

**INSPECTION REPORT: FULL INSPECTION – REACCREDITATION**

**INSTITUTION:** FCL COLLEGE

**ADDRESS:** 1-3 Lancelot Road  
Wembley  
Middlesex  
HA0 2AL

**HEAD OF INSTITUTION:** Mrs S Kumarapalan

**Dates of BAC inspections:**

Full inspection: 10-11 March 2008  
Supplementary inspection: 20 November 2008  
Interim inspection: 15 February 2010  
Random spot check: 3 February 2011  
Re-accreditation inspection: 14-15 November 2012

**BAC Inspection team:**

Reporting Inspector: Mr Paul Bradbury  
Inspector: Miss Christine Brooks

**Accreditation status:** Accreditation expiring 31 December 2012

**DATE OF CONSIDERATION BY  
THE ACCREDITATION COMMITTEE  
6 DECEMBER 2012**

<b>NAME OF INSTITUTION</b>	<b>FCL College</b>
<b>Address</b>	<b>Hazel House 1-3 Lancelot Road Wembley Middlesex HAO 2AL</b>
<b>Telephone</b>	<b>020 8903 9580</b>
<b>Website</b>	<a href="http://www.fclcollege.co.uk">www.fclcollege.co.uk</a>
<b>Main contact and email</b>	<b>Mrs Kumarapalan wembley@pitman-training.net</b>
<b>REPORTING INSPECTOR</b>	<b>Paul Bradbury</b>
<b>INSPECTION TEAM</b>	<b>Christine Brooks</b>
<b>DATE OF INSPECTION</b>	<b>14-15 November 2012</b>

<b>ACADEMIC PROGRAMME</b>				
<b>Subject/award</b>	<b>Awarding body</b>	<b>Level</b>	<b>Enrolments FT</b>	<b>Enrolments PT</b>
<b>Accounting Certification/Diploma</b>	<b>Pitman Training and IAB</b>	<b>Level 2</b>	<b>2</b>	<b>1</b>
<b>Admin Assistant Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Business IT Diploma with HR</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Business IT Diploma with Marketing and PR</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Business IT Diploma with Web Design</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Business IT Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Business Text Processing Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Digital Skills and IT Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Executive PA Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Executive PA Plus Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Fast-Track Microsoft Skills Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Foundation in Book-Keeping Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Introduction to Business Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Introduction to Management Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Introduction to Office Skills Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>IT Support Technician Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>1</b>	<b>1</b>

<b>Medical Office Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Medical Receptionist Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Medical Secretary Diploma</b>	<b>Pitman Training and AMSPAR</b>	<b>Level 2 &amp; 3</b>	<b>0</b>	<b>2</b>
<b>Microsoft Office Plus Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Network Support Technician Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Office Manager Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Receptionist Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Returners to Work Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Secretarial Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>12</b>
<b>Web Design Specialist Diploma</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Essential Book-keeping Award</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Essential Business Award</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Essential Microsoft Office Award</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Essential Payroll Award</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Essential Secretarial Efficiency Award</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Get Creative Award</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>A+ 2009 Certification Course</b>	<b>Pitman Training and CompTIA</b>	<b>Level 2 &amp; 3</b>	<b>0</b>	<b>0</b>
<b>Access 2010 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Access 2010...Fast! Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Accounting Principles, Standards and Conventions Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Book-Keeping Level 2 - Module 1 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>6</b>
<b>Book-Keeping Level 2 - Module 2 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Book-Keeping Level 2 - Module 3 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Business Document Production Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Business English Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>CIW Foundations Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>

<b>Communication at Work Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Communications - Managing Internal and External Workplace Information Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Communications in an Organisation Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Costing and Pricing Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Create, Manage and Integrate Files Course</b>	<b>Pitman Training</b>		<b>0</b>	<b>0</b>
<b>Different Interpersonal Attributes and Skills Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Dreamweaver 8 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Dreamweaver CS4 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>ECDL (European Computer Driving Licence) Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>3</b>	<b>15</b>
<b>Effective Business Communication Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Excel 2010 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Excel 2010 Expert Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Fireworks CS5 Fundamentals Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Flash CS4 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Get into HR Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Get into Journalism Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Get into PR Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Go...Get That Job! Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Go...Make a Difference Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Health and Safety Essentials Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>HTML Essentials Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Illustrator CS5</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>

