

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Sterling Dental College

ADDRESS: Sterling House
89-91 South Road
Southall
Middlesex
UB1 1SQ

HEAD OF INSTITUTION: Dr Amarjit Khambay

DATE OF INSPECTION: 6-7 December 2019

ACCREDITATION STATUS AT INSPECTION: Candidacy re-accreditation

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- Award of accreditation to be withdrawn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: 30 January 2020

PART A – INTRODUCTION

1. Background to the institution

Sterling Dental College (the Institution) was established in 2014 as a privately-owned educational institution, offering courses in the field of dentistry. The Institution is located in Southall, London and shares a building with Sterling Private Clinic, which is a dental clinic established in 2014. All the clinicians from the clinic are tutors at the Institution.

The sole Proprietor, who is the CEO, is supported by the Director, College Manager and Board of Trustees.

Sterling Dental College provides Continuing Professional Development (CPD) courses, seminars, and workshops. It aims to increase the range of courses offered, with a greater emphasis placed on the core CPD that all dentists require, and to introduce specialised short courses for postgraduate students.

Whilst Sterling Dental College has been in operation from 2014, it did not run courses from 2017 to 2018 due to changes in personnel and management structure. During 2019, the Institution has recommenced courses with ambitions to serve a wider audience, including international students.

2. Brief description of the current provision

The Institution offers short CPD courses, both at introductory and master levels. Courses include communication Skills, restorative dentistry, root canal demonstration, airflow demonstration, Information Governance and General Data Protection Regulation (GDPR). Courses are face to face and take place at the Institution. All courses are quality controlled by the Director of Quality Assurance. Courses are aligned to the external regulations set by the General Dental Council (GDC).

The Institution has resumed running basic half day CPD courses since April 2019 and plans to run full day advanced practical CPD courses from 2020. In addition, it has partnered with University College London (UCL) to run a post graduate certificate in dental sedation.

From 2020, the Institution plans to run the Overseas Registration Exam (ORE) course, although at the time of inspection, no students had been recruited for this course. The ORE is a two-part examination that overseas qualified dentists have to pass in order to register with the GDC. Registration allows dentists to practice dentistry unsupervised in the UK. The proposed collaboration will be in association with Baba Farid University in Faridkot, Punjab, India.

Currently all students at the Institution reside in the United Kingdom (UK). There is scope to start recruiting students from abroad as the Institution grows, particularly from India. The Institution expects to run regular courses throughout the year. Practical courses will have a maximum of seven participants and theoretical courses will have a maximum of thirty participants.

At the time of inspection, there were three students enrolled, two female and one male. Participants were aged 25 to 35 years old.

3. Inspection process

The inspection was carried out in one and a half days by one inspector. Teaching was observed on two occasions. The inspector met with the teacher and held a meeting with the students. In addition, meetings took place with the CEO, Director, College Manager, Student Welfare Manager and Admissions Manager. A tour of the premises was undertaken, and a range of updated documentation was scrutinised. The Institution's staff were cooperative, and the organisation of the inspection documentation was excellent.

4. Inspection History

Inspection Type	Date
Full Accreditation	28 & 30 June 2014
Interim	23 September 2015
Stage 2 Re-accreditation	5 April 2019

PART B - JUDGMENT AND EVIDENCE

The following judgments 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="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 Institution has a clearly defined management structure, which is clearly documented in an organisational diagram. Roles are well defined. The management structure is understood by all members of the team. The management team is effective in the day-to-day and strategic management of the Institution.

The members of the management team are qualified and experienced dentists. Consequently, they are suitable and effective in carrying out their roles within the Institution. There are detailed job descriptions for all roles.

There are clear lines of communication. Communication is mostly informal in both oral and written form, through daily conversations and regular e-mail contact. Since April 2019, formal management meetings take place on a monthly basis and minutes are produced.

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

Administration is efficient and clear. The Institution benefits from sharing staff with its neighbouring dental practices. As a result, administrative staff have a range of relevant skills and experience and are a large enough team to be able to provide cover when needed.

Administrators have a clear understanding of their roles and responsibilities, which are documented through the organisational diagram and clear job descriptions.

Policies and procedures are well documented and communicated through handbooks and e-mails. All policies are up to date and there is a document detailing their review dates.

The Institution currently caters for small numbers of students with student data collected and stored manually. Given the context, the means of collecting data is effective. However, as the Institution expands, it would benefit from putting a digital database in place for the efficient storage and retrieval of student data.

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

The Institution's recruitment policy is guided by National Health Service (NHS) requirements, which include professional qualifications, English language level and statutory checks on safeguarding. As a result, the Institution has a detailed policy, which is reflected in robust and thorough recruitment practices. In addition, the Institution has high levels of staff retention and it is evidenced by length of service of many of its dentists and trainers.

Candidates complete an application form and attend two face-to-face interviews. They are required to submit original certification and documentation for scrutiny. These documents are recorded on a summary form and filed by the Institution.

Staff are required to keep up to date personal development plans, which are reviewed by management.

3.3 There are currently no performance review meetings for staff.

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 has its own website which has clear information about location, premises, facilities and resources. The Institution also has one page in the Sterling Group brochure, which gives an accurate overview of the Institution and its courses.

