BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Full Inspection

INSTITUTION: Alexander Teacher Training School

ADDRESS: Danceworks
16 Balderton Street
London
W1K 6TN

HEAD OF INSTITUTION: Mr Anthony Kingsley

DATE OF INSPECTION: 12 July 2017

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☐ Accreditation awarded for the full four-year period.

☐ Decision on accreditation deferred.

☐ Award of accreditation refused.

Date: 27 July 2017
PART A - INTRODUCTION

1. Background to the institution

The Alexander Teacher Training School (ATTS/the College), which is a private limited company, was established in 2004 by the Director of Training, who is also the company's sole shareholder. The Director is supported by a long-serving part-time administrator.

The College aims to develop its students through a process of psychophysical re-education that offers wide-ranging benefits, including lasting improvements in physical and mental health. The core curriculum is based on the basic principles of the Alexander Technique.

The Alexander Technique is a system of mind and body learning that promotes health, self-healing and well-being. Through a number of sessions, the pupil learns to manage the demands of everyday life with a quality of calm and freedom which removes the causes of many health problems and ensures the highest level of mental and physical functioning across a range of human activities.

The Alexander Technique has been taught as part of the curriculum in major performing arts colleges in the world such as The Royal Academy of Dramatic Art (RADA). The College aims to expand its provision for overseas students.

The College is located in a listed building, in Mayfair, London, near Bond Street underground station. The premises, which have been hired for over 15 years, consist of a spacious core studio with wall-to-wall mirrors and natural wooden flooring. There are many cafes, restaurants and shops located within a few minutes of the College.

2. Brief description of the current provision

ATTS offers a three year teacher training course, which leads on from two shorter courses of one and two terms' duration, which are entitled Foundation and Foundation Plus respectively. The three year course, with a minimum of 1600 learning hours, is designed to provide candidates with the opportunity to train and study in the United Kingdom (UK), to teach the Alexander Technique. During the three year course, students study five modules to prepare them for their future professional lives as teachers. The seminars and workshops include in subjects such as Anatomy, Physiology and Pathology, Alexander, Music and the Performing Arts and Basic Counselling Skills. There are also five seminars in Professionalism and Ethics, Psychophysical Unity, The Holistic Model and Integrated Health.

Training is largely based on an apprentice model. In the final year, all students are encouraged to work with members of the public under appropriate supervision, as a preparation for their graduation to full teaching status.

The course is approved by The Society of Teachers for the Alexander Technique (STAT), a UK-based charity founded in 1958. ATTS students become student members of STAT when they begin training. Students who meet STAT's strict requirements will be certified, both by the College and STAT. The vast majority of the teacher training is practical work, in keeping with the fundamentally practical nature of the Alexander Technique. After completing the approved three-year training course, qualified teachers are entitled to a teaching Certificate (STAT Cert) and are registered as members of STAT.

After successfully completing the three-year course, students may choose to spend a term or more in further study as a postgraduate, for which ATTS awards its own additional certificate.

The College is considering offering on-line training, in the future, through an educational portal that can display constantly updated theory and practical ideas relevant to teachers of the Alexander Technique.

There are currently 16 students studying on the three-year course. The majority of these students are female. There are no students on the foundation courses. All students are from the UK and are over the age of 18. Students benefit from a high teacher to student ratio at each stage of their course. This is also in line with STAT regulations for approved courses.

3. Inspection process

One inspector carried out the inspection over one day. Discussions took place with the Director of Training, two visiting teachers, several students and a representative of the building’s owners. Extensive documentation was reviewed, both in hard copy and on-line. The staff were extremely co-operative and all required information was readily available.
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. ☐ Yes ☐ 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. ☐ Yes ☐ No
   1.3 There are clear channels of communication between the management and staff. ☐ Yes ☐ No

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

   Comments
   The Director is very well qualified and experienced.

   There is excellent communication between the Director of Training, staff and students.

