

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: European School of Animal Osteopathy

ADDRESS: 8 The Drive
Hove
Brighton
BN3 3JT

HEAD OF INSTITUTION: Mr Jean-Yves Girard

DATE OF INSPECTION: 17-18 October 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 31 January 2019

PART A – INTRODUCTION

1. Background to the institution

The European School of Animal Osteopathy (ESAO/the Institution) is a privately-owned training organisation which offers diplomas in animal osteopathy and animal manual handling using osteopathic techniques. It aims to train international students to become professional animal osteopaths who are able to treat a wide range of animals in countries around the world.

ESAO was established in 1993 and teaching commenced in the United Kingdom (UK) in 1998. In 2016, the Brighton premises were sold by the property company from which it was leased and most teaching and all student administration were relocated to what is now the main centre, located in Lisiaux, Normandy. This has stabling and pastures. New, smaller premises were acquired in Hove and students attend several placements at this centre each year. As a result, teaching takes place at Hove during one week in each month. It is the Hove centre which is the subject of the inspection. The Institution no longer arranges accommodation for students attending the Hove centre.

The Hove premises comprise three classrooms and an office. Practical sessions are held in several equine and small animal centres within daily travelling distance of the Institution. The sessions are provided by mutual arrangement with the proprietors of the centres, whereby ESAO provides osteopathy for the animals in return for using the facilities.

ESAO is a private limited company. The owner is the General Manager with overall responsibility for the development of the business and quality assurance of the provision. He is supported by a Director with responsibility for day-to-day operations, academic management, student recruitment and welfare.

2. Brief description of the current provision

Courses lead to diplomas in animal osteopathy and animal manual handling using osteopathic techniques. They are delivered in Lisiaux, France with short annual placements in the UK. Course duration is five years. Since the Interim visit of 2016, the Institution has stopped offering a three-year diploma. The awards are recognised by the Department of Work and the Veterinary Association in France. Courses run from September each year and are open to adults who have completed the French baccalaureate or an equivalent qualification. Students are enrolled on a five-year course in full-time or part-time modes. The length of part-time courses is determined by the student. An element of online blended and distance learning has been introduced to the core modules.

Students mainly come from Europe including France, Belgium, Switzerland and Italy. They come from a range of sectors, with a number from a veterinary background seeking broader experience to supplement their practice.

The teaching staff include clinical practitioners and teaching professionals. Most clinically qualified staff run their own practice outside the Institution, enabling them to maintain up-to-date knowledge of their specialism.

The course offers approximately five work placements per year, with opportunities to create a reflective assignment on the experience. ESAO offers exam preparation for the First Certificate in English (FCE) and Certificate in Advanced English (CAE). Students study for the exam which suits their level of attainment in English. Full-time students spend approximately 15 hours per week learning English and a similar period in animal osteopathy. Teaching is carried out in Hove during one week per month. It comprises theory classes and classes focusing on communication with clients. Practical sessions are delivered at the animal centres.

Courses run from September to June and are only open to people over the age of 18. At the time of the inspection there were 15 fourth year students studying at the Hove centre. Most were female and a very large majority were French.

3. Inspection process

ESAO was visited by one inspector for two days. One and a half days were spent at the centre in Hove. The inspector held interviews with the Director, teachers and students, observed lessons and scrutinised documents. The General Manager was not available for interview at the time of the inspection. Half a day was spent observing a practical session at a riding school in Lewes. The Institution has a contractual agreement with the riding school to provide animals for practical application of animal manual therapy. The Institution co-operated with all requests made by the inspector and provision of information by the Institution was good.

4. Inspection History

Inspection Type	Date
Full Accreditation	15 June 2002
Interim	9 December 2006
Interim	16 May 2008
Re-accreditation	12-13 September 2009
Supplementary	21 February 2010
Interim	18 February 2013
Re-accreditation	23-24 April 2014
Interim	19 May 2016
Supplementary	2 November 2016

PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined in an organisation chart and the responsibilities of each role are specified in up-to-date job descriptions.

