

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Heatherley School of Fine Art

**ADDRESS:** 75 Lots Road  
London  
SW10 0RN

**HEAD OF INSTITUTION:** Ms Veronica Ricks

**DATE OF INSPECTION:** 28-29 June 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- Accreditation to be withdrawn.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 July 2017

### 1. Background to the institution

Heatherley School of Fine Art (the School) was established in 1845 in order to help students prepare applications for admission to the Royal Academy Schools. Thomas Heatherley, who was a former student, became its second Principal in 1860. The School is currently owned by the Thomas Heatherley Educational Trust Limited, which is a charitable trust.

The School aims to be at the forefront of contemporary arts education.

The Council, which has overall policy responsibility for the School, is made up of 10 members elected from the Thomas Heatherley Educational Trust. The day to day running of the school rests with the Principal, who is supported by the senior management team.

The School is situated near the King's Road in Chelsea, London. It occupies accommodation, which was built specifically for the School in 2009. The premises include seven studios, one of which accommodates the library as well as a well-furnished students' recreation area with access to a roof terrace and an artists' materials shop. A project is currently under consideration to increase the number of studios by developing the second floor roof terrace.

The School offers a community outreach programme, which is managed by a specialist member of staff. The projects, which are currently underway, include arts projects with a local Academy and the Royal Marsden Hospital. The School regularly hosts exhibitions on its premises, to which the public are invited and these show both the work of outside arts organisations as well as the students' work.

### 2. Brief description of the current provision

The School offers two full-time, two-year Diploma courses. These are the Diploma in Portraiture and the Diploma in Figurative Sculpture. Courses are aimed at artists and those who are looking to follow professional practice, as an artist.

Entry is open to those with no previous experience in the arts. Diploma courses lead to internal awards, which are set at an equivalent to National Qualifications Framework (NQF) Level 4. Graduation follows successful completion of a series of units. External assessors are employed and standards are ratified by three professional societies with whom the School has had close ties for a considerable time. These are the Royal Society of Portrait Painters, the Royal British Society of Sculptors and the Society of Portrait Sculptors.

The School also runs a programme of 40 part-time, day and evening classes in sculpture, portraiture and ceramics. Part-time classes include weekly Open Studios, to which participants return year after year. A significant proportion of students, who attend the part-time courses subsequently apply for the Diploma courses.

The majority of the Diploma students are female. Many students are qualified to post-graduate level. A majority have previous professional qualifications and are seeking a change of career.

Recruitment to the full-time Diploma courses is in the autumn of each year whilst recruitment for the part-time courses is on a continuous basis.

### 3. Inspection process

The inspection was carried out over two days and involved one inspector. Meetings were held with the Principal, the Director of Studies/Course Leader of the Diploma in Figurative Sculpture, the Course Leader for the Diploma in Portraiture, the Bursar, the Senior Administrator and the Student Welfare Officer. Meetings were also held with teachers and students. Two classroom observations were undertaken. Documentation was scrutinised and the availability of the information provided to the inspector was good. The organisation co-operated well with the inspector throughout the inspection.

#### 4. Inspection history:

Inspection type	Date
Full Accreditation	2-3 July 2013
Spot Check	11 February 2016
Re-accreditation	28-29 June 2017

## 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

Senior managers are well qualified and experienced. The current Principal, who has been in post since 2014, is a practicing artist and also teaches.

Teachers, all of whom are part-time, attend an annual academic policy meeting with the Principal and academic managers. This ensures there is regular communication on policy issues.

Staff meetings take place on a regular basis. In addition, much communication between staff and management is informal, which is appropriate for the relatively small scale of the School.

#### 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

Administration is carried out effectively by suitably qualified staff.

The School is currently in discussion with specialists regarding the adoption of an integrated learning platform. It is intended that this will enhance the current data collection system.

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**

Staff performance is regularly reviewed by the Principal, as part of the appropriate staff appraisal system.

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**

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**

Applicants for the Diploma courses are interviewed by the Director of Studies. The School takes appropriate care to ensure that applicants select the course for which they are most suitable. Checks are made to ensure that applicants' command of English is sufficient to ensure full participation and that their personal circumstances will allow them to fulfill the requirements of the courses.

Many Diploma students visit the School's exhibition of work prior to applying for a course. This often underpins their decision to apply to the School.

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 is effectively monitored using an appropriate daily registration process. Unexplained absences are followed up and electronic records are accurately maintained using a spreadsheet.

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**

Formal and informal mechanisms are used to obtain feedback from participants. Diploma students complete an end of course questionnaire. A shorter questionnaire, than the one for the Diploma students, is completed by students on part-time courses. The analysis of questionnaires contributes to annual course review and appropriate action is taken as a result.

Diploma course student representatives provide regular formal, as well as informal, feedback to course managers.

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**

Year-on-year student retention rates, on Diploma courses, are high. Most students pass their qualification.

Students who are referred are required to re-submit work within the following academic year. Course review is followed by a Principal's Report, which is presented to the Company at an annual Trustees meeting. Key Performance Targets and Strategic Aims for a five and ten year period are established as part of this meeting.

Current academic management does not include a systematic documentation of committees, in terms of their remit, membership, frequency and role within the quality cycle.

**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.  Yes  No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No
- 9.3 The allocation of teachers to classes provides for a consistent learning experience.  Yes  No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No

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

**Comments**

The Director of Studies and Principal work closely with the teachers to ensure that the students have a consistent learning experience.

