimes. The staff work room is used for relaxation by staff, and there is a suitably equipped kitchen with facilities for making tea and coffee and heating food.

Students stated that they had adequate space for non-academic activities.

There is sufficient spare capacity on the premises to allow unused classrooms to be used for meetings.

The administrative offices are shared with the academic office. The facilities are appropriate and include desks, computers, physical and electronic filing systems, and general office facilities. This is a well-thought-through approach, given that many staff have both academic and administrative roles. The offices are suitable to meet the demands 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

GOVERNANCE, MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

A well-integrated and effective management team work together effectively to enhance the student experience.	
Actions required	Priority H/M/L
2.3 The Institution must clearly define and document all administrative functions available to management.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.4 The Institution must ensure that the administrative procedures and systems are fully and clearly documented and disseminated.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.5 The staff handbook must provide clarity as to which member of staff a statement of grievance should be submitted.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.6 The annual report needs to include the analysis of appropriate data.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ACADEMIC MANAGEMENT

Institution's strengths

There is a strong commitment to providing effective management to ensure the delivery of high-quality teaching	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

There is a small and committed team of teachers, who are supported by excellent teaching resources and infrastructure, so that the students have an outstanding experience.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's strengths

The effective relationship between staff and students allows any welfare issues to be readily identified and managed effectively.	
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 Institution's premises are welcoming and provide a high-quality learning environment.	
The city centre location allows students to use the city's facilities and become involved in the cultural life of Newcastle.	

Actions required	Priority H/M/L
23.4 Health and safety advice must be provided to all visitors.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Bob Harris	Lead Inspector
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