The proprietor is the General Manager and is actively involved in running the Institution, mostly from the centre in France but making occasional visits to the centre in Hove. The Director is responsible for academic and operational management of the Institution, student recruitment and development of local partnerships.

The senior leaders have a wide range of relevant experience as well as relevant academic and professional qualifications. They are suitably aware of their responsibilities and execute them effectively. Leadership provides clear educational direction, which results in fulfilment of the Institution's aims.

The General Manager and Director are mainly based at the centre in France so are in regular communication. There is a schedule of leadership meetings and meetings between managers and staff. Meetings are minuted and result in actions which are subsequently reviewed. Teachers at the Hove centre confirm the very good communications between managers in France and UK staff via telephone and e-mail. They have regular informal contact with the Director during teaching weeks. This results in the smooth running of courses in Hove and effective pastoral care of 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The part-time administrator role in Hove is currently vacant. This role has reduced in scope since the move from Brighton as a result of the reduced weeks of delivery in the UK. At the time of the inspection, administration is being managed by the Director with support from a full-time administrator in France who is in communication with the director on a regular basis. This is satisfactory and results in the effective running of the Institution. The job description for the role of administrator clearly documents the responsibilities of the role and the knowledge, skills and experience required to fulfil them.

Policies and procedures applicable to the UK are published in suitable staff and student handbooks and are effectively disseminated. The Director is responsible for these documents and ensures they are appropriately updated. The procedures for booking staff and off-site practice sessions, timetabling and recording attendance at the Hove centre are effective and the records sampled during the inspection are well maintained.

The Institution collects and collates a suitable range of data. It uses this effectively to track student attendance and progress and to evaluate quality of provision. Student files are well maintained and contain all necessary information.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate policies and procedures for the recruitment of staff based on specified relevant qualifications and experience. Checks are made on identity and right to work. Prior experience and qualifications are verified. Records of all checks are kept together with up-to-date curricula vitae in staff files. As a result, all staff meet the high professional standards set by the Institution. Information on the professional status and achievements of staff is published on the Institution's website.

3.3 There is no formal process for reviewing staff performance.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's website provides clear information on the course and the teaching staff, together with images showing the main centre in France. Photographs and maps in the UK brochure accurately reflect the Hove centre.

The Institution provides detailed information on course content and expectations of students in the handbook which is provided at the first stage of application. Students confirm that the information in these materials 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

Entry requirements are specified on the Institution website as the Baccalaureate or equivalent. This is appropriate for entry into the first year of the course which is pitched at Level 4. The Institution has a rigorous selection procedure, placing high importance on motivation, which is assessed via a personal statement, academic references and an interview. Relevant qualifications are verified prior to enrolment. As a result, students are of a high quality and highly motivated.

Students confirm that they are properly briefed on the nature and requirements of the course from their first contact with the Institution, at the interview and through the student handbook.

The Institution does not specify a level of English for entry onto the course but makes clear the level they will need to reach in order to graduate. They are assessed on entry and provided with a suitable English language programme to achieve this. This procedure is successful and students observed during the inspection coped well with delivery in English and communicated effectively with English speakers during their practical session.

6.	There is an appropriate policy on student attendance and effective procedures and systems to enforce it		
6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

An appropriate policy requiring a minimum of 80 per cent attendance is published in the student handbook. Registers are taken morning and afternoon and attendance is recorded electronically. Attendance levels at the Hove centre are very high and any absences are addressed promptly by the Director. As the students have travelled to the UK specifically to attend the placement, absence is generally due to sickness or personal issues. This is followed up effectively by provision of support from the Director.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All students complete a feedback form at the end of their week at the Hove centre. This covers teaching on all courses and comments are invited on other aspects of the provision. Student representatives are appointed and communicate any concerns to the Director as they arise. Students confirm that the Institution listens to their views and is responsive to their requests. Examples include changes to the timetable in response to students asking for a longer, less intensive day while in the UK. Changes made are communicated to students via the student representative. Student feedback reflects very high satisfaction levels. This was confirmed in a meeting with all students during the inspection. Student feedback is reviewed carefully by managers and used effectively to drive improvement, for example, the changes to timetables.