<b>Fundamentals Course</b>				
<b>InDesign CS5 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Internet Skills Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Interpersonal Communications Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Introduction to Business Structure and Law Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - An Introduction Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - Civil Litigation Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - Company Law Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - Conveyancing Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - Criminal Law Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - Family Law Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Legal Secretary - Wills &amp; Probate Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Learnkey IT Training</b>	<b>Pitman Training and Learnkey</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Mail Merge using Microsoft Word Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Management - Personalities, Profiles and Plans Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Marketing Mix Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Marketing Principles and Practices Course - Elearning</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Medical Audio Transcription Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Medical Secretary - An Introduction Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>2</b>
<b>Medical Terminology Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>

Microsoft Office courses Course	Pitman Training	Level 2	0	
Network+ 2009 Certification Course	Pitman Training and CompTIA	Level 2 & 3	0	1
Office 2007...Fast! - Modules 1-3 Course	Pitman Training	Level 2	0	0
Office 2007...Fast! - Modules 4-6 Course	Pitman Training	Level 2	0	0
Office 2010...Fast! - Modules 1-3 Course	Pitman Training	Level 2	0	0
Outlook 2010 Course	Pitman Training	Level 2	0	0
PC Basics Course	Pitman Training	Level 2	1	2
Photoshop Elements Course	Pitman Training	Level 2	0	1
PowerPoint 2010 Course	Pitman Training	Level 2	0	1
Practical Payroll Level 2 Course	Pitman Training	Level 2	0	0
Publisher 2010 Course	Pitman Training	Level 2	0	0
Sage 50 Accounts 2011 Course	Pitman Training	Level 2	1	9
Sage Payroll 2011 Course	Pitman Training	Level 2	0	4
Shorthand Fast Course	Pitman Training	Level 2	0	1
Shorthand Faster Course	Pitman Training	Level 2	0	0
Shorthand Speed Development Course	Pitman Training	Level 2	0	0
SpeedWriting Course	Pitman Training	Level 2	0	0
Successful Meetings and Minutes Course	Pitman Training	Level 2	0	0
Team Development Course - Elearning	Pitman Training	Level 2	0	0
Teeline Fast Shorthand Course	Pitman Training	Level 2	0	0
Teeline Shorthand Course	Pitman Training	Level 2	0	0
Time Management Course - Elearning	Pitman Training	Level 2	0	0
Typing - Audio Transcription Level 1 Course	Pitman Training	Level 2	0	1
Typing - Audio Transcription Level 2 Course	Pitman Training	Level 2	0	0
Typing - Computer Keyboard	Pitman Training	Level 2	0	0

<b>Skills Course</b>				
<b>Typing - e-type Qualification Course</b>	<b>Pitman Training and BCS</b>	<b>Level 2</b>	<b>0</b>	
<b>Typing - Faster Keyboarding Part 1 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Typing - Faster Keyboarding Part 2 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Typing - Keyboard Speed Development Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Typing - Numeric Data Entry Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Typing - typaz online Course</b>	<b>Pitman Training and BCS</b>	<b>Level 2</b>	<b>0</b>	
<b>Typing - typaz professional online Course</b>	<b>Pitman Training and BCS</b>	<b>Level 2</b>	<b>0</b>	<b>1</b>
<b>Understanding Business Accounts Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Website Design Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Word 2010 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Word and Excel...Fast! Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>Word Expert 2010 Course</b>	<b>Pitman Training</b>	<b>Level 2</b>	<b>0</b>	<b>0</b>
<b>ESOL Entry 1, 2, 3, L1 and L2</b>	<b>University of Cambridge ESOL and City &amp; Guilds</b>	<b>Level 2</b>	<b>0</b>	<b>141</b>
<b>IELTS</b>	<b>University of Cambridge</b>	<b>Level 2</b>	<b>0</b>	<b>24</b>
<b>ESOL Citizenship Training</b>	<b>University of Cambridge ESOL and City &amp; Guilds</b>	<b>Level 2</b>	<b>0</b>	<b>286</b>
<b>Childcare</b>	<b>CACHE</b>	<b>Level 1 &amp; 2</b>	<b>0</b>	<b>9</b>
<b>Food Hygiene (RSPH)</b>	<b>RSPH</b>	<b>Level 2</b>	<b>0</b>	<b>92</b>

<b>STAFF DETAILS - NUMBERS</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Self-employed</b>
<b>Full-time teaching staff:</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Part-time teaching staff:</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Administrative staff</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Ancillary staff</b>	<b>2</b>	<b>0</b>	<b>0</b>

