# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

# Short Course Provider (SCP) Full Inspection

**NAME OF PROVIDER:** Wild Code School - London

**ADDRESS:** 68 Hanbury Street
London
E1 5JL

**HEAD OF INSTITUTION:** Ms Carolina Veloso

**DATE OF INSPECTION:** 13-14 January 2020

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

☐ Accreditation awarded for the full four-year period

☒ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE:      20 February 2020

## PART A – INTRODUCTION

### 1. Background to the institution

Wild Code School - London (WCSL/the Provider) is part of an independent privately-owned network of schools called the Wild Code School group. The group is based in France and has centres in a range of other European countries including Ireland, Portugal, Spain, the Netherlands, Germany and Italy. Wide Code School - London commenced operations in May 2019. It offers short non-accredited courses in web development. BAC accreditation is being sought for the London centre only.

The Provider is based in a shared building in Spitalfields, London. Spitalfields has become a centre for companies operating in the web developing sector. The building houses a wide range of similar start-up companies to the Provider.

WCSL aims to train participants to become efficient junior web developers. The courses aim to enable participants to develop new skills and become familiar with a range of tools to support their professional future in a world of constant evolution, and where digitisation is accelerating rapidly. WCSL also supports participants in finding employment within the sector.

WCSL is a private limited company with one director who reports to a board of investors. The Campus Manager reports to the Head of Operations and Head of Teaching in France. All aspects related to the academic side are developed in Paris and disseminated to the various schools. Processes and procedures also come from Paris and are adapted to suit local needs.

### 2. Brief description of the current provision

WCSL offers face-to-face full-time and part-time web development courses. The Provider offers full-time intensive training courses of five months in duration or part-time for ten months. The Wild Code School has developed its own pedagogical platform, Odyssey, on which participants have access to all theoretical concepts, project information, exercises and assessments. Participants can interact with other participants throughout Europe through Odyssey. The platform provides access to information which complements the work of Wild Code School trainers, allowing the trainers to focus on providing individualised support for each participant.

One full-time and two part-time courses were being run at the time of the inspection. Four students were studying on the full-time course, and the two part-time classes were running with three students on one course and eight students on the other.

All participants were over the age of 18 with an equal gender mix. The participants are very varied in terms of nationality with participants from the UK, Italy, Romania, Bangladesh, America, Germany, Malaysia and China but all are long term residents in the UK. The average student age in the Wild Code School network is 29.

Wild Code Schools accept students from 18 years of age. Prior educational qualifications vary widely. Some of the participants do not have degrees, whilst others have a range of higher education qualifications, including doctorates. Wild Code School London enrols for two start dates per year for the full-time course and four start dates for the part-time courses.

### 3. Inspection process

The inspection took place with one inspector over two days. The inspector had a tour of the premises and met with the Campus Manager and Head of Training. Meetings were also held with all of the full-time participants and with the trainer. Lessons were observed and a range of documents scrutinised. The Provider cooperated fully with the inspection and all relevant information was made available on request.

**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 organisation.

**INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION**

| 1. | The Provider is effectively managed | | |
|---|---|---|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | ☒ Yes | ☐ No |
| 1.2 | The head of the Provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | ☒ Yes | ☐ No |
| 1.3 | There are clear channels of communication between the management and staff including those working at the delivery venue or remotely. | ☒ Yes | ☐ No |
| 1.4 | The Provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed. | ☒ Yes | ☐ No |
| 1.5 | The Provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed. | ☒ Yes | ☐ No |

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

**Comments**

The Provider has a clearly defined management structure including the roles of senior management and the parent organisation. There are very clear goals which are widely disseminated and inform the Provider's activities. These goals are tightly focused around enabling participants to develop new skills and become familiar with a range of tools to support their professional future.

The Campus Manager is well qualified and has considerable experience in a prior similar post, with a good understanding of her present role and provides effective management of the London provision.

