

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

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. | <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

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. | <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

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**

- 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
- 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
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No

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**

- 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

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**

- 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

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

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

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

Comments

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 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**

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- 11.1 Teachers are appropriately qualified and experienced. Yes No
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- 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
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- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
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- 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
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- 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
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- 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 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: Met Partially Met Not Met

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**

- 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

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**

- 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

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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|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 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

- | | | | |
|------|--|---------------------------|--------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input 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 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 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 type="radio"/> Yes | <input type="radio"/> No |

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 Yes No and conditions.
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing Yes No at the start of the course.

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

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

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

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. 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 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. 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

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. 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

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.

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

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.

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

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.

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 building in Central London has excellent facilities.

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

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