<b>STUDENT DETAILS</b>		<b>General visas</b>	<b>Student visitors</b>	<b>Under 18</b>	<b>Under 16</b>
	<b>Total</b>				
<b>Full-time</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Part-time</b>	<b>632</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>INSTITUTIONAL DATA</b>	
<b>Date of establishment</b>	<b>September 2001</b>
<b>Date when teaching commenced</b>	<b>October 2001</b>
<b>Date of first BAC accreditation</b>	<b>December 2008</b>
<b>Type (limited company etc)</b>	<b>Limited</b>
<b>Company name</b>	<b>FCL College Ltd</b>
<b>UKBA licence number (if applicable)</b>	<b>N/A</b>
<b>CAS allocation</b>	<b>N/A</b>
<b>Maximum student capacity per 15 hour teaching block</b>	<b>62</b>

<b>OTHER ACCREDITATION</b>	<b>Status</b>	<b>Last/next inspection</b>	<b>Outcome</b>
<b>ABLS Accreditation</b>	<b>N/A</b>		
<b>Accreditation UK</b>	<b>N/A</b>		
<b>ASIC</b>	<b>N/A</b>		
<b>CoE Ministry Division</b>	<b>N/A</b>		
<b>ODLQC</b>	<b>N/A</b>		
<b>Ofsted</b>	<b>N/A</b>		
<b>Other</b>	<b>N/A</b>		



## **1. INTRODUCTION**

### *1.1 Background to institution*

FCL College (the College) was established in 2001 as a private limited company with only one share. In 2006 this was changed and additional shares were issued. The current situation is that the Principal owns all 100 shares. Although other companies run by the owner's husband operate on the ground floor of the building, the College is a separate entity. Teaching began in October 2001.

The College has a franchise from Pitman Training to deliver its programmes, and these constitute the bulk of the provision. Programmes are offered in a workshop environment where students work at their own pace on materials provided by Pitman to achieve office and computing awards. In 2006, a NVQ level 2 programme in health and social care was started to cater for those wishing to work in care homes and nurseries. A Childcare programme under the aegis of the Council for Children's' Health Education (CACHE) now operates in its place at levels 1 and 2. A level 3 programme is also offered, but no students have been recruited. There is also an ESOL programme delivering Cambridge certificates and IELTS courses.

At the time of the last full inspection in March 2008, only two students were studying full-time on visas from abroad. At present, there are no overseas students, though the College might consider the recruitment of overseas students in the future, particularly those on visitors' visas for short courses.

Although the College has not undergone any inspections for one year, little has changed in that period of time. The College does not have a UKBA licence and does not appear to desire one. The vast majority of students are part-time and undertaking short courses, some of which can be accessed online to facilitate home study.

### *1.2 Brief description of current provision*

FCL College is a college of further education which concentrates on its franchised programme of Pitmans provision and EFL/ESOL programmes. Its focus is on preparing students for employment. Some additional programmes are offered as short courses.

The student body is largely comprised of mature students, 70% of whom are from the UK and 30% from the European Community. None of the students is aged under 18. The College was first accredited by BAC in December 2008, and the most recent inspection was a spot-check inspection which took place in February 2011.

Since the last inspection, the premises have been re-decorated and certain areas have been enhanced by improved furnishings, noticeboards and posters, which are now hung in appropriate places around the College. These all present a brighter and better maintained appearance than that which previously existed. As noted above, programmes remain much as before and at the same levels.

### *1.3 Inspection process*

Two inspectors examined the College for two days. During that time they inspected documentation, looked at the accommodation, met with students and staff, and observed teaching sessions. Most interviews took place with the Principal in her capacity as the senior member of staff who is responsible for all aspects relating to the management of the institution, student welfare, and the links which have been established with examining and validating bodies. Meetings also took place with three groups of students. In all, the inspectors observed five classes, all of which were lengthy workshops lasting approximately three hours. Consequently, the inspectors were able to observe all sessions at different stages of operation.

## 2. DETAILED COMMENTS

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

### 2.1 PREMISES, HEALTH AND SAFETY

Minimum standards:	Fully met	Partially met	Not met	N/A
<i>The institution has secure tenure on its premises</i>	✓			
<i>The premises provide a safe, secure and clean environment for students and staff</i>	✓			
<i>Statutory requirements in relation to planning, fire, health and safety are met</i>	✓			
<i>Classrooms provide adequate accommodation for the class sizes allocated to them</i>	✓			
<i>Classrooms, laboratories and any other specialised areas are equipped to a level which allows for the effective delivery of each academic programme</i>	✓			
<i>There are specific safety rules in areas of particular hazard (in science laboratories, for instance), and these are made readily available to students and staff</i>				✓

#### Areas assessed

##### 2.1.1 General

The freehold premises were purchased by the College in 2006. The College is located a short walk from Wembley Central Station. There is good access by bus, mainline and underground trains. External signage indicates the presence of the College, which is situated on the first and second floors of a building previously used as an office and as nursery school premises. The two floors are up flights of steep stairs. There is no security at street level, though internal doors have combination keypads and are secure. There are several signs on the outside of the building, some of which could be improved to create a more collegiate facade.

