

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Chaucer College

**ADDRESS:** University Road  
Canterbury  
CT2 7LJ

**HEAD OF INSTITUTION:** Ms Catherine Vines

**DATE OF INSPECTION:** 10-11 May 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 27 Jul 2017

### 1. Background to the institution

Chaucer College (the College) was established in 1992 by the Shumei Foundation. Shumei is a Japanese educational charity that runs a private university in Japan. Chaucer College offers a range of courses for its Japanese clientele.

Chaucer College has two sites. The main location, in Canterbury, is on the campus of the University of Kent. It comprises modern educational facilities and residential accommodation for students and some staff. The property is on a long lease from the University of Kent. There is a subsidiary site, which is Kingsgate College in Broadstairs, Kent. In educational matters as well as those of administration, governance and finance the two sites operate very closely together.

Chaucer College is set up both as a limited company and a registered charity in the United Kingdom (UK). There is a Board of Trustees and a company Board of Directors, which includes representatives of the Shumei Foundation as well as individuals with significant UK higher education experience. There are also board members with significant experience of working in Japan together with senior college staff along with the newly appointed Principal.

The Shumei Foundation has academic and welfare staff who work alongside UK appointed staff at Chaucer College to enhance the Japanese students' experience.

The College aims to develop the students' intellect and character, thereby helping them to realise their full potential.

### 2. Brief description of the current provision

Chaucer College offers an undergraduate management programme of five months' duration and also a one month Teacher Education Department course. Both these programmes are designed for Shumei University students and credits gained at Chaucer College count towards students' required degree credits in Japan. Additionally, shorter closed courses of two to four weeks are offered for students under the age of 18, from Japanese high schools. The major component of these programmes is English language teaching. However, a range of business and international topics are also studied. This provision is enhanced by a comprehensive social and cultural programme.

Chaucer College also operates both open and closed application short courses for students from around the world. An open application course is a course, which is open to anyone who fulfils the entry requirements. The entry requirements, for Chaucer College, vary from course to course but focus on students' prior learning and achieved level of competence. A closed course is one, to which only a certain type of applicant may apply.

Chaucer College negotiates with an overseas agent over course content, timing and the pricing for a programme, depending on the particular group of people for whom it is designed. Such a group might typically be school children from one particular school or college.

There were over 600 enrolments in 2016 to 2017 for such courses. Many of these students are from countries in the European Union such as Spain and Italy. At the time of the inspection there were 117 students enrolled on all programmes, with a minority being under the age of 18.

The College has recently expanded its English language provision by successfully offering short courses for local employers, such as the National Health Service. Chaucer College is also an approved International English Language Testing System (IELTS) centre.

Students come from Shumei University in Japan and also from three private high schools in Japan, which are owned by Shumei University. Student recruitment and registration for all Shumei's Chaucer College courses is managed by Shumei both in Japan and at the College.

### 3. Inspection process

The inspection process took place over two days and was conducted by two inspectors. Both sites of Chaucer College were inspected and interviews were held with senior staff, Shumei representatives, welfare staff, marketing and recruitment staff, teachers and students at both sites. Lesson observations were conducted across the range of provision. Documentation and policies were scrutinised. Chaucer College fully co-operated with the inspectors

throughout the inspection.

**4. Inspection history:**

| <b>Inspection type</b> | <b>Date</b>         |
|------------------------|---------------------|
| Full Accreditation     | 11-12 November 2008 |
| Interim                | 4 February 2010     |
| Spot Check             | 4 April 2011        |
| Re-accreditation       | 29-30 November 2012 |
| Re-accreditation       | 3 December 2012     |
| Re-accreditation       | 7 December 2012     |
| Interim                | 3 December 2014     |

## PART B - JUDGEMENT AND EVIDENCE

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

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

- |     |  |   |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Managers are knowledgeable, experienced and focused on providing an excellent experience for all students at the College.

There is a very close relationship with the Shumei Foundation ensuring that the aims and principles of the foundation are fully implemented.

The new Principal is very experienced and has enhanced the already effective communications with all staff. +

#### 2. The administration of the institution is effective

- |     |  |   |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.            | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution.        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

There are very detailed policies, procedures and handbooks for staff, teachers, homestay providers and students. Policies and procedures are understood and effectively enforced.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

Chaucer College employs a Human Resources (HR) Manager as an integral staff member at senior level ensuring that staff recruitment, appointment and safeguarding procedures are robust.

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

- 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.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

Publicity material is comprehensive and accurate. There are minor spelling and grammatical errors in some of the information for students.

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

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.  Yes  No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.  Yes  No

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

**Comments**

Enrolment and recruitment procedures are rigorous. For Shumei courses, the enrolment and recruitment activity, along with induction, takes place in Japan and students and parents are well informed about this.

For the non-Shumei courses the College ensures that courses are designed to meet students' specific needs as identified in discussions with agents.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No  NA
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.  Yes  No  NA
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

**Comments**

Attendance rates are very high with almost all the students achieving full attendance.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

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

**Comments**

Managers respond effectively to students' feedback. Specific examples were provided of where appropriate action has been taken, for example in making some courses more difficult and in changing the listening component of some of the language provision.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

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

**Comments**

There is a detailed and recorded review and scrutiny of all procedures and systems in order to ensure that quality standards at all levels, from the board through to senior management and departments, are maintained. All courses are reviewed and, sometimes, significant changes are made as a result.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

- |     |   |   |
|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Academic management is excellent. Detailed systems and procedures are fully documented in handbooks and policies. Regular reviews are carried out to ensure currency and compliance.

On longer courses, teachers stay with the same class. On shorter courses, only a small number of teachers are allocated to provide consistency in teaching.