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**

The Diploma courses incorporate a wide range of specialist arts techniques. This policy contributes successfully to recruitment and underpins the School's strategic aim to be at the forefront of contemporary arts education.

The current system for recording end of year Diploma work does not include a visual record of annual standards of achievement to maximise its contribution to the production of graduate data.

The School uses an atelier or workshop style of one-to-one teaching. As a result, the achievement of independent learning skills, by the end of a student's course, is an integral component to the Diploma curriculum. Through a learning agreement, introduced during the first year of the course, participants are required to develop a high level of creative autonomy during their second year and to have 'discovered their own voice' by the end of their course.

Formative assessment, on Diploma courses, takes place through oral and written feedback, which is provided by course tutors at the end of each unit. Summative assessment takes place through an internal and external assessment of work, which is presented by students at an end-of-term exhibition.

Whilst a proportion of teachers use detailed schemes of work and lesson plans, not all make use of these planning aids.

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**

All teachers, who are required to be practicing artists, have appropriate experience. All are well qualified and a small proportion have teaching qualifications. New teachers are mentored by the Director of Studies.

The 'atelier' style of one-to-one studio teaching, which the School employs, provides a sound basis for ensuring that teaching meets the needs of individual students. Teachers engage with the students well and ensure that all are involved and participate in classroom activities. Students confirm that they are able to build good relationships with their teachers in the classroom.

Staff appraisal, including for teachers, is carried out. Current classroom observation practice includes oral feedback from the Principal and Director of Studies. However, this process is not formally documented, as part of the staff appraisal process, which would allow good teaching practice to be identified and formally disseminated.

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**

Students confirm that the facilities at the School are sufficient in quantity and quality to enable them to complete their courses successfully.

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**

Final assessment takes place, on the Diploma courses, following an end-of-year exhibition of work. Internal assessment takes place against learning criteria. External Assessors, who are drawn from the profession and have experience in assessing at university level, provide a written assessment of students' work. An Assessment Board, with both internal and external assessor membership, judges whether a student has achieved the requirements of the course. Students receive a pass or referral adjudication.

The one-to-one studio teaching mode provides daily, oral feedback on a student's progress. Written feedback is provided by teachers at the end of each unit.

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**

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**

A high proportion of Diploma graduates have successful careers as professional artists. A significant number are accepted annually onto post-graduate courses such as those offered by the Royal College of Art.

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**

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**

As practicing artists, all teachers are able to provide students with career advice on a regular basis. The School has a comprehensive visiting lecturer programme, which includes talks on all aspects of the profession. Student visits to relevant galleries and arts venues take place regularly. These allow students to develop good business networking skills.

## 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

A new dedicated post of Student Welfare Officer has been created this year.

Application forms require a student to disclose any special learning needs they may have. A follow-up meeting takes place with the Student Welfare Office, who puts in place any necessary learning support. Dissemination of information to teachers, regarding special needs, is carried out by the Director of Studies.

The building is fully accessible to people with mobility impairment.

### 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

A high proportion of teachers on both the Diploma and part-time courses have international backgrounds, ensuring that cultural considerations are effectively taken into account.

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

---

## 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

---

### 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

---

The decorative standard of the building is high. Studio classrooms are characterised by high ceilings and good natural light and all are well equipped. Workshops are well equipped and fully staffed by technicians.

Hazardous materials, for instance within the printing and ceramics departments, are suitably stored. Students are barred access to areas with hazardous materials or machinery when a technician is not present.

Most areas of the premises are adequately ventilated. The library and lecture theatre has limited ventilation although this is currently being addressed by the School.

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**

The plans for the future addition of a studio have been made in response to a rise in the number of applicants to the part-time ceramics course, where classes currently run in the sculpture studio and therefore require radical studio layout changes on a daily basis.

Plans are also being implemented to re-site the library book stock, from the lecture theatre/studio space, to a more accessible location.

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**

Diploma students, who attend for three days per week, share studios with part-time students, who attend on the other two days of the week. Whilst the necessary adjustments to classroom layouts between full and part-time courses are currently done by teachers, the Principal is arranging for this to be done by technicians.

**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

The stability of student recruitment, over recent years, testifies to the School's commitment to the continuous development of the scope of both its full and part-time curriculum.

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

As both the Principal and the Director of Studies contribute to teaching on the Diploma courses, this ensures that management maintains a close understanding of the the students' learning needs

The high student to staff teaching ratio ensures that the learning environment is entirely suitable for the mixed ability profile of participants on the Diploma courses.

The open-door ethos of management promotes an informal and highly supportive teaching culture.

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

### STUDENT WELFARE

#### Institution's strengths

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

### PREMISES AND FACILITIES

#### Institution's strengths

The high quality of the School's premises and facilities are outstanding and make a sound contribution to student recruitment.

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

### RECOMMENDED AREAS FOR IMPROVEMENT

Consideration should be given to the development of a policy for documenting the terms of the management committees and their relationship to the academic quality cycle.

The School is recommended to consider developing greater consistency in the method and presentation of lesson plans as a means of continually enhancing quality.

The School is recommended to refine and extend the current system for recording end of year Diploma work, in order to provide a visual record of annual standards of achievement and to contribute to the capturing of graduate data.

The School should consider bringing forward current plans to develop annual staff appraisal processes further and formalise classroom observation in order to document good teaching practice for dissemination across the teaching body as a means of quality enhancement.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**