As noted above, maintenance and cleanliness have been improved by re-decoration and an improved layout of the furniture. Heating is provided by gas central heating, and all rooms have double-glazed windows. External noise is limited.

The circulation space within the College is generally limited. Although students can gather within the reception area on the first floor, and in the library on the second floor, recreation space is at a premium. Some students did say that they would have preferred to have more space to socialise with their peers.

As noted above, the reception area is adequate and has space for comfortable seating. Students and visitors are required to sign in so that the College management are aware of who is in the building. The reception area houses two drinks machines which may be used by students free of charge. The approval certificates of the awarding bodies are framed and displayed on the walls.

All signposting is appropriate, indicating both the director's office, other areas including teaching rooms, and male and female toilets. All doors are clearly marked on both floors. In all, there are two classrooms housing a total of 17 students, a computer room and a training room which can house around 20 students. Fire evacuation notices have been appropriately placed in classrooms, and there are adequate notices in the corridors indicating evacuation routes. There are noticeboards appropriately placed throughout the College, containing relevant information for students. The toilets have been upgraded since the recent inspection. All are now appropriately equipped and were clean and tidy.

### *2.1.2 Facilities for teaching and learning*

The above-mentioned facilities are augmented by an assessment and interview room and a library/quiet reading room. The computer laboratory work stations have Pentium 4 computers with ASDL/BT internet broadband connection. Specialised areas also include a variety of AVA equipment, including DVD and CD players.

### *2.1.3 Facilities for staff*

There are no staff rooms as such, but staff generally use their classrooms outside their teaching times.

### *2.1.4 Facilities for students*

The facilities for students are limited. There is an area in which they can congregate outside the workshop and IT rooms on the second floor, and the library area contains a settee and two tables at which students can work. Drinks machines are situated in the reception area and provide free drinks for students.

### *2.1.5 External premises (if used)*

None.

### *2.1.6 Health and safety*

#### *2.1.6.1 Health and safety policy and management*

There is a clear health and safety policy which is well documented. All staff are made aware of this policy, and students are provided with a copy of the policy at the induction stage. The ultimate responsibility for health and safety lies with the Principal, but the stated policy makes all staff aware of their respective responsibilities when in the building.

#### *2.1.6.2 Fire precautions*

Fire and general risk assessments are undertaken appropriately, and advice is sought from the local fire service. Fire protection equipment has been placed in appropriate rooms and corridors. Fire drills are now undertaken every six months. The times are recorded. Given the nature of the students' attendance patterns, it is likely that many students may not be present when fire drills are undertaken. It is recommended that fire drills are undertaken more frequently to take this into account.

#### *2.1.6.3 First aid*

There are two certificated first aiders, and there are also two first-aid kits which have been placed on the first and second floors of the building. An accident book is also maintained.

### *2.1.7 Section summary*

Given the nature of the provision at the College and the pattern of attendance of students, the premises are satisfactory for present demands. Should the College ever want to recruit more full-time students, it is likely that further accommodation would be required.

## 2.2 MANAGEMENT, STAFFING AND ADMINISTRATION

Minimum standards:	Fully met	Partially met	Not met	N/A
<i>The institution is effectively managed</i>	✓			
<i>The administration of the institution is effective</i>	✓			
<i>Statutory requirements in relation to employment are met</i>	✓			
<i>Statutory duties in relation to equalities and non-discrimination are enforced across the full range of the institution's provision</i>	✓			
<i>Staff have an appropriate level of experience and qualifications</i>	✓			
<i>Attendance and punctuality are recorded and monitored, with a clear policy requiring students to attend at least 80% of scheduled classes, systems in place to monitor student attendance and evidence of effective action taken where attendance falls below this level</i>	✓			
<i>The institution complies with UKBA requirements</i>				✓
<i>Entry requirements for each course are clearly stated and the institution takes reasonable steps to ensure that students accepted for enrolment meet these requirements</i>	✓			
<i>There are satisfactory procedures for the administration of examinations and other means of assessment</i>	✓			
<i>Publicity material gives a comprehensive and accurate description of the institution and its academic programme</i>	✓			
<i>There is no breach of copyright regulations</i>	✓			
<i>The institution complies with the requirements of the Data Protection Act 2003</i>	✓			