The brochure and website accurately describe the Institution's location, premises, facilities and courses. Information is up to date and gives rise to realistic expectations.

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

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

Comments

Entry requirements comply with GDC standards and are therefore appropriate. All students are GDC registered and therefore have verified qualifications and language ability. The application process is underpinned by an application form, which all candidates must complete.

Students reported that they felt well briefed about course requirements. In addition, they felt that all enquiries were dealt with swiftly and efficiently.

There is a formal application form which is completed by all students. Qualifications, experience and language aptitude are verified via the students' GDC registration number, ensuring that students meet the entry criteria.

At the time of inspection, students were not recruited from overseas. However, a comprehensive briefing and induction pack has been developed for overseas students. The Institution has begun producing course descriptors and posting them on its website.

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

There is a clear policy on attendance and punctuality, which is made known to participants and staff.

Record keeping systems are in place, relevant staff are fully briefed and handbooks state the attendance policy clearly.

Unexplained absences are followed up by administrative staff within half an hour of the absence being reported.

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

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

Comments

Student feedback is collected effectively through an end of course evaluation form.

7.1 However, staff feedback is collected informally. There is no mechanism for recording and analysing the feedback to inform further improvements.

Feedback is collated, recorded and analysed by the management team so that appropriate actions can be identified and implemented.

7.4 There is currently no mechanism for reporting on feedback to students due mostly to the fact that current courses are short and delivered in one day only.

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

8.1 There are no current formal systems for reviewing the Institution's performance.

8.2 As courses have not been running from 2017 to 2018 and only a few courses in 2019, no annual reports have yet been compiled.

8.3 Action plans have been developed and reviewed, but outcomes are not clear.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	<input checked="" type="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. Yes No

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

Comments

The Institution has a clear management structure. Managers are able to provide very good levels of support to the academic programme. All aspects of the programme are planned in close liaison with the management team.

Currently, there is only one course that runs at any given time. Timetabling is therefore quite straightforward and carried out efficiently.

Teachers are allocated according to their areas of professional expertise and experience. Student feedback shows that they are highly satisfied with the calibre of the teaching staff.

9.4 Whilst current resources are up to date and appropriate, the Institution does not have a policy and strategy for the upkeep and update of resources.

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

10.1 Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. Yes No

10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No

10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No

10.4 Students are encouraged and enabled to develop independent learning skills. Yes No

10.5 Any required coursework and revision periods are scheduled in advance. Yes No

10.6 The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. Yes No

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

Comments

Courses are planned and delivered to meet the learning needs of students. Courses are highly focused on specialist areas and skills. Students fed back that they felt that the course was preparing them very well for their examination.

Lessons and assessments are designed around assessment objectives and learning outcomes. Therefore, classes and activities are highly focused on the requirements of the awarding body.

Formative assessment is used to give students and the teacher the opportunity to check-in on learning particularly in relation to examination requirements.

Students develop independent skills by receiving input on theory and then putting the theory into practice.

10.5 There are no coursework component or formal revision periods on the current courses so this key indicator is not applicable.

At the beginning of the course, the teacher establishes students' levels of experience and expertise, as well as assessing their particular needs. Due to the small size of the class at the time of the inspection, the teacher was able to tailor aspects of the course to meet the needs of the individual students well.

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 selected for courses according to their particular qualifications and experience, as well as their experience of specific examinations and assessments.

Student feedback confirmed satisfaction that the teacher's knowledge was extensive. As a result, lesson content was delivered effectively.

11.3 There is no formal system in place for teacher appraisal or classroom observation.

Teachers are engaged in CPD through their ongoing engagement with the GDC.

11.4 However, there is no professional development programme in place which supports teachers to develop their pedagogic techniques.

Learning styles are taken into account through the personalisation of content and delivery.

Participation levels are high due to the number of students, questioning techniques of the teacher, and hands-on practical nature of the course.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Students and teachers have access to appropriate technology and appropriate practical equipment.

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. | <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

Formative assessment is integral to the course, but there is no schedule of assessments because most courses are half or one day in duration.

Formative assessment throughout the course informs the teacher and the students of their progress against the learning outcomes, examination standards, and students' targeted level of achievement.

Students who are not making sufficient progress are counselled and advised by the course teacher.

Students receive ongoing oral feedback throughout the progress of their course. Feedback is personalised and tailored to the needs of the individual student.

The teacher is available outside class time at breaks and lunch for additional academic support. Students commented that they felt that the teacher was always available for additional advice and support.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.2	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<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

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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

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

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments

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

17.1 Students have access to advice from 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

Teacher provides advice about examination and further study opportunities. Students reported that they felt well informed about employment opportunities arising from their studies.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

There is a named person responsible for welfare. The welfare officer is experienced with relevant safeguarding and pastoral care training. She is accessible to students and well aware of the responsibilities of the role.

Pre-arrival information is sent to students. Pre-arrival information is comprehensive and includes information about the Institution and local area. Student induction is thorough, systematic and supported by a detailed student hand-book.