There is a wide variety of channels of communication available between management, staff and participants including regular weekly and bi-weekly meetings. A team meeting also takes place every Monday with the Head of Operations in France. These ensure open communication which supports effective local management.

The Provider has a written statement of its mission and goals which it is effectively communicated and implemented.

Risk management and financial planning are carried out in London and checked centrally by the central team and the Chief of Finance. This further supports the effectiveness of the local management.

| 2. | The administration of the Provider is effective | | |
|---|---|---|---|
| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | ☒ Yes | ☐ No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. | ☒ Yes | ☐ No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | ☒ Yes | ☐ No |
| 2.4 | Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the Provider. | ☒ Yes | ☐ No |
| 2.5 | Data collection and collation systems are effective in supporting the administration of the | ☒ Yes | ☐ No |

| | Provider. | | |
|---|---|---|---|
| 2.6 | Participants' and trainers' personal records are sufficiently detailed and regularly updated. | ☒ Yes | ☐ No |
| 2.7 | The Provider has a robust security system with policies in place for protecting the data of its participants and trainers. | ☒ Yes | ☐ No |

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

**Comments**

The Campus Manager holds suitable qualifications and has considerable prior experience in a similar role. Consequently, she understands her responsibilities and carries them out effectively.

The Provider is a start-up organisation based in a co-work environment. The administrative team roles are clearly defined and sufficient, as many support services are supplied by the premises or by the central team in France who manage the financial administration. Attendance and data management are automated.

The administrative policies, procedures and systems are effective and appropriate for the current size of the Provider. The processes and procedures used are developed by Wild Code School in France but modified as required locally.

Data collection is managed via the online registration system, Odyssey, which is comprehensive, accurate and secure, and effectively supports the administration of WCSL. Personal records are detailed and regularly updated.

The Provider has a policy in place regarding the protection of participant data. The data is safely stored within an appropriate information management system.

### 3. The Provider recruits appropriate staff

| | | | | |
|---|---|---|---|---|
| 3.1 | There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement. | ☒ Yes | ☐ No | |
| 3.2 | Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained. | ☒ Yes | ☐ No | |
| 3.3 | The recruitment process for trainers working remotely includes a face-to-face online interview. | ☐ Yes | ☐ No | ☒ NA |
| 3.4 | There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations. | ☐ Yes | ☒ No | |
| 3.5 | Managerial and administrative staff are appropriately supported in their continuing professional development. | ☒ Yes | ☐ No | |

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

**Comments**

Suitable policies and procedures are in place for the recruitment of staff which include face-to-face interviews. Experience and qualifications are thoroughly checked prior to commencement of employment. This results in the employment of appropriate staff who are knowledgeable and experienced trainers.

Annual reviews take place for all staff which include the setting of negotiated action points for improvement. In addition, weekly remote meetings enable staff to share best practice across the network, which supports the continuing professional development of staff.

3.4 The system for reviewing the course delivery of trainers is ineffective. Management observe lessons frequently. However, accurate and comprehensive records of these meetings are not kept. The observations do not usually result in target setting or the review of previous targets.

> Managerial and administrative staff are well supported in their continuing professional development which is negotiated with staff and provided from the Human Resources (HR) staff who are based in France.

**4.  Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the Provider and its courses**

| | | | |
|---|---|---|---|
| 4.1 | Text and images provide an accurate depiction of the Provider's location, premises, facilities and the range and nature of resources and services offered. | ☒ Yes | ☐ No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | ☒ Yes | ☐ No |
| 4.3 | The Provider's key policies are accessible through the website. | ☐ Yes | ☒ No |

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

**Comments**

> The information on the website is informative, comprehensive and accurate. The images and tone of the text fully reflect the creative atmosphere of Wild Code School - London.
>
> The website enables participants to access the course syllabus and gain a thorough understanding of the course before enrolling. In addition to the information provided on the website, the school hosts useful, free taster workshops which enable participants to make an informed choice about whether the course is suitable for their needs.
>
> 4.3 The website does not yet include the Provider's key policies.