### AREAS ASSESSED

#### 2.2.1 Management structure

The College is owned by the Principal, who also holds the sole directorship. Her husband is chairman of the company. An organogram shows the organizational structure clearly. The Principal carries out most of the management roles. However, there are also two academic heads, one for Pitman programmes and the other for other programmes, mainly EFL. It is recommended that the two academic heads should be given an enhanced role in the management of the College so as to relieve the Principal of some duties and to give her greater support. The names of the post holders are given on the organogram, which includes those responsible for IT, sales and marketing and accounts. The titles of some staff are confusing, as they are listed as course advisors and also referred to as trainers. There is a need to give better information in relation to their respective roles.

The College is a small organisation and the Principal's office is to the side of the reception area. Consequently, it is easy for staff and students to obtain access to her. Communications between senior and other staff are good and the management is generally effective. Appropriate information was provided for the inspection.

#### 2.2.2 Academic staff

An appointments procedure is in place for academic staff. Vacancies are advertised, and suitable candidates are interviewed. The College is careful to ensure that the candidate is eligible to work in the UK, and proof of this is required. Original certificates for qualifications are seen, checked for veracity, and copies are taken and retained in staff files. The candidates are interviewed, and references are sought from previous employers. The utility of these could be improved by sending a copy of the job specification to the previous employer from whom the reference is to be obtained.

Staff files were seen, and the staff are appropriately qualified for the work they are undertaking. Three of the teaching staff are employed on a full-time basis and there are three part-time staff. This is a good

ratio. Staff are available for consultation with students outside teaching time. There has been some turnover, but several of the staff have been at the College for a number of years.

### *2.2.3 Academic management*

Attendance and punctuality are problems at the College. During the inspection, three students from one class were absent due to celebrations for New Year, and one student left early in order to prepare for such celebrations. Students who have been absent for two weeks are contacted by telephone, e-mail or text message in order to encourage them to return to their studies. While this is a problem and creates difficulties for the teacher when half the class have missed the session, the students concerned are all adults and have paid the required fee for the course.

Class registers are completed and, in addition, individual students complete a personal attendance sheet. The timetable consists of three-hour classes for most taught sessions so as to facilitate attendance of mature students with other commitments. The Principal is responsible for the acquisition of academic resources. Books are provided for the Pitman programmes, and other resources have been provided for EFL programmes. These can be photocopied for student use. Course leaders are in place for the Pitman and EFL programmes, and the child care tutor is directly responsible to the Principal. Examinations are held for the Cambridge ESOL qualifications, and the College is a City and Guilds and Pitman examination centre.

### *2.2.4 Administrative Staff*

There is one Receptionist/Course Adviser, who has recently been appointed. The other is on maternity leave. There are two other course advisers, who interview prospective students and ensure that they are placed on the correct programme. Members of the full-time staff, the advisers and the Principal help on reception as required.

### *2.2.5 Employment*

Staff files include application forms, references, contracts, CRB checks, copies of qualifications, staff appraisals, and correspondence. For recent employees, contracts have been replaced by a statement of terms and conditions of employment, which is signed by the employee and employer. This gives the title of employment, but is not accompanied by the job description. This should be remedied. Information on disciplinary and grievance procedures is contained within the staff handbook. All class observation for staff appraisal is undertaken by the Principal. Other appropriate members of teaching staff should be involved in this process as part of their staff development. Employers' liability insurance is with Aviva, and the expiry date is 21 October 2013.

### *2.2.6 Equalities and non-discrimination*

The staff and student handbooks contain policies on equality of opportunity, and state the College's opposition to any form of discrimination.

### *2.2.7 Compliance with UKBA requirements*

Not applicable; no visa students are enrolled.

### *2.2.8 Student registration*

Students complete an application form and are tested to assess their suitability for a particular course and in respect of their ability in English. They are offered a one-hour free session in the Pitman, EFL or childcare programmes in order to establish whether they like the method of delivery and wish to join the programme. For EFL programmes, students are required to pay for a period of study, usually of three months. Fees for the other courses vary, as does their length. Sometimes, if the student has missed classes through illness or other legitimate reasons, the College will extend their period of study free of charge; otherwise, a new fee is payable in order to continue studying.

### *2.2.9 Publicity*

Students are provided with a comprehensive Pitman training brochure, which outlines courses which are provided. There are also other leaflets providing information on EFL and childcare training, which are distributed door-to-door locally in order to attract and recruit local students.

