



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION:	Sterling Dental College
ADDRESS:	Sterling House 89–91 South Road Southall Middlesex UB1 1SQ
HEAD OF INSTITUTION:	Dr Amarjit Khambay
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	19–20 February 2021
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, May 2021

PART A – INTRODUCTION

1. Background to the institution

Sterling Dental College (the Institution) was established in 2014 as a privately owned educational institution. It offers Continuing Professional Development (CPD) courses, seminars and workshops in dentistry and related subjects.

The Institution is located in Southall in London in the United Kingdom (UK), and shares a building with Sterling Private Clinic, a dental clinic also established in 2014. All clinicians from the clinic are tutors at the Institution.

The Institution aims to provide education and training to dentists at all levels of their professional development.

The sole Proprietor, who is also the Chief Executive Officer (CEO), is supported by the Director, a newly recruited College Manager, Director of Quality Assurance and the Board of Trustees. While Sterling Dental College has been in operation since 2014, it did not run courses from 2017 to 2018 due to changes in personnel and management structure.

During 2019 and early 2020, the Institution recommenced courses with ambitions to serve a wider audience, including international students.

2. Brief description of the current provision

Sterling Dental College offers short CPD courses and staff training at basic and advanced levels. The Institution's remit is to offer courses and training that establish learning pathways for Care Quality Commission (CQC) compliance and Overseas Registration Examination (ORE) Parts 1 and 2. The courses are aligned to Standards for Education set by the General Dental Council (GDC).

The subject areas covered by the courses include Communication Skills, Restorative Dentistry, Root Canal Demonstration, Airflow Demonstration, Information Governance, and General Data Protection Regulation (GDPR). Courses are delivered face to face and take place at the Southall premises.

The Institution resumed basic half-day CPD courses in 2019 and plans to run full-day advanced practical CPD courses during 2021. In addition, Sterling Dental College has partnered with University College London (UCL) to run a postgraduate Certificate in Dental Sedation.

Currently, all students studying at Sterling Dental College reside in the UK. The Institution expects to run regular courses throughout the year. Practical courses will have a maximum of seven students, and theoretical courses will have a maximum of 30 students.

At the time of the inspection, there were no courses running. The last time a course ran, in December 2020, there were five students. The majority were female and all were from the UK.

3. Inspection process

The inspection was carried out remotely by one inspector over a period of two half-days. The inspector met with the Director, the College Manager and the Student Welfare Manager. A range of documentation was sampled and scrutinised by the inspector and the premises were reviewed. The Institution's staff co-operated very well throughout the inspection and the organisation of the documentation was excellent.

4. Inspection history

Inspection type	Date
Full Accreditation	28 & 30 June 2014

Interim	23 September 2015
Stage 2 Re-accreditation	5 April 2019
Stage 3 Re-accreditation	6 & 7 December 2019

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

Since the last inspection, the previous College Manager left the Institution in June 2020 and a new manager was recruited.

2. Response to action points in last report

4.1 The Institution must remove the BAC logo on the front page of the Sterling Group brochure or add a note that accreditation only applies to the Institution, in order to avoid misleading students.

The BAC logo has been removed from the Sterling Group brochure.

7.4 There is currently no mechanism for reporting on feedback to students.

The Institution has only run one short course since the previous inspection, and a mechanism for reporting on the Institution's response to students on their feedback has not yet been developed. The Institution intends to put a mechanism in place when courses resume.

8.1 The Institution must develop a system for reviewing its performance.

Performance is reviewed during an annual meeting that is attended by all managers and directors. The meeting reflects on prior performance and the actions taken in response to previously established goals. Student and trainer feedback is reviewed and strategic goals are set for the coming year. The Institution now has effective systems in place for reviewing its performance.

8.2 The Institution must develop a reporting system that includes an analysis of all aspects of the Institution's performance.

Managers report on the performance of their areas of responsibility during the annual review meeting. As a result, a full analysis of the Institution's performance is carried out by managers and directors.

8.3 A formal process for action-planning must be developed, including clearer outcomes.

Action-planning is discussed informally by the management team throughout the year, and formally during the annual review meeting. As a result, an action plan with clear outcomes is developed.

9.4 The Institution must develop a policy and strategy for the upkeep and update of resources.

The Institution aims to develop a policy when courses recommence and a full review of resources has taken place.

11.3 The Institution must implement a formal system for teacher appraisal and classroom observation to assure the quality of teaching.

An appraisal policy has been developed, ensuring that all teachers are observed when delivering courses. Teachers are observed by the Director or Course Manager, and they receive written feedback that includes developmental goals.

11.4 The Institution must put in place a professional development programme that supports teachers to develop their pedagogic techniques.

All teachers are engaged in ongoing professional development through their Professional Development Plans (PDPs), which are a compulsory element of registration with the GDC. The Institution encourages teachers to include development of their pedagogic techniques as part of their PDP.