**5.  The Provider takes reasonable care to recruit and register suitable participants for its courses**

| | | | | |
|---|---|---|---|---|
| 5.1 | The Provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. | ☒ Yes | ☐ No | |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | ☒ Yes | ☐ No | ☐ NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | ☒ Yes | ☐ No | ☐ NA |
| 5.4 | Applicants are provided with sufficient information to enable them to make a judgment on the suitability of the courses and their delivery methods and can discuss any concerns before registration. | ☒ Yes | ☐ No | |
| 5.5 | The Provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes. | ☒ Yes | ☐ No | |
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated. | ☐ Yes | ☐ No | ☒ NA |
| 5.7 | The Provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance. | ☒ Yes | ☐ | |

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

**Comments**

The process for the recruitment of participants is effective. Applicants undertake a rigorous series of online exercises and are individually interviewed to ensure they have a thorough understanding of the demands of the course and their ability to succeed.

There are no formal entry requirements although applicants must finish pre-enrolment exercises which take between 10 and 30 hours to complete and further support participants' understanding of the course content.

All prospective participants must complete a formal application and selection process which ensures they are likely to be successful on the course. Applicants are also invited to a free taster workshop and a face-to-face interview offers applicants an opportunity to ask questions. As a result, applicants are provided with clear and sufficient information to judge the suitability of the course prior to registration.

Participants confirm application enquiries are dealt with in a timely fashion.

The thorough participant recruiting process gives the Provider ample opportunity to identify and respond to individual learning support or other needs.

| 6. | **There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it** | | | |
|---|---|---|---|---|
| 6.1 | There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. | ☒ Yes | ☐ No | |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed. | ☒ Yes | ☐ No | ☐ NA |
| 6.3 | Participant absences are followed up promptly and appropriate action is taken. | ☒ Yes | ☐ No | ☐ NA |

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

**Comments**

There is an appropriate attendance policy clearly outlined in the documentation provided to participants and highlighted during induction.

Secure attendance records are kept automatically through a checking-in system. These records are collated centrally and reviewed by the central team as one of their key performance indicators.

Participant absences are followed up in a very timely fashion resulting in very high attendance rates.

| 7. | **The Provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement** | | |
|---|---|---|---|
| 7.1 | There are effective systems for monitoring and periodically reviewing all aspects of the Provider's performance. | ☒ Yes | ☐ No |
| 7.2 | The Provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the Provider's provision, including formal participant representation where appropriate. | ☒ Yes | ☐ No |
| 7.3 | Feedback is obtained, recorded and analysed on a regular basis. | ☒ Yes | ☐ No |
| 7.4 | The feedback is reviewed by management and appropriate action is taken. | ☒ Yes | ☐ No |
| 7.5 | There is a mechanism for reporting to the participants what the Provider has done in response to their feedback. | ☒ Yes | ☐ No |

| 7.6 | Reports are compiled at least annually, which include the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans. | ☒ Yes ☐ No |
|------|------|------|
| 7.7 | Action plans are implemented and regularly reviewed with outcomes reported to management. | ☒ Yes ☐ No |

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

**Comments**

The Provider systematically and effectively monitors its own performance in order to continuously improve performance. This is done locally by the Campus Manager and by the central team in France.

Participant and staff surveys are carried out on a monthly basis covering all aspects of the provision, including teaching, learning and welfare. Stakeholders can also provide feedback directly online.

The results of these surveys are recorded, analysed and presented as summaries. These results form the basis of key performance indicators which compare current performance to past performance and target performance. The results are shared across the Wild Code School network.

The review of the feedback results in the formulation of action plans and business plans and, as a result, improvements are implemented to continuously improve the provision for the participants.

Information about the responses make to participant feedback is provided by the trainers or the Campus Manager as part of a meeting at the start of each day.