### *2.2.10 Copyright*

The CLA licence is in place and on display. It is current until August 2013.

### *2.2.11 Data protection*

This has been re-applied for, as it expired in October 2012.

### *2.2.12 Section summary*

In general, the management of the College is effectively discharged, and students are in close contact with both teachers and administrators. However, the burden of managerial duties largely falls on the Principal, and it would be appropriate for some of those duties to be undertaken by other members of staff (see above).

## 2.3 STUDENT WELFARE

<b>Minimum standards:</b>	<b>Fully met</b>	<b>Partially met</b>	<b>Not met</b>	<b>N/A</b>
<i>Students receive an appropriate level of pastoral support, taking into account factors such as their age, abode and country of origin</i>	✓			
<i>Specifically in the case of students from overseas, the institution provides an appropriate level of advice and assistance</i>				✓
<i>Where students are under the age of 18 or vulnerable adults, the institution meets the requirements of the Child Protection Act 1999, the Education Act 2002, and the Safeguarding Vulnerable Groups Act 2006, in relation to checks on the employment of staff</i>				✓
<i>An appropriate level of support or provision is available for students with special needs and the institution has responded to the requirements of the Disability Discrimination Act 1995 and 2005</i>		✓		
<i>If the institution offers residential accommodation, it is clean, safe and open to inspection by the appropriate authorities and that a level of supervision is provided appropriate to the needs of the students</i>				✓
<i>If the institution organises home-stay accommodation for students, it is inspected before students are placed and subject to regular re-inspection</i>				✓

### AREAS ASSESSED

#### 2.3.1 General

The main person responsible for student welfare at the College is the Principal, who has no specific qualifications in the area other than the general experience she has built up over a decade or more of dealing with mature students. On registration, all students are provided with an induction pack which is contains information concerning health and safety, the complaints procedure, College facilities, and a CD outlining the course programmes which are on offer.

The Principal is constantly on call and may be contacted at most hours of the day by any student in order to obtain advice and counselling in relation to course provision or any perceived difficulty. The individualised learning programmes enable students to have close links with their tutors, who can advise them on their progress and the demands of each programme. ESOL students are given a language test and a free taster session to see where they could fit in to the courses provided.

The teaching staff are recruited from a range of different cultural backgrounds and are able to cope appropriately with any cultural and/or religious issues which might arise. For example, there have been many recent religious holidays for which the teaching staff have had to plan in order to deliver the curriculum effectively. There is a well-drafted written policy on discrimination, which is given to all students at the induction stage.

#### 2.3.2 Overseas students

Not applicable; there are no overseas students.

#### 2.3.3 Child protection

There are no students under 18 years of age, and therefore there is no child protection policy. However, all staff have been appropriately CRB checked.

#### 2.3.4 Provision for students with special needs or disabilities

There is a written disability policy, which is given to all students as part of the induction process. The nature of the premises makes it difficult for the College to cope with students who are wheelchair users, but good efforts are made to cope with other forms of disability.

### *2.3.5 Residential accommodation*

None is required.

### *2.3.6 Home-stay*

As above, this is not required.

### *2.3.7 Social programme*

The mix of mature students at the College makes it difficult to organise a programme of social activities. Consequently, these are limited and confined to the occasional ad hoc party. Given the location of the College, more could probably be done to provide a social programme which would bring students together and which would also assist in the marketing of the College's provision.

### *2.3.8 Student opinion (report of meeting with representative student group)*

The inspectors met with three separate groups of students. The students were generally positive about the College and their learning experiences. In particular, they were very appreciative of some of the teachers, who had enabled them to develop their skills in a good learning environment.

Some students raised certain issues which they thought mitigated against the quality of the provision at the College. These included:

- The lack of a social space where students could meet in comfort with their peers
- The College lacked an appropriate ambience
- Some tutors seemed to be a little jaded by the time they started evening teaching sessions
- A desire for work placement and/or part-time internships to provide practical experience for students who had limited or no recent work experience.

### *2.3.9 Section summary*

The links which have been established with students are close. Class sizes are small, and the method of delivery for most courses makes this essential when dealing with mature students studying at their own pace. Students are appreciative of the efforts made on their behalf.



