

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Wine and Spirit Education Trust, London Wine and Spirit School

ADDRESS: 39-45 Bermondsey Street
London, SE1 3XF

HEAD OF ORGANISATION: Mrs Karen Douglas

DATE OF INSPECTION: 29 and 30 September 2015

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 26 Nov 2015

1. Background to the organisation

The Wine and Spirit Education Trust (WSET) was established in 1969, originally to provide staff in the wine and spirit trade with a high level of product knowledge. In the 1980s, its courses were opened to public enrollment. Increasing demand resulted in WSET restructuring to facilitate delivery of its courses by other training providers in the United Kingdom (UK) and internationally.

WSET developed an independent awarding body, WSET Awards, which is accredited by Ofqual to operate in the Qualifications and Credit Framework (QCF). Courses lead to a range of qualifications from level 1 to level 4. Today there are 60 countries where WSET exams are taken. The qualifications are available in 19 languages, including Chinese and Turkish. 62,000 candidates took a WSET qualification in the last academic year and over 400 diploma candidates from 18 countries attended its graduation ceremony at the Guildhall in London in January 2015.

The WSET London Wine and Spirit School (the School), the subject of this reaccreditation inspection, is WSET's flagship approved programme provider. It aims to maintain its status as world leader in the delivery of wine and spirit education. It began teaching in November 1969 and is established as an educational charity. Day-to-day management of the School is exercised by the Director of Education, who reports to the Chief Executive Officer (CEO). The CEO reports to the Board of Trustees. The School has a total of 13 permanent staff members, including five full-time teachers. A further nine part-time teaching staff are self-employed. It is based in central London, near London Bridge station.

2. Brief description of the current provision

The School has courses running throughout the year except for a brief period of closure at Christmas. All the courses lead to WSET Awards qualifications. It offers its students day release, evening and block course learning options.

The London Wine & Spirit School offers the main WSET awards through the following courses:

- Level 1 Award in Wines
- Level 1 Award in Wine Service
- Level 1 Award in Spirits
- Level 2 Award in Wines & Spirits
- Level 2 Award in Spirits
- Level 3 Award in Wines
- Level 4 Diploma in Wines and Spirits
- Level 4 Certified Educator Course
- Novice to Professional course leading to Level 3 Award in Wines

All the courses from levels 2-4 are supported by on-line classroom resources.

The School also offers its level 2-4 courses through on-line distance learning. However, its distance learning programmes and the courses the School delivers periodically in Birmingham, Manchester and Edinburgh do not form part of the BAC accreditation.

There are currently 985 students enrolled on the School's programmes, on a part-time basis. Approximately 25% of students are classified as "EU nationals" with approximately 15% classified as "international other". The school has a diverse and global representation of students enrolled, although the number of nationalities can vary by academic year.

3. Inspection process

The inspection was conducted by a single inspector over two days. Discussions were carried out with the Director of Education, four Programme Managers, the Student Services Manager, the Examinations Co-ordinator and the Bookings Administrator. Observations of teaching and a meeting with a group of students also took place. The inspector also scrutinised a wide range of documentation that was provided by the School and carried out a tour of the premises.

4. Inspection history:

Inspection type	Date
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Full Accreditation

13-14 June 2011

Interim

3 July 2012

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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider 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 provider 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 and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The School is very well managed with clearly defined accountabilities allocated. Managers are highly qualified and appropriately experienced. They work very well as a team to meet the School's aim. Excellent channels of communication, both formal and informal, ensure that the staff are aware of the School's priorities and future development.

2. The administration of the provider 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 provider. | <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 provider. | <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 |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Administration staff are competent and have clear job descriptions, which set out their roles and responsibilities. They understand their specific duties very well and are effectively supported by appropriate procedures and systems. Data, including on pass rates, student feedback and levels of enrollment, plays an integral part in the way in which the School evaluates itself.

3. **The provider 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

A detailed and robust policy for the recruitment and selection of administrative and academic staff ensures that appropriate staff are employed. The performance of staff, including teachers, is regularly appraised. Documentation is fit for purpose and includes an action plan for further training and development.

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

- 4.1 Text and images provide an accurate depiction of the provider'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

The website and prospectuses provide clear and accurate descriptions of the courses offered.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

The implementation of a detailed process for the admission of students, including initial testing for some programmes, ensures that students are suitable for their chosen course.

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

- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

Appropriate procedures are in place for the recording and monitoring of attendance. A clear policy is effectively communicated to students, who are well aware of the importance of high levels of attendance.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant 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 provider's response to the feedback to the participant body. Yes No

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

Comments

Feedback from students is obtained regularly by means of questionnaires. The results are reviewed by managers and appropriate action is taken when issues are identified. The feedback is collated and analysed at the end of the academic year and is used to make improvements. It is not used to set challenging targets to ensure the effective monitoring of the impact of the improvements made. Good evidence exists of changes that have been made in response to students' feedback. Students are aware of changes that have been made as a result of their feedback through regular communication channels. However there is no formal process for this to ensure it happens consistently.