There are published out-of-hours contact numbers, with information informing students who they should call in case of an emergency.

The harassment and bullying policy includes a clear procedure for dealing with abusive behaviour.

The Institution has a preventing extremism and radicalisation policy which is read by all staff. This includes appropriate arrangements to protect students from the associated risks.

19. International students are provided with specific advice and assistance

19.1	International students receive appropriate advice before their arrival on travelling to and staying in the UK.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	<input 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 type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

20. The fair treatment of students is ensured

20.1	Students apply for and are enrolled on courses under fair and transparent contractual terms 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 terms and conditions, under which participants are registered, are fair and transparent. They include an appropriate refund policy.

The complaints procedure is clear. This includes a staged approach with clear timelines and an appeal process. It is communicated to participants as part of the joining instructions.

Students are advised of BAC's complaints procedure.

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 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 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 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 type="checkbox"/> NA |

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

Comments

INSPECTION AREA – PREMISES AND FACILITIES

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

- | | | | | |
|------|---|---|-----------------------------|--|
| 24.1 | The institution has secure tenure on its premises. | <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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

Comments

The Institution has secure tenure of its premises under a long-term lease and has plans for the long-term development of the premises.

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

Access to the premises is appropriately restricted and secured through a video intercom. There is video surveillance throughout the building.

The premises are well maintained and decorated.

There are appropriate safety rules and measures for particular hazards in the practical training room, including lockable cupboards for hazardous materials.

Staff and students are given a thorough briefing on health and safety which specifically explains what to do in case of a fire at their induction. Visitors are usually briefed by the reception team and there is a welcome document with notes on health and safety.

There is adequate signage inside and outside the premises. Noticeboards display appropriate general information. The training rooms are not signposted, but all participants and visitors are accompanied when in the building, and the existing signage is therefore adequate.

The Institution has a reception area where students and visitors can wait when they arrive. There is sufficient space for students and staff to be accommodated.

There is adequate space for students to circulate, appropriate number of toilet facilities, and the building is well heated and ventilated.

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 seminar room and practical training room are of a good size, which is suitable for the number of students attending the training sessions. It can cover up to 30 individuals for the training room and eight for the practical training room. The furniture in the seminar room can be moved or changed depending on the number of students attending.

The seminar room is well equipped with a computer and large screen for slideshow and video presentations. The practical training room is equipped with eight phantom heads, microscopes, intraoral cameras, a projected camera and computers. All equipment is in very good condition.

Assessment is carried out in the training room or practical training room. The facilities are suitable for assessment on each course.

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

There is a library available for private study and further research with a suitable range of text-based resources. In addition, students can use the seminar room for study when it is not used for teaching. There is a wireless access throughout the building, if students wish to carry out private research on their own devices.

Trainers are able to use the seminar room or library to prepare their classes and to mark work. They can relax in the library space and staff kitchen, which is close to the Institution's office.

Students can relax in the training room between classes. There are tea and coffee making facilities in this room. There is a kitchen where participants can consume food and drinks. Water and hot drinks are available to staff and students.

Students and staff have access to lockers where they can store personal possessions.

Administrative and management offices are sufficient in size for day to day work and to hold private meetings. The seminar room is of a good size for staff meetings.

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 team works well together and has a clear shared vision for the Institution.

There is good day-to-day informal communication amongst the management team and with staff.

Administrative staff have a range of skills and experience to support the management team effectively.

Recruitment policies and procedures are detailed and robust, ensuring that suitably qualified, skilled and experienced staff are employed.

Actions Required	Priority H/M/L
3.3 The Institution must put into place a formal system to review the performance of staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.1 The Institution must develop a formal system for collecting staff feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 There is currently no mechanism for reporting on feedback to students.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.1 The Institution must develop a system for reviewing its performance.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 The Institution must develop a reporting system which includes an analysis of all aspects of the Institution's performance.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 A formal process for action planning must be developed, including clearer outcomes.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Courses are highly focused on specialist areas and examinations, which meet the learning needs of the students very well.

Lesson content and delivery are effective in delivering on course objectives, which meet the requirements of the examinations for which students are preparing.

Teachers are well qualified and appropriately experienced.

Assessment and feedback are used effectively to advise and counsel students to ensure that they make good progress.

Actions Required	Priority H/M/L
9.4 The Institution must develop a policy and strategy for the upkeep and update of resources.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
11.3 The Institution must implement a formal system for teacher appraisal and classroom observation to assure the quality of teaching.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
11.4 The Institution must put in place a professional development programme which supports teachers to develop their pedagogic techniques.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's Strengths

The Welfare Officer is trained, accessible to students and clear about the responsibilities of the role. This ensures students' welfare is catered for.

Student induction is thorough, systematic and supported by a detailed student handbook. As a result, students are well prepared for their time at the Institution.

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

PREMISES AND FACILITIES

Institution's Strengths

The Institution provides a safe environment with appropriate safety rules and measures including a comprehensive briefing for students.

The seminar room and practical training rooms have excellent facilities which provide good learning environments for students.

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 putting a digital database in place for the efficient storage and retrieval of data.

COMPLIANCE WITH STATUTORY REQUIREMENTS

--