2. The administration of the institution is effective
   2.1 Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. ☐ Yes ☐ No
   2.2 The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. ☐ Yes ☐ No
   2.3 The administrative support available to the management is clearly defined, documented and understood. ☐ Yes ☐ No
   2.4 Policies, procedures and systems are well documented and effectively disseminated across the institution. ☐ Yes ☐ No
   2.5 Data collection and collation systems are effective. ☐ Yes ☐ No

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

   Comments
   Administrative staff are experienced and have been working with the College for many years.

   Data collection systems are appropriate. Relevant data is held securely.

   The College makes use of policies from STAT, which approves the courses. They are well understood and strictly 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**

Trainers are self-employed and former students of the College.

The informal performance appraisal processes are suitable for the current stage of development of the institution.

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**

The website is visually attractive. Students confirm that the information on the website is accurate.

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  
   - NA

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

**Comments**

Entry requirements are made very clear to students.

The application process is robust. The mandatory application form is supported by a face to face interview. If the candidate is outside the UK, the interview is carried out on-line. ATTS has to satisfy itself that the student is fully committed to the three year training period. As a result, students are recruited onto a suitable course to meet their needs.

Students are invited to attend taster sessions before they formally enrol. This represents good practice.
6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

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<tr>
<td>6.1</td>
<td>There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.</td>
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<td>Yes No</td>
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<td>6.2</td>
<td>Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.</td>
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<td>Yes No</td>
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<td>6.3</td>
<td>Student absences are followed up promptly and appropriate action taken.</td>
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<td>Yes No</td>
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**This standard is judged to be:**  Met Partially Met Not Met

**Comments**

Attendance is well monitored. A register is taken twice daily. Regular tutorials as well as telephone and e-mail contact is made in the case of absence. Appropriate warnings are served if attendance drops below 85 per cent. Hard copy registers are transferred to an electronic spreadsheet so that percentage attendance rates can be effectively monitored.

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

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<td>7.1</td>
<td>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.</td>
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<td></td>
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<td>Yes No</td>
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<td>7.2</td>
<td>Feedback is obtained, recorded and analysed on a regular basis.</td>
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<td>Yes No</td>
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<td>7.3</td>
<td>The feedback is reviewed by management and action is taken where necessary.</td>
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<td>Yes No</td>
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<td>7.4</td>
<td>There is a mechanism for reporting on the institution’s response to the feedback to the student body.</td>
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<td>Yes No</td>
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**This standard is judged to be:**  Met Partially Met Not Met

**Comments**

Regular on-going feedback is obtained from the students. There are no class representatives to collate student suggestions for improvements and changes. However this is part of its action plan for 2017 to 2018.

Recent feedback seen was very positive. It was undated.

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

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<tr>
<td>8.1</td>
<td>There are effective systems for monitoring and periodically reviewing all aspects of the institution’s performance.</td>
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<td>Yes No</td>
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<td>8.2</td>
<td>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.</td>
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<td>Yes No</td>
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<td>8.3</td>
<td>Action plans are implemented and regularly reviewed, with outcomes reported to the management.</td>
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<td>Yes No</td>
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**This standard is judged to be:**  Met Partially Met Not Met

**Comments**

The Director regularly liaises with STAT on guidelines for training courses and the College receives an annual monitoring visit from STAT. The three-year course is rigorously moderated by STAT.

The current action plan includes the organisation of workshops for collaboration on evenings and weekends, ongoing curriculum planning and updating on-line and on notice boards. ATTS plans more team meetings for the sharing of ideas and suggestions to improve the delivery of the training, which represents good practice.
## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

<table>
<thead>
<tr>
<th>9.1</th>
<th>There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>9.2</td>
<td>Classes are timetabled and rooms allocated appropriately for the courses offered.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>9.3</td>
<td>The allocation of teachers to classes provides for a consistent learning experience.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>9.4</td>
<td>There is an appropriate policy and effective procedures for the acquisition of academic resources.</td>
<td>Yes</td>
<td>No</td>
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</table>

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

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

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<thead>
<tr>
<th>10.1</th>
<th>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.</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>10.2</td>
<td>Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>10.3</td>
<td>Formative assessments appropriately reflect the nature and standards of summative examinations.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>10.4</td>
<td>Students are encouraged and enabled to develop independent learning skills.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>10.5</td>
<td>Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>10.6</td>
<td>Any required coursework and revision periods are scheduled in advance.</td>
<td>Yes</td>
<td>No</td>
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</table>

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

### Comments

The current courses meet students' needs and aspirations very well.

Students are well motivated and committed to succeed. This is largely due to the skills of the trainers.

The course is timetabled for four mornings a week, which readily allows students to combine training with their own part-time employment.

Students may be inspired to deepen their understanding of a particular area during their training and staff are on hand to support and enable students to engage with their particular interests and support students outside lesson time.

Home study includes the preparation of written assignments, a personal reflective journal and the reading of appropriate literature.
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. 

11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.

11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.

11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.

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.

11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.

This standard is judged to be:  

Comments

All trainers are registered with STAT and are qualified Alexander Technique teachers. They have many years experience of teaching the Technique privately as well as in institutions and schools. All are committed to ongoing Continuing Personal Development (CPD).

The Director takes the school on intensive retreats each year in order to facilitate the exchange of ideas and practice with other schools throughout the world. This is excellent practice.

As part of the CPD programme, graduate teachers are welcomed back to the class at least once a week to share their knowledge with the group and gain teaching experience.

ATTS trains students from diverse socio-economic backgrounds, cultures, religions and professions very effectively.

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

This standard is judged to be:  

Comments

The facilities in the hired studio space are excellent and fully meet course requirements.
13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

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<tr>
<td>13.1</td>
<td>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.</td>
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<tr>
<td>13.2</td>
<td>Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.</td>
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<tr>
<td>13.3</td>
<td>Students are made aware of how their progress relates to their targeted level of achievement.</td>
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<td>13.4</td>
<td>The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.</td>
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<tr>
<td>13.5</td>
<td>Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.</td>
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<tr>
<td>13.6</td>
<td>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.</td>
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<tr>
<td>13.7</td>
<td>Students have appropriate access outside class time to teachers or personal tutors for academic support.</td>
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This standard is judged to be:  Met  Partially Met  Not Met

Comments
Useful discussion periods with students are held each Friday. These provide a creative space where students can discover how to integrate the principles of the Technique into their everyday lives.

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

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<tr>
<td>14.1</td>
<td>For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.</td>
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<tr>
<td>14.2</td>
<td>For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.</td>
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<tr>
<td>14.3</td>
<td>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.</td>
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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

The three-year course is rigorously moderated by STAT. External moderators' reports are detailed and constructive.

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

On-going advice on employment and further education opportunities is effectively incorporated into the training.
### INSPECTION AREA - STUDENT WELFARE

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

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<th>Yes</th>
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<tr>
<td>18.1</td>
<td>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.</td>
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<tr>
<td>18.2</td>
<td>Students receive appropriate advice before arrival.</td>
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<td>18.3</td>
<td>Students receive an appropriate induction and relevant information upon arrival.</td>
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<td>18.4</td>
<td>Students are issued with a contact number for out-of-hours and emergency support.</td>
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<tr>
<td>18.5</td>
<td>The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.</td>
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<td>18.6</td>
<td>Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.</td>
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<tr>
<td>18.7</td>
<td>Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.</td>
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This standard is judged to be: [ ] Met [ ] Partially Met [ ] Not Met

**Comments**

A long-serving senior teacher is designated as responsible for students' pastoral care, which is also monitored effectively by the Director.

There is a useful Student Handbook. It does not include other relevant information such as on health and safety and attendance requirements.

Appropriate anti-discrimination and abusive behaviour policies are in place. They form part of the policies published by STAT, that all teachers running approved courses must follow.