18.4 The Institution must provide students with one out-of-hours telephone number that they can call in the case of an emergency.

Students are given an out-of-hours telephone number with their joining instructions and in their student handbook, which they receive in advance of the course start date.

18.5 The Institution must update the harassment and bullying policy so that it advises students to seek support from the Institution's staff in case of any issues.

The harassment and bullying policy has been updated and includes advice on seeking support from the Institution's staff in the case of any issues of this nature.

20.3 Students must be advised of BAC's complaints procedure.

BAC's complaints procedure is highlighted in the student handbook and on the website.

3. Response to recommended areas for improvement in last report

The Institution should have a schedule of formal recorded meetings to ensure effective communication and accountability.

The Institution now has a schedule of formal meetings. Meetings take place sufficiently regularly. Minutes are taken and filed centrally on the Institution's server.

The Institution would benefit from putting a digital database in place for the efficient storage and retrieval of data.

A central storage drive has been added to the Institution's server. Information is now stored and retrieved efficiently by managers and teachers.

The Institution should carry out formal performance review meetings for staff to ensure that levels of performance are maintained and improved.

The Institution has introduced an appraisal and review programme. All staff and managers are formally appraised annually. Meetings are recorded and include a focus on performance and goals for improvement.

The Institution should develop course descriptions that include details about entry requirements.

Course descriptions have been updated. It is clear that students must be GDC registered in order to enrol on courses.

The Institution could develop the pre-arrival information to provide students with more information about the Institution and local area.

The Institution has updated the student joining information and handbook to include appropriate information about the local area, including accommodation, restaurants and places of local interest.

It is recommended that the complaints policy includes an external independent adjudicator for cases where agreement cannot be reached internally regarding a complaint.

The Institution has added the BAC complaints procedure to the student handbook and website.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

There is a clear management structure with suitably qualified and experienced team members. The new College Manager is suitably qualified and experienced to carry out the role effectively. Communication is clear and meetings are recorded. As a result, the Institution is well managed.

The administrator has effective systems in place to ensure the smooth day-to-day running of the Institution, and works very well with the management team.

The Institution has clear policies and procedures for the recruitment of new staff, and has a strong network of contacts to ensure that new staff are of a high calibre. The performance of permanent managerial and administrative staff is regularly reviewed informally and through a formal annual appraisal, ensuring that all staff develop professionally.

Publicity is accurate and up to date, and gives rise to realistic expectations on the part of students as to what they will experience if the enrol on courses at Sterling Dental College.

Student enrolment procedures are thorough, ensuring that all students meet the entry requirements and are well briefed on the nature and requirements of their chosen course.

Student feedback is reviewed by teachers and managers and forms part of the Institution's annual review meetings.

7.4 There is currently no mechanism for reporting to students on the Institution's response to their feedback. As a result, the students are not being made aware of the consequences of their feedback and whether anything has been done as a result.

Managers and directors formally review the Institution's performance annually, and an action plan is developed with realistic, achievable goals.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The academic team has responsibility for the academic management of the Institution. The academic team is made up of suitably qualified and experienced members. Academic management is therefore effective.

9.4 The Institution does not have a policy and strategy for the upkeep and update of resources. As a result, there is no formal structure for assuring the appropriacy of current resources.

Courses are rigorous and effectively develop students' knowledge and skills.

Teachers are suitably experienced and qualified. Student feedback states that the subject knowledge of the teachers is very good. No indicators to the contrary were identified during the inspection.

The Institution's pedagogical approach enables the teachers to give students immediate and useful feedback on their progress so that their progress relates to their individual needs. Good teacher feedback and guidance are highlighted by students in their feedback.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Welfare provision is excellent and benefits from the Institution's connections with dental practices and the UK National Health Service (NHS). The welfare manager is well qualified and experienced.

Welfare policies and procedures are thorough, and advice and information provided to students are appropriate and useful.

Students receive a comprehensive induction briefing upon their arrival at the Institution so that they are well informed about their course and the facilities available.

Terms and conditions and complaints procedures are fair and transparent and include reference to BAC's complaints policy.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe, secure and clean environment. There is excellent guidance on health and safety made available to students and staff through leaflets and notices and at induction.

The practical training and seminar rooms provide suitable spaces for teaching sessions.

A library is available to provide a suitable space for private study.

Staff and students have access to suitable relaxation areas.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

There is a clearly defined management structure, with effective formal and informal communication ensuring that systems and procedures operate effectively.

Courses are planned to meet students’ needs. Course delivery focuses on formative feedback to ensure that students’ learning objectives are met on an ongoing basis.

Welfare provision for students is very good, and is led by a highly trained and experienced Student Welfare Manager.

Student advice and information are comprehensive.

ACTIONS REQUIRED

7.4 The Institution must develop and implement a mechanism for reporting to the students on its response to their feedback.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
9.4 The Institution must develop a policy and strategy for the acquisition and update of resources.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE