

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Full Inspection

**INSTITUTION:** KS Dance

**ADDRESS:** Unit 9a  
Centre 21  
Bridge Lane  
Warrington  
WA1 4AW

**HEAD OF INSTITUTION:** Ms Kate Simmons

**DATE OF INSPECTION:** 15-16 May 2018

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Probation accreditation.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 25 June 2018

### 1. Background to the institution

KS Dance Limited (the Institution) is a privately owned organisation. It was founded in 1988 by its current Director and aims to train dancers and dance teachers to the highest level producing hardworking talented individuals, who will thrive in the performing arts industries. It also aims to provide all students, who are enrolled on a training course, with a high quality experience delivered by internationally recognised teachers to prepare them for careers in professional dance as well as starting their own dance schools.

All the training courses are accredited and are delivered in the United Kingdom (UK) on a full-time basis. The subject areas covered include a range of ballet and other dance forms.

The sole Director is supported by a Fellow Director and two Deputy Principals. In addition, the Director has a full-time Personal Assistant and a part time Administrator. All teaching staff are employed on a freelance basis as they are all practising dance professionals within the industry.

The Institution has one main campus. The campus has been based in Warrington, Cheshire since 2004. The Institution has a current capacity for a maximum of 50 students to ensure a unique and specialised learning experience. The main campus consists of a reception area, toilet facilities, a separate communal break area, large spacious dance studios, a cafeteria and staff offices.

### 2. Brief description of the current provision

KS Dance offers a range of full-time accredited training courses at Levels 3, 4 and 6 in subjects such as Classical Ballet, Contemporary Dance, Dance Education and Professional Dance, as well as a range of non-accredited children's dance classes.

Qualifications are accredited by Trinity College London (TCL) or the Imperial Society of Teachers of Dancing (ISTD). The Institution is externally quality assured by both awarding organisations and accredited by the Council for Dance, Drama and Musical Theatre (CDMT).

All courses are currently delivered to UK students only. At the time of the inspection, 37 students from the UK were enrolled. Most students are over the age of 18 and seven students were aged 16 and 17. There is mix of male and female students with the majority being female.

The Institution operates on an annual academic year enrolment basis. Enrolment is on the basis of previous learning and subject experience. Students undertake a placement audition and a face-to-face interview. For accredited programmes, the Institution follows the awarding organisations' entry requirements.

### 3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with the Director, the Director's Personal Assistant, a Deputy Principal, the Strength and Conditioning Coach, teachers and students. A telephone interview also took place with the Administrator. A tour of the premises was carried out and a range of training sessions were observed. Various documentation was scrutinised by means of hard copy records and the website. The availability of the information provided to the inspector was good and the organisation co-operated well with the inspector throughout the inspection.

## 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 Institution has a clearly defined management structure. This is documented by means of an accurate organisation chart that clearly sets out the staff hierarchy and job roles. The subjects of courses are also clearly defined on the organisation chart with named teachers. There is also a board of voluntary advisors, who have been recruited based on their individual skills and professions. These roles are not stated on the organisation chart. It would be useful to include the advisers to ensure that the entire organisation and hierarchy of management of the Institution is clearly represented.

The Director is highly qualified and experienced and holds a clear vision for the Institution. She is very supportive of her team and works hard to ensure all staffing needs are met. The Deputy Principals and Director's Personal Assistant are highly committed and support the Director well to ensure teaching staff and students are fully supported prior, during and post course delivery.

All roles and responsibilities are understood and these are documented through up-to-date job descriptions for full and part-time staff and Terms of Agreement for freelance staff.

Effective channels of communication between the management and staff include regular face-to-face meetings, telephone calls and e-mails. All communications are up-to-date and effectively recorded by means of meeting schedules, agendas, minutes and action plans.

## 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

The Director's Personal Assistant and the Administrator are well qualified and experienced and provide all the required administration support to the Director, Deputy Principals, freelance staff and students. Teachers and students stated that this was highly effective and inspection findings confirmed this view.

The size of the administration team is effective to support the current number of freelance staff and students prior, during and post course delivery. It is also sufficient for the day-to-day administration of the Institution.

The Institution has up-to-date policies covering staff responsibilities. These include the administrative support available, which is included in the staff handbook. The handbook is securely stored on the internal computer network. All staff have access to these policies.

Data collection and collation systems are effective. Policies have been reviewed to comply with up-to-date data protection regulation and all staff have undertaken appropriate training in this regard.

## 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

The Institution has detailed and appropriate recruitment policies in place. These include a robust recruitment policy for all freelance teaching staff.

All Continuing Professional Development (CPD) is regularly monitored by the Director and includes reviewing and updating curricula vitae (CVs) and professional training records at least annually.

The Institution has a clearly identified area on their internal computer network to store securely staff information regarding their experience and the verification of their qualifications. The Director verifies all teachers' experience and qualifications prior to employment contracts being issued.

The Institution has a clearly structured appraisal system in place for all full and part-time staff. This includes lesson observations carried out by the Director and Deputy Principals and annual appraisal meetings. All records of appraisal meetings are up-to-date.

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 Institution has excellent quality publicity material for all its training courses. This includes informative presentations, prospectuses, application packs and destination success stories from previous students. All the publicity resources are reviewed and updated on a regular basis by the Director resulting in an accurate and comprehensive system.

All training course details are also accurate, up-to-date and accessible on the website. All materials are professional and include accurate representations of the Institution and the services offered.

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**

The Institution is highly committed to ensure that students are enrolled on the right course that meets their needs and aids their progression.

Entry requirements for training courses are set at an appropriate level and are determined by the awarding organisation depending on the level. They are discussed with learners prior to application auditions and interviews so that the learners are clear about the entry requirements. These are not clearly stated within the application packs or on the website, which would provide a further method to ensure they are seen by prospective students.

There is a clear documented application procedure that is securely stored using the internal computer network. This includes verification of all stages of the application process, dated correspondence and copies of required documentation.

Students are in regular contact with the administrators prior to, during and post the application process. They are kept informed of the progress of their application and receive a thorough induction at the start of all training courses. Meetings with students confirmed the effectiveness and timeliness of the applications process.

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**

The Institution has a clear and documented attendance policy. This is up-to-date and reviewed at least annually. There is also a clear reference to student attendance and punctuality in the Student Handbook.

Attendance is effectively monitored, through an appropriate daily registration process for each lesson. Copies of all registration records are securely stored by the administrators.

Unexplained absences are unusual. When they occur, they are followed up effectively by the Director's Personal Assistant.

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**

The Institution has effective methods to request feedback from students across all the training courses. The staff are highly committed to using feedback to aid improvements. This was confirmed by staff and students.

All feedback data is collated by the Director's Personal Assistant and analysed to direct future improvements.

Staff feedback is also obtained through the staff appraisal process, which is clearly documented and up-to-date. In addition, the Director employs a very interactive approach, which allows for teachers and students to offer feedback at any stage in a training programme. This is highly effective in aiding immediate improvements.

All feedback is analysed and published in the Institution's Self-Assessment Report. Reports are clearly documented and stored on the internal computer network. Student feedback is also used effectively in promotional events and presentations.

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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- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  No
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- 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**

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The Director is responsible for reviewing the Institution's performance and produces an annual Self-Assessment Report. This is an effective and thorough system that assesses the Institution's own quality standards.

All reports are up-to-date and securely stored on the internal computer network. This is a highly effective system for reviewing standards and ensuring effective continuous improvement.

The report is inclusive of an evaluation of all training courses, previous targets, as well as a staff and student feedback analysis.

Action plans resulting from the Self-Assessment Report, students feedback and staff appraisals are effectively monitored by the Director.

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## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

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|-----|---|---|
| 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

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The academic management is highly effective. The Institution has two Deputy Principals, a Director's Personal Assistant and an Administrator in place as identified on the organisation chart. All members of staff are suitably qualified and highly experienced to manage the team of freelance teachers.

There are nominated teaching staff in place to liaise with the awarding organisations for all the accredited qualifications. This includes internal and external assessment requirements. There are clearly documented reports for all communications and outcomes for each awarding organisation.

All lessons are clearly timetabled and planned effectively, with appropriately allocated start and finish times and multiple breaks. Students confirmed that they are happy with the planning of lessons and that the planning meets their needs.

All students receive a Student Handbook and Application Pack prior to the start of the training courses. This includes a session timetable.

Teachers are required to submit all plans and required resources to the Director for review. This system is effective and allows the teaching and learning resources to be reviewed in line with the training course aims and objectives and student needs. This process is clearly documented.

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

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|------|--|---|
| 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**

All training courses are standardised by the Institution and in compliance with the associated awarding organisation's quality assurance requirements. This allows for students' needs to be thoroughly evaluated at the required level. It also allows for internal and external assessment requirements to be planned in detail and to allow for any re-submissions, re-sits and timely certification.

Schemes of work are used for all training courses. These allow for the use of differentiated training methodologies including collaborative and independent learning. They are further supported by lesson plans for every lesson. All planning documentation is standardised across the courses and levels to aid consistency for the team of freelance teachers.

Formative assessment is recorded within learner portfolios and used to set targets throughout the academic year. It is closely mapped against the qualification's assessment criteria and methods. The outcomes of the summative assessment are confirmed by the awarding organisation and all reports are stored on the internal computer network.

Students are continuously encouraged to develop independent learning skills. This is a clear aim of the staff and wholly supported. Student confirmed the extent to which they had progressed and become more confident and independent since enrolling at the Institution.

Full-time courses requiring students to attend for 15 hours or more per week are time tabled over five or six days.

All assessment submissions are clearly planned in advance and learners have access to these through structured assessment plans and assignments. Any assessments that require a student to perform are also planned in advance and clearly documented. These are effective to support students with their time management.

The academic backgrounds and particular needs of students are taken into account in the lesson delivery. All lesson plans include details of students' backgrounds and particular learning needs.

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**

There is a robust and clearly documented teacher recruitment process in place, including an appropriate recruitment policy. The policy is annually reviewed and updated as required by the Director. All the policies are securely stored on the internal computer network.

Teachers are contracted based on the demand for training courses each academic year. The Institution has a robust system to allocate teachers to training courses, which is based on students' needs and the skills and experience of the teachers. All lessons are regularly observed, on a quarterly basis. This is a documented process that is securely stored on the internal computer network. These systems ensure teachers are entirely suitable for the courses they deliver and assess.

All teachers are highly experienced in their subject area and in teaching. They are required to update their CV annually. This allows for the effective delivery of the training courses. Records of all teachers' CVs, qualifications and CPD are securely stored on the internal computer network.

Teachers are proactive regarding their own CPD. This includes professional employment in the industry as well as updating their own skills and qualifications in their specialist subject areas. Teachers are also supported by the Institution regarding any mandatory training requirements. The support may be financial or allowing time out for them to undertake mandatory training.

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**

All training courses are delivered at the main campus. The Director works closely with all teaching staff to ensure that any resource requirements are effectively identified and implemented in advance of any lessons. Resources may include preparing a dance studio for theory lessons, employing a pianist or providing reading materials.

The Institution fully supports teachers by providing hard copy teaching and learning resources. Students are also provided with a digital storage device and access to Information and Communication Technologies (ICT) as required.

All dance studios are flexible spaces that can be easily changed depending on the type of lesson, for example practical or theoretical.

Teachers and students confirm that the resources supplied meet the industry's standards. The Director is very supportive of this and makes regular checks throughout the courses to ensure that the resources are effectively maintained to a high standard.

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

All training courses are planned to include a schedule of assessments. These are available in writing and distributed to students and teachers in advance.

Assessment outcomes are monitored using a standardised system to enable the identification of students who are not making satisfactory progress. Prompt intervention is made where appropriate.

Students have regular and formally recorded progress meetings with teachers and the Director and are fully made aware of how their progress relates to their targeted level of achievement.

The Institution has clear and documented policies regarding academic malpractice. Staff and students have access to these in the associated handbooks.

Students have appropriate access outside class time to teachers, personal tutors and a student representative for academic and pastoral support.

Students confirmed that they receive regular feedback on their progress and that this is formally recorded in a report that is distributed at relevant assessment points throughout the academic year.

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

All courses at the Institution lead to certification by recognised awarding bodies.

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

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

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

**Comments**

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

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

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

**Comments**

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The Institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.

There are effective systems in place for examination security and administration and clear procedures for students to appeal against their marks. Systems include the secure storage of assessments, a policy and handbook that outlines the appeals procedure and clearly documented processes for internal and external assessments compliant with the associated awarding organisation.

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

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

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

**Comments**

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Students have a well planned and detailed careers guidance programme. This is offered from enrolment through to completion of all courses. The programme includes initial careers interviews, tutorial sessions, coaching sessions and regular one to one reviews that are clearly linked to progression and employment opportunities.