Feedback is not taken formally from staff or partner institutions. In meetings, teachers stated that they provide feedback through regular informal discussions with the Director and this is appropriate for the small size of the Institution. They feel that the Institution is very responsive to their views.

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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Effective systems are in place for most aspects of quality assurance and are used consistently. Suitably detailed feedback is gathered from all students and any issues are addressed promptly.

8.1 Quality assurance mechanisms are not documented in a procedure or policy.

Student progress is assessed and outcomes recorded regularly. Where students do not make expected progress, this is investigated and reasons identified. Student attendance and completion is effectively tracked. This data is analysed and compared across time to inform improvements. Absence of regular formal appraisal of teaching with resulting individual target setting for improvement is a significant gap in the Institution's quality assurance procedures.

8.2 The Institution does not undertake a full evaluative review of provision annually and does not produce annual reports.

8.3 Actions for improvement are identified in management meetings, and recorded in minutes. However, this is not part of a systematic process related to review of the provision as a whole, and does not result in a coherent improvement plan for the Institution.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Director is responsible for academic management. She is suitably qualified and has extensive experience of working at the Institution in a range of roles and at all the centres. As a result, the Institution maintains high academic standards and outcomes for students are good.

The courses in Hove run during one week each month and are available to up to 40 students at a time. UK teachers are contracted only for the period of delivery. Timetabling is responsive to the needs of students and the day has been extended to take into account the extra demands of learning through the medium of English.

Allocation of rooms is appropriate. The same teachers deliver the core lessons each time, so students get to know them over their five-year period of study. The Director is present at the Hove centre for the whole week. These arrangements result in a consistent learning experience.

There are no written policies for acquisition of resources specifically for the Hove centre, but the centre is suitably equipped for the short periods of delivery. Teachers are generally happy with the resources and the procedures for acquiring them are appropriate.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Any required coursework and revision periods are scheduled in advance. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 10.6 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are very well designed to link theory with practice and to develop the additional interpersonal skills required by animal osteopaths working in an international environment, communicating with owners through the medium of English.

The content of the theory lessons is closely linked to the summative assessments at the end of each short module and these in turn reflect the learning required to meet French Ministry of Work requirements for recognition of the diploma.

Formative assessment is through questioning in class and observation of students in the practice sessions. This is appropriate for the type of courses delivered given their practical nature. Online learning is now part of the main Institution provision and contributes to the development of independent learning skills.

Entry requirements ensure that students share a similar academic background. The Institution is able to support students with dyslexia, but there were none at the Hove centre at the time of the inspection.

10.5 Coursework does not form part of the Hove course. Course content is assessed through regular examinations which do not require formal revision periods. Therefore, this key indicator is not applicable.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.5	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers are well qualified and suitably experienced for their roles. Theory teachers update their knowledge through practice in their specialist field and further academic studies. All have taught at the Institution for a substantial period.

In the lessons observed, teacher knowledge was a strength, resulting in high levels of engagement among students. Feedback from students describes teachers as inspiring. Pedagogic and communicative skills vary, with the best lessons providing varied activities to meet a range of learning styles and effectively consolidate learning, while a minority rely on lecture-style delivery without variation in pace, task or interaction patterns.

Planning in weaker lessons is insufficiently detailed and does not include effective assessment for learning. In the best lessons, planning is detailed, delivery is well contextualised and learning effectively checked through a range of tasks and questioning techniques. Students are nominated to answer and all participate actively. Student contributions demonstrate that the clear objectives for the session have been met.

11.3 There is no formal teaching staff appraisal system in place. While lessons are observed, they do not result in written feedback or targets for development. Verbal feedback is given, but does not lead to effective support for ongoing improvements to teaching.

Where issues are identified from student feedback, the teacher is observed and suggestions made to address them. Subsequent feedback is checked to ensure that this has led to improvement. This is not recorded in staff files. The

small scale of delivery in Hove limits opportunities for teachers to develop their skills through the sharing of good practice.

11.4 Due to the ad hoc nature of employment, Continuing Professional Development (CPD) plans are not currently provided for teachers, although they were in the past when courses ran full time at the Brighton centre. This is appropriate for the present context, but the Institution could usefully record individual support provided to teachers and any CPD completed externally.

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

Resources are appropriate and include access to information technology to show images, slides, video clips and a device for examining x-rays. The Institution provides a wide range of anatomy diagrams, and other specialist resources to support learning.

There is access to a good range of animals at five local centres for practical sessions. For these hands-on sessions, students are able to work in pairs to apply the theory under the close supervision of teachers, resulting in highly effective learning experiences.

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

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|------|---|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Learning is assessed by examination at the end of each module. Pass marks for each module are published and provided to students at the outset of the course. Examinations are sat under rigorous conditions.

Results are provided within a suitable time limit and verbal feedback is provided. If students gain notably lower or higher than expected marks than their trainers expect, this is investigated by the Director.

When students fail, they are provided with additional support to improve and re-sit.

Students confirm that they have good access to teachers outside class time and that they are given clear information on how to improve to meet the assessment criteria. They receive a written report on their progress and attainment each semester, which is also logged centrally.

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 RQF 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 qualifications offered by ESAO are not recognised in the UK. However, its diploma and license are recognised by the French Department for Work and the French Osteopathy Association. The status of the award is accepted in the European countries from which students are recruited and are most likely to work.

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

Examinations are devised by the Institution in line with assessment criteria accepted by the organisations which recognise the ESAO diploma and license. Students sit examinations in mixed groups with suitably spaced desks and two invigilators. They are marked to an agreed marking scheme with internal moderation. Students wishing to appeal

against their marks are able to request second marking of exams by a suitably qualified teacher within the Institution. These procedures are suitably robust.

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 an 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

Students are very well prepared for employment in the final year of the course, with classes on setting up their own business covering issues such as pricing and dealing with taxation.

The whole course is vocationally focused and from year four students are trained in how to deal with clients, including completing consent forms, discussing prognoses and recommending treatment. They are supported with networking and securing a suitable work placement to enhance their experience and curriculum vitae.

INSPECTION AREA – STUDENT WELFARE

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

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. Yes No NA
- 18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Yes No

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

Comments

The Director is responsible for student welfare and is present at the Hove centre throughout the course. Students confirm that they go to her with any concerns. This is appropriate as they also have contact with her in France. She has not received specialist welfare training, but she knows the area well and has long experience at the Institution, enabling her to deal with all issues that arise in the short period of the placements.

The Institution pays close attention to welfare with good communication between the staff regarding any concerns about individuals. There are excellent relationships throughout the Institution. All staff members are approachable and

it is clear from interactions in class that they have a very good rapport with the students, resulting in a positive, supportive atmosphere.

Initial advice and guidance for the course comprises a phone conversation and provision of detailed course information in the student handbook. This is followed up at interview, with students able to ask detailed questions. Students confirm that information provided prior to enrolment was helpful and accurate.

Induction for the main course takes place in France. It covers all policies and the course structure, including the assessment schedule. This is effective and students are well informed as to the Institution's expectations of them.

The Institution has an appropriate policy and procedure to avoid discrimination and for dealing with abusive behaviour. This information is provided in the student handbook. Students sign to confirm they have read and understand the Institution's policies and procedures.

The Institution has an appropriate procedure for dealing with suspected radicalisation or extremism and this has been effectively disseminated to staff, who demonstrate good awareness of their responsibilities. It is published in the staff handbook. The General Manager and Director have completed suitable online training and have assessed the level of risk for the Institution.