## 2.4 TEACHING, LEARNING AND ASSESSMENT

<b>Minimum standards:</b>	<b>Fully met</b>	<b>Partially met</b>	<b>Not met</b>	<b>N/A</b>
<i>The courses are planned and delivered in ways that offer students a reasonable chance of success</i>		✓		
<i>Teachers have an acceptable level of subject knowledge and pedagogic skill</i>	✓			
<i>Teachers respond to the individual learning needs of students</i>	✓			
<i>Students are enabled to prepare for target examinations</i>	✓			
<i>Students receive appropriate feedback on their performance and progress</i>		✓		
<i>Students have reasonable access to appropriate resources for study either within the institution or externally</i>	✓			
<i>There is appropriate provision of advice for students going on to employment or higher/further education</i>	✓			

### AREAS ASSESSED

#### 2.4.1 Curriculum

In general, the courses are well planned and co-ordinated by the awarding bodies. The curriculum is largely dictated by the awarding bodies, and all students are made aware of the syllabuses, being provided with a CD which highlights course outlines. These indicate the assessment processes and the delivery methods for all courses. Students are aware of the learning outcomes, and the students' success rates have been good. Student self-learning is appropriately directed, and written homework is set for students for whom this is relevant.

#### 2.4.2 Effectiveness of teaching

In general, session planning and delivery are satisfactory or better. Much of the teaching observed was of a good quality, though difficulties have been experienced in some areas. In particular, students on the Childcare programme have missed nine weeks of teaching since March 2012, because of the illness of one teacher and the departure of another. Appropriate replacements have not been easy to find, but it would appear that the problem has now been resolved. Students informed the inspectors that the newly appointed person had brought them up to date on all matters. Teachers exhibited a good command of their subject and involved students in the learning process by a variety of teaching methods. There is a strong focus on achieving good learning outcomes.

#### 2.4.3 Learning materials

Pitman students are provided with textbooks as part of their course, and they work through prescribed assignments. Students taking the language courses follow the University of Cambridge syllabus using textbooks and handouts. They undertake listening tasks from the tape recorder, and good use is made of the whiteboard.

#### 2.4.4 Assessment

Assessment is mostly prescribed by the awarding bodies. The IT-based students are on individual learning programmes and all work is undertaken on the computers. Language students are given weekly written assignments which are marked and returned. The marking is carried out to the standards of the relevant examination boards. Feedback is given and, in some areas, is of a high quality. For workshop-based activities, outcomes are regularly communicated to the students, who are informed as to whether further practice is required. Students on Pitman programmes work at their own pace, and are able to access the courses via the internet using individual passwords. They often work at home. Attendance at the College has declined to some extent, but all students enrolled on these programmes are followed up on a monthly basis to assess their progress. A register of the number of attendances for each month is maintained and monitored.

#### *2.4.5 Ancillary programmes*

All students on programmes other than ESOL may choose to take English language courses additionally if they wish, but are required to pay the normal course fee. While students are not tutored in study skills, all workshop-based courses have a curriculum which helps to support independent learning. Students are offered a free taster session prior to enrolment, to ascertain whether this method of study is suitable.

#### *2.4.6 Higher education and careers advice*

No formal guidance is in place, but all students may seek advice on progression from tutors or the director. They are also given assistance with the completion of CVs, personal statements and application forms.

#### *2.4.7 Section summary*

In general, the quality of the teaching and learning observed was good. A variety of pedagogic techniques is used so as to ensure that students are responsible for numerous activities which enhance their learning skills. The recording of examination results could be improved, but the inspector considered that outcomes are generally very good.

## 2.5 MANAGEMENT OF QUALITY

<b>Minimum standards:</b>	<b>Fully met</b>	<b>Partially met</b>	<b>Not met</b>	<b>N/A</b>
<i>The institution has effective systems to monitor its own standards</i>		✓		
<i>Students are adequately briefed on the nature and requirements of the courses for which they enrol</i>	✓			
<i>Student progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate</i>	✓			
<i>The institution has a means of accessing and monitoring the views of students</i>	✓			
<i>Students have access to a fair complaints procedure</i>	✓			
<i>In the case of internal awards, there is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level</i>				✓
<i>Students have the means of appealing against assessment marks or grades in the case of internal awards</i>				✓
<i>The requirements of the Education Reform Act 1988 in relation to the offer or award of degrees are fully observed</i>				✓
<i>Where programmes lead to the award of a degree, the awarding body itself is nationally accredited or, in the case of US degrees, accredited by a body recognised by the Council for Higher Education Accreditation (<a href="http://www.chea.org">www.chea.org</a>)</i>				✓

### AREAS ASSESSED

#### 2.5.1 Quality assurance policy and systems

The Principal is responsible for quality assurance within the College. Much of the College's provision is subject to external assessment and moderation. There are systems in place by which the College is able to review and assess its achievements. Student progress is said to be reviewed on a monthly basis when individual learning plans and targets are set. Some of these reports were seen, a few of which were more detailed than the others. The College should ensure that these are produced in a standard format and that specified aspects are covered.