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

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<th>Yes</th>
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<tbody>
<tr>
<td>19.1</td>
<td>International students receive appropriate advice before their arrival on travelling to and staying in the UK.</td>
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<tr>
<td>19.2</td>
<td>International students receive an appropriate induction upon arrival covering issues specific to the local area.</td>
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<tr>
<td>19.3</td>
<td>Information and advice specific to international students continues to be available throughout the course of study.</td>
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<td>19.4</td>
<td>Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.</td>
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This standard is judged to be: [ ] Met [ ] Partially Met [ ] Not Met [ ] NA

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

20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms

20.2 Students have access to a fair complaints procedure of which they are informed in writing

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

**Comments**

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<td>20.2</td>
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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.

21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.

21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.

21.4 A level of supervision is provided appropriate to the needs of students.

21.5 Separate accommodation blocks are provided for students under 18.

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

**Comments**

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<th>Yes</th>
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<td>21.5</td>
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</table>
22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution’s relationship with hosts is properly managed**

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<th>Yes</th>
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<tbody>
<tr>
<td>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.</td>
<td>☐</td>
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<tr>
<td>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.</td>
<td>☐</td>
<td>☑</td>
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<tr>
<td>22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.</td>
<td>☐</td>
<td>☑</td>
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<td>22.4 Appropriate advice and support is given to both hosts and students before and during the placement.</td>
<td>☐</td>
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<td>22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

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

**Comments**

A four-day holiday workshop, that has both social and academic objectives, is run each year. There is also an annual dinner.

---

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

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

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

**Comments**

A four-day holiday workshop, that has both social and academic objectives, is run each year. There is also an annual dinner.
24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises.

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.

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

Comments

There is a rolling hire agreement for the premises, which has been in place for 15 years and is able to continue on a year to year basis by agreement with the landlord.

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.

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.

25.4 General guidance on health and safety is made available to students, staff and visitors.

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.

25.7 There are toilet facilities of an appropriate number and level of cleanliness.

25.8 There is adequate heating and ventilation in all rooms.

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

Comments

The premises are very well located.
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.

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.

26.3 There are facilities suitable for conducting the assessments required on each course.

**This standard is judged to be:**

- [ ] Met
- [ ] Partially Met
- [ ] Not Met

**Comments**

The core studio is an excellent space for training in the Alexander Technique, particularly as it is well-equipped with wall mirrors. There are also small rooms available for private consultations. This is relevant for third year students, who can practise on members of the public by arrangement with the Director.

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.

27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.

27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.

27.4 Students and staff have access to storage for personal possessions where appropriate.

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.

27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.

**This standard is judged to be:**

- [ ] Met
- [ ] Partially Met
- [ ] Not Met

**Comments**

28. **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 Director has very good overall oversight and day to day control of all aspects of leadership and management.

The management process effectively integrates administration, teaching and communications at all levels.

<table>
<thead>
<tr>
<th>Actions required</th>
<th>Priority H/M/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>High Medium Low</td>
</tr>
</tbody>
</table>

TEACHING, LEARNING AND ASSESSMENT

Institution’s strengths

On-going training is of a high calibre with experienced trainers working on a one-to-one basis with students at all times.

Trainers are very well qualified, having experienced the same training in the Alexander Technique themselves.

Students are well motivated to learn. This is facilitated by the process of continuous assessment.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>High Medium Low</td>
</tr>
</tbody>
</table>

STUDENT WELFARE

Institution’s strengths

A senior visiting teacher works with the Director to oversee the pastoral care and welfare of students on a daily basis.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>High Medium Low</td>
</tr>
</tbody>
</table>

PREMISES AND FACILITIES

Institution’s strengths

The high quality building in Central London has excellent facilities.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that student feedback is dated to facilitate a more rigorous evaluation.

ATTS is recommended to expand its student handbook to include the welcome pack, health and safety and attendance
requirements so that the information is readily accessible in one place.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**