8. **The provider 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 provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

Very good and detailed processes ensure that the School can review its overall performance regularly and systematically. These include reports to the Board of Trustees, reviews done by the Programme Managers in preparation for their performance appraisals, progress reports and regular discussions at staff meetings. Self-evaluation makes good use of available data on pass rates, student numbers and student feedback. It is recommended that self evaluations are collated into a central database to enable effective review.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- | | | |
|-----|--|---|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <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 trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The School has a clearly defined structure for the management of teaching and learning. Overall academic management is effectively overseen by the Director of Education, to whom the four Programme Managers, who are responsible for each level of programme offered, report. Programmes are well managed and the provision of teaching and learning resources is good.

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

- | | | |
|------|---|--|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 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 <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants 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

Classes are very well planned, following detailed standardised session plans which contain clear assessment criteria and learning outcomes. This ensures that the course delivery is relevant for the final assessments. From the teaching observed, it is clear that lessons are well planned and executed. On-going formative assessment prepares students well to meet the demands of the final examinations. Students are encouraged, from the beginning of their course, to do their own reading and study.

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

- 11.1 Trainers are appropriately qualified and experienced. Yes No
- 11.2 Trainers 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 trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Trainers employ effective strategies to involve all participants 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

Teachers are well qualified and experienced. From the teaching observed, teachers are highly knowledgeable and communicate effectively with the students. In the best lessons, the explanations are very clear and good questioning ensures that students participate well and are learning new information. Lesson observations, including peer observations, are carried out. Feedback is given to teachers as a result. A systematic procedure for regular observations has been devised. This includes a minimum of one observation per year. Documentation to record the outcomes of the observation is very good. Agreed actions to improve will form the basis for an annual report to go to the Director of Education to agree how additional support and development needs can be met. This system has not yet been implemented.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

The School provides excellent teaching resources and materials, both study packs and on-line resources through the on-line classroom.

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

- | | | |
|------|---|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

Students receive good feedback on their written work so that they know what they are doing well and what they need to do to improve. Course specifications contain comprehensive details of the assessments, including clear learning outcomes. The Programme Managers monitor students' progress in class and through the students' activities in the on-line classroom. Students can access additional support if required.

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

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

Comments

The School is an approved programme provider for WSET Awards.

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 participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

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

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

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

Comments

Very rigorous well-managed arrangements ensure the security of the examinations.

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

Students receive appropriate advice and information in accordance with their needs. Students report that they would be happy to raise any issues and that staff are approachable. Policies to avoid discrimination and abusive behaviour are appropriate and no such issues have been reported. The provider considers that due to the type of students it attracts, it does not require and out of hours and emergency support contact.

18. **International participants are provided with specific advice and assistance**

- | | | |
|------|--|---|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, participants 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

International students are adults, who are often employed in senior positions and have good experience of the UK. They receive joining instructions, which contain useful information about transport links to get to the venue. Student services provide help with finding accommodation, although this is rarely required. The international students interviewed confirmed that they received suitable information. If more international students, with a different profile, are recruited additional pre-arrival information on the website will be useful.

19. **The fair treatment of participants is ensured**

- | | | |
|------|---|---|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedures. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

Comments

The complaints procedure does not include reference to the BAC's complaint procedures.

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

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

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

Comments _____

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant 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 _____

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider 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 _____

INSPECTION AREA - PREMISES AND FACILITIES

23. **The provider has secure possession of and access to its premises**

- 23.1 The provider has secure tenure on its premises. Yes No NA
- 23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments _____

24. **The premises provide a safe, secure and clean environment for participants and staff**

- 24.1 Access to the premises is appropriately restricted and secured. Yes No
- 24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA
- 24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

Adequate guidance on health and safety is communicated to staff and students at induction. Toilet facilities include good provision for students with disabilities.

25. **Training rooms and other learning areas are appropriate for the courses offered**

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms 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 NA
- 25.3 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

Classrooms are spacious and well equipped, including for wine tasting activities.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments _____

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

Provider's strengths

Well qualified, experienced and committed staff.
Good use of relevant data to evaluate the provision.
Very good methods for obtaining and evaluating student feedback and using it to make improvements.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Very comprehensive and detailed programme specifications and session plans to ensure effective academic planning.
Experienced teachers.
Teaching is very good. It is well planned, makes use of excellent learning materials and teachers provide clear explanations.
Very effective development of practical skills.

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

PARTICIPANT WELFARE

Provider's strengths

Students receive a level of support in line with their needs.

Actions required	Priority H/M/L
19.3 The provider must include reference to the BAC within the complaints procedure.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Excellent classroom facilities.
Premises are well adapted to students, staff and visitors with physical disabilities.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

Use student feedback to set challenging targets for continuous improvement.
Establish a system whereby students systematically receive information about the outcomes of their feedback.
Bring key decisions taken as a result of self-evaluation together into a central action plan with clear responsibilities and

timelines, to ensure effective monitoring.
Implement the systematic procedure for regular teaching observations.

COMPLIANCE WITH STATUTORY REQUIREMENTS

The Declaration of Compliance with Legal and Statutory Requirements has been signed and dated.