19. International students are provided with specific advice and assistance

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|------|---|---|-----------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Prior to their first course in Hove, students are provided with transport information and a list of inexpensive accommodation close to the Institution. They receive an information booklet with a map of the local area and numbers or web-links to local services.

Students receive a one-day induction before the course to prepare them to make the most of their visit. On the first day they have a further induction session to confirm arrangements and deal with any immediate issues. All Institution staff speak both French and English and are available to provide support throughout the course. As a result, students are very positive about the Hove course component.

The Institution takes appropriate measures to meet any cultural or religious considerations in order to meet the needs of the students.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The fair treatment of students is ensured through the terms and conditions of their contract with the Institution. These are outlined in the student handbook, provided on first contact, and further explained during the recruitment process.

The Institution's complaints procedure is appropriate and suitably publicised. Access to the BAC complaints procedure is explained in the student handbook, and a web-link is provided.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|--|---|-----------------------------|

- | | | | | |
|------|---|------------------------------|-----------------------------|--|
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

Comments

Students stay for just five days at a time. A social programme is not organised, but students are made aware of the many local facilities.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

The Institution has access to a good range of stables and small animal care centres through long-standing local partnerships with the organisations that own them.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.4 | General guidance on health and safety is made available to students, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Institution premises are fit-for-purpose, secure, clean and well maintained. Fire safety signage is appropriate and includes notices in all rooms as to the external assembly point for emergency evacuation.

General guidance on health and safety is made available to students, and staff through induction and to visitors on arrival.

Close attention is paid to health and safety issues during off-site practice sessions and students demonstrate good awareness of safe practice.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The learning areas are fit-for-purpose, secure, clean and well maintained. They provide a suitable, safe environment for teaching and learning.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

As courses at Hove are short, there is no need for formal private study or library facilities. Students bring their own laptops if they want to undertake any private research.

There is sufficient space for all the Institution's activities. Students and staff have access to a small kitchen to prepare drinks and snacks and the centre is conveniently located close to a range of cafes and shops.

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

Clear educational direction, resulting in effective achievement of the Institution's aims.

Effective communication with staff, which supports the smooth running of operations at the Hove centre.

Rigorous recruitment procedures that result in appropriate selection of students.

Effective gathering and use of student feedback which continuously improves the provision.

Actions Required	Priority H/M/L
3.3 The Institution must establish a formal procedure for reviewing staff performance and ensure that reviews for all regular temporary staff take place annually.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
8.1 The Institution must document quality procedures to ensure that all sources of information are utilised effectively for the purpose of self-evaluation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 The Institution must produce a yearly evaluative report based on all relevant sources of information.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 The Institution must collate all agreed actions into an action plan linked to the areas for development identified in the report.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Knowledgeable and enthusiastic teachers who inspire their students.

Effective integration of theory, practical learning and preparation for work to support students in meeting their career goals.

Good levels of academic support.

Actions Required	Priority H/M/L
11.3 The Institution must produce written lesson observation reports with agreed targets for development. These should be shared with teachers and reviewed at a yearly appraisal for all regular part-time staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
11.4 The Institution must provide continuous professional development opportunities to enable teachers to share best practice and develop further pedagogical techniques to enhance the learning of students.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's Strengths

Information prior to and on arrival provides students with good preparation for their courses.

Excellent relationships throughout the Institution create a positive and supportive learning environment.

Actions Required	Priority H/M/L
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None

High Medium Low

PREMISES AND FACILITIES

Institution's Strengths

Spacious and well-maintained premises which provide a good environment for teaching and learning.

Good attention to health and safety, especially at practice venues.

High quality practice arrangements which provide experience of working with a range of animals in different contexts.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution should consider eliciting formal feedback from the providers of its practice facilities to inform improvement planning.

The Institution should consider providing support in lesson planning to ensure that, in all lessons, achievable objectives are identified, varied activities and interaction patterns are included, and activities suited to a range of learning styles are provided so that all students benefit equally from lessons.

COMPLIANCE WITH STATUTORY REQUIREMENTS