### 10. The courses are planned and delivered in ways that enable students to succeed

- |      |  |   |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Considerable effort is made to ensure that students are assessed at the commencement of their period of study so as to ensure that they are on an appropriate level of study.

Students, who may have special educational needs, are effectively identified.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Teachers are appropriately qualified and experienced.  Yes  No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.  Yes  No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  Yes  No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.  Yes  No

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

**Comments**

Teaching is effective and students are clearly learning and making good progress. There are regular developmental lesson observations.

Teachers work well together as a team and the more experienced staff members support newer appointments.

Good training practice and Continuing Professional Development (CPD) sessions are used to share good practice. As a result, staff are challenged to explore new areas.

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

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

**Comments**

Resources are excellent and include a good library facility, Information Technology (IT) centre and several study areas.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.  Yes  No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No

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

**Comments**

For the longer programmes, there are regular reviews of student progress and tutorials. Students confirm that they understand how to improve their performance if necessary.

The relatively small group sizes, up to 12 in a class, allow teachers to monitor the progress of the students closely.

Assessment and procedures for feedback for undergraduate students are effective.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.  Yes  No  NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.  Yes  No  NA

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

**Comments**

Students of the Shumei University in Japan receive study credits for successful completion of courses at Chaucer College.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA

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

**Comments**

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.  Yes  No  NA

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

**Comments**

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Chaucer College is a registered and fully compliant IELTS examination centre.

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

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

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

**Comments**

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The Shumei Foundation, the founder of the College, provides advice on further study for students. Most of this advice is provided in Japan.

## INSPECTION AREA - STUDENT WELFARE

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

- |      |   |                                      |                          |                          |
|------|---|--------------------------------------|--------------------------|--------------------------|
| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.2 | Students receive appropriate advice before arrival.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |

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

### Comments

Both English and Japanese speaking members of staff effectively support the welfare of students.

Students are well looked after whether in the purpose built accommodation at the College or in the vetted local home-stay providers. Students confirm that they feel well supported.

The College fully complies with statutory requirements regarding safeguarding, including staff training and vetting of staff and accommodation providers. Safeguarding is a regular item on management meeting agendas and, as a result, staff are well aware of their responsibilities and duties.

### 19. International students are provided with specific advice and assistance

- |      |  |                                      |                          |
|------|--|--------------------------------------|--------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

### Comments

Much of the College information is provided both in English and Japanese. The College is developing material in other appropriate languages.

All students come to the College in groups with their own group leaders. The group leaders and students are given details of local places of worship. As far as possible, the College takes into account religious sensibilities in the catering provision.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No
- 20.3 Students are advised of BAC's own complaints procedure.  Yes  No

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

**Comments**

20.3 Students are not informed of BAC's complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.  Yes  No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.  Yes  No  NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.  Yes  No
- 21.4 A level of supervision is provided appropriate to the needs of students.  Yes  No
- 21.5 Separate accommodation blocks are provided for students under 18.  Yes  No  NA

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

**Comments**

High standards are maintained in purpose built accommodation.

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.  Yes  No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.  Yes  No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement.  Yes  No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.  Yes  No

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

**Comments**

Home-stay accommodation is well managed and providers are regularly reviewed. There is a dedicated handbook and named staff, who are responsible for this aspect. Students are encouraged to feed back regularly on their time in a home-stay. Group leaders check daily on any home-stay issues.

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- 23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 23.2 The social programme is responsive to the needs and wishes of students.  Yes  No  NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.  Yes  No  NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

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

**Comments**

There is a comprehensive social and cultural programme, which is well received by students. This includes a wide range of suitable activities, such as trips to London and Bristol, barn dances and visits to local events. Students, on the longer programmes, can undertake a very well-established volunteering activity, which is linked to local charities and social groups.

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## INSPECTION AREA - PREMISES AND FACILITIES

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

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

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

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

#### Comments

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

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

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

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.  Yes  No  NA

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

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

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

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

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

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

#### Comments

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Security is well managed at the campus. Health and safety has a high priority.

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

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

There are excellent teaching and learning facilities on a spacious and well laid out campus.

The library is well resourced and study areas are well equipped.

**27. There are appropriate additional facilities for students and staff**

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No

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

**Comments**

Information technology and communication systems have been up-graded and are effective.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

Strong partnership arrangements with Japanese stakeholders ensure that their high expectations of the College are met.

Management and leadership have clearly understood roles and responsibilities throughout the organisation, leading to effective operations.

Very clear policies and procedures, which cover all aspects of the work of the College, are effectively disseminated to all staff. As a result, communications are effective.

Excellent pre-course information and guidance for students ensure that they are clear about what is expected of them.

Staff work well in teams to provide effective management.

Senior managers work to a high standard, ensuring the aims of the College are met.

Functional areas such as security, health and safety, welfare, personnel management, recruitment and marketing and student support are all managed to a high standard.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Student academic support systems and processes are effective in providing an excellent educational environment.

High standards of teaching and learning result in a very positive educational experience.

Customised courses for client groups fully meet their expectations.

Teachers get to know their students well, which instills confidence in the learning process.

Feedback and review mechanisms work effectively to improve courses.

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

### STUDENT WELFARE

#### Institution's strengths

Excellent guidance and information for home-stay providers results in enhanced safety for students.

The volunteering programme for students is effective in forming good links with local communities.

| Actions required   | Priority H/M/L   |
|--|--|
| 20.3 The College must advise students of BAC's complaints procedure. | <input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low |

**PREMISES AND FACILITIES**

**Institution's strengths**

Premises and facilities are of a high standard and are well managed and maintained.

| <b>Actions required</b> | <b>Priority H/M/L</b>   |
|-------------------------|---|
| None                    | <input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low |

**RECOMMENDED AREAS FOR IMPROVEMENT**

It is recommended that the College proof reads the information for students in order to remove minor errors.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**