Student satisfaction surveys were also seen. These enable students to give feedback on the courses they are taking and their delivery. Monthly staff meetings are held, dealing mainly with marketing and student recruitment. These meetings are minuted and circulated to those concerned.

#### 2.5.2 Student enrolment

Course leaflets do not provide descriptions of the courses. However, when students enquire about the programmes, they are assessed and provided with descriptions and content of the courses being offered to them. Students are interviewed and are able to take a trial one-hour class before enrolment. This is good practice.

The enrolment forms are printed internally after their handwritten completion by the students. This enables all such forms to be neatly presented. All potential students for EFL programmes are tested in order to assess the most appropriate programme for them.

#### 2.5.3 Monitoring of student progress

Student progress reports were provided, but the most recent was completed in 2011. These provide useful information on each student's ability, attendance and progress. The reports are said to be carried out every three months, but this does not appear to be currently the case. The College must clarify the frequency and content of these reports, and ensure that they are carried out.

Support can be obtained as required from tutors and the administrative staff, particularly from those in the reception area. Completion rates are not available, but examination success rates are reported to be very high. However, it appears that they relate only to entries and do not take account of students who may have left the programme early. The College should analyse all results, taking into account original enrolments as well as final success rates. This would enable completion and achievement rates to be compared year by year. A complaints and appeals procedure is contained in the student handbook, which is given to every student at induction.

#### *2.5.4 Student feedback*

Students complete questionnaires, providing feedback on their College experience. Some of these are completed by the Principal following a student interview. Best practice would be achieved if students completed the document themselves as part of the feedback process.

Student satisfaction forms were completed in November by students on the childcare programme. While this feedback provides useful information for management, the findings should be summarised, together with the identification of actions taken. They should also be discussed with the course tutors and communicated to the students.

#### *2.5.5 Staff appraisal and development*

The induction process for new staff includes information about the College, including health and safety aspects, terms and conditions of service, and general information on working practices. The staff handbook is issued to all staff and contains the essential information they require. Staff appraisal has been carried out by the Principal on all staff, except for the two who are newly appointed. This consists of a review of their performance, and includes areas in which they can improve or where further training is required. Classroom observation is carried out by the Principal. This process could usefully be extended to include observation by peer teachers. Training in aspects of the Pitman programmes has been carried out by the Pitman development manager, who visits the College.

#### *2.5.6 Internal awards*

None are offered.

#### *2.5.7 External awards*

The College has established close relationships with those awarding bodies which are responsible for external awards. External moderation is undertaken by well-trained assessors, and all awards are nationally and internationally recognised.

#### *2.5.8 Section summary*

See above.

### **3. REQUIREMENTS & RECOMMENDATIONS**

#### **3.1 Requirements which must be met before reaccreditation**

None.

#### **3.2 Requirements that must be met before the first inspection after reaccreditation**

- 3.2.1 The College must give better information in relation to the respective roles of appropriate post holders. (2.2.1)
- 3.2.2 All staff files must include a job description. (2.2.5)
- 3.2.3 The College must ensure that student progress reports are produced in a standard format which ensures that all specified aspects are covered. (2.5.1; 2.5.3)
- 3.2.4 The College must analyse all results taking into account original enrolments as well as final success rates. (2.5.3)
- 3.2.5 The College must summarise student feedback and actions taken for all courses. (2.5.4)

#### **3.3 Recommendations to institution**

- 3.3.1 It is recommended that fire drills are undertaken more frequently. (2.1.6.2)
- 3.3.2 It is recommended that the two academic heads should be given an enhanced role in the management of the College. (2.2.1; 2.2.12)
- 3.3.3 It is recommended that job specifications be sent to previous employers from whom a reference is to be obtained. (2.2.2)
- 3.3.4 It is recommended that there should be an involvement of appropriate teaching staff in peer appraisal. (2.2.5; 2.5.5)
- 3.3.5 It is recommended that students should complete the questionnaire themselves as part of the feedback process. (2.5.3)

### **4. RECOMMENDATION ON ACCREDITATION, TO THE ACCREDITATION COMMITTEE**

- 4.1 It is recommended that FCL College be reaccredited for the full four-year period.

**FOR DISTRIBUTION TO THE PRINCIPAL OF**

**FCL COLLEGE**

**6 DECEMBER 2012**