The Director and Deputy Principals work closely with the students to provide advice and guidance regarding their career aspirations.

Students confirmed that they are highly supported with their progression. This results in excellent opportunities for the Institution's graduates to gain employment in the dance industry and to progress to higher education. All students' destination data is formally recorded.

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## 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 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

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Each year group has a nominated Head Girl or Head Boy. This represents an important role to support fellow students with pastoral support. Each year group is also overseen by a senior member of staff.

All students undergo a comprehensive applications process prior to enrolment. This ensures that students are recruited onto the right courses that meet their needs and allow them to complete successfully. All students participate in a mandatory induction programme at the start of every training course.

All students have access to a mobile contact number for at least one member of staff at the Institution for emergency purposes.

The Institution has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and to set out clear expectations of the students whilst they are studying at the Institution. These are clearly accessible in the Student and Staff Handbooks.

The Director is also the Safeguarding Officer and is responsible for ensuring that all staff are appropriately trained. There is a clear and detailed Safeguarding policy, which is stored in hard copy and on the internal computer network. The policy is detailed and includes differentiated guidance for students under and over the age of 18. Specific information is distributed to students under the age of 18. Risk assessments and designated areas of the Institution, such as changing areas, also have clear reference to any students who are under the age of 18.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks. The arrangements include tutorial sessions for learners and how staff and students can identify and report any suspected radicalisation and extremism.

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.  Yes  No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study.  Yes  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.  Yes  No

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

**Comments**

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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

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

**Comments**

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There is a clearly documented, fair and transparent application process and a well explained refund policy.

Copies of all application forms are securely stored on the internal computer network.

There is a clearly documented complaints policy, which is published in the Staff and Student Handbooks.

Students confirmed that they are treated fairly and that the Institution considers their safety, health and well being to be of high importance.

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**

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**INSPECTION AREA - PREMISES AND FACILITIES**

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

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

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

**Comments**

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The Institution has secure tenure agreements on its premises. Associated contracts and agreements are securely stored in hard copy in the Director's office.

There are up-to-date records of bookings and contracts between the Institution and external venues.

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 safe, secure and clean and only accessed by a small team of staff at any one time. General access is appropriately secure. All staff and students report to the main reception area on the ground floor.

The Institution has a clearly documented handbook for staff that outlines the health and safety requirements. All visitors are presented with this information, requested to sign-in and issued with a visitor badge. There are clear notices regarding fire, health and safety procedures throughout the premises.

The facilities in the Institution are spacious, well ventilated, effectively maintained and clean.

There are appropriately allocated toilet facilities that are clean and maintained daily.

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**

All teaching studios and other learning areas provide highly effective accommodation for the number of students enrolled.

All dance studios are flexible spaces that can effectively accommodate practical and theory based lessons and assessments.

Students and teachers confirmed that the learning areas are well maintained and effective for all course delivery and assessment requirements.

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

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- 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
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- 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
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- 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**

Staff have access to effective additional facilities including a separate reception area, communal break areas and private staff rooms. Students also have access to a common room during lessons if needed and separate areas for refreshment breaks and lunch breaks. The Institution also has a communal cafeteria for the use of staff and students.

All teachers are freelance and prepare training sessions from home.

Students and staff can keep personal belongings with them in lockable changing rooms and offices.

There are a number of rooms at the Institution that can be booked and used for meetings with staff and students. Administration offices are of good size for the allocated number of staff. The Institution has one administration office. This is of an adequate size and provides good resources to aid the effective administration of the Institution.

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**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 Institution has a small yet committed team of staff who are highly supported by an experienced senior management team.

The teachers are very experienced within their specialist subject areas and plan and deliver training courses that continuously focus on students needs and expectations.

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

The Institution offers a specialised range of training courses that are current and reflective of potential student needs.

Teachers are subject specialists and deliver current and interactive content. This ensures that the students are continuously engaged and interested.

Lessons and resources are excellent and exceed students' expectations.

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

### STUDENT WELFARE

#### Institution's strengths

The management team is wholly committed to supporting students' welfare prior to, during and post the training courses.

Students are made to feel welcome from the start and feel part of the KS Dance organisation throughout their training experience.

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

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

**RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)**

The Institution is recommended to include the board of advisers on the organisation chart to ensure that the entire organisation and management hierarchy is clearly represented.

The Institution should clearly state entry requirements for each course within the application packs and on the website.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**