Reports are generated on a monthly basis which contain reviews against key performance indicators including participant feedback. These compare all the different schools in the network and result in action points. WCSL has not yet completed a full year so an annual report is not yet available.

Action plans are implemented in a timely fashion and reviewed regularly. Senior managers are made fully aware of the outcomes.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**8.  Course management is effective**

| 8.1 | There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers. | ☒ Yes ☐ No |
|------|------|------|
| 8.2 | Training sessions are timetabled and rooms are allocated appropriately for the courses offered. | ☒ Yes ☐ No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision. | ☒ Yes ☐ No |
| 8.4 | The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision. | ☒ Yes ☐ No |
| 8.5 | There are appropriate policies and procedures for the acquisition of teaching / training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants. | ☒ Yes ☐ No |

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

**Comments**

Participants benefit from highly effective course management. The course development is the responsibility of the central team in France although it is modified to accommodate local needs as appropriate. The local management team is very well qualified and capable of delivering the course.

Good course scheduling enables a full-time course and a longer, part-time course to take place. All training sessions are sufficient in number and length to meet the needs of the participants.

At present, both the full-time and the part-time courses are delivered by the same trainer. As a result, the delivery is managed consistently across the provision.

All course materials are rigorously checked by the central team and are further modified to accommodate feedback.

The Provider has appropriate policies and procedures in place for the acquisition of resources. Trainers confirm they have excellent access to appropriate resources.

## 9. The courses are planned and designed in ways that enable participants to succeed

| | | | |
|---|---|---|---|
| 9.1 | The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. | ☒ Yes ☐ No | |
| 9.2 | Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers. | ☒ Yes ☐ No ☐ NA | |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material. | ☒ Yes ☐ No ☐ NA | |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. | ☒ Yes ☐ No | |
| 9.5 | Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body. | ☒ Yes ☐ No ☐ NA | |
| 9.6 | The courses are designed so that participants are encouraged and enabled to develop independent learning skills. | ☒ Yes ☐ No ☐ NA | |
| 9.7 | The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course. | ☒ Yes ☐ No | |

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

**Comments**

Wild Code School - London has developed a project-based and peer-to-peer pedagogy, in order to optimise the relationship between the time spent in training and the skills mastered by the students. During the course, all participants work on three different projects as part of a team. All have different functions within the team and must coordinate their activities towards the team aims. This approach replicates the working environment in this sector. This approach also guides participants towards independent learning.

The courses are designed to meet the needs of the software industry. The quests, or learning tasks, on the online platform Odyssey, together with the criteria embedded in the projects ensure participants have the knowledge that meets the needs of employers.

Course reviews, revisions and updates take place as a result of stakeholder feedback that is obtained both at the local and network levels.

All course materials are specifically designed for the course and include all the necessary support material. They are readily accessible through the online platform. Course materials are comprehensive in scope and directly related to the course aims.

Training sessions are tightly focused on developing the necessary skills in a manner which also develops participant autonomy. Three projects form the core of the learning. One of these three projects is a live commercial project from a local company, so participants obtain excellent experience of working on an authentic project within the sector prior to completing the course. Participants also have the opportunity to work on personal projects. As a result, the courses are well planned and designed to maximise participant success.

## 10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

| | | |
|---|---|---|
| 10.1 | Trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively. | ☒ Yes ☐ No |
| 10.2 | Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. | ☒ Yes ☐ No ☐ NA |
| 10.3 | Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. | ☒ Yes ☐ No |
| 10.4 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | ☐ Yes ☒ No |

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

**Comments**

Participants benefit from trainers who have excellent subject knowledge and substantial recent relevant industrial experience.

Employed trainers have access to mandatory professional development and the self-employed trainers are offered optional development opportunities.

Trainers respond well to differing support needs when delivering training sessions.

10.4 Observed training sessions were dominated by too few participants. Concept checking was variable. Consequently, the trainer was not always aware whether participants were understanding or whether learning was taking place.

## 11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

| | | |
|---|---|---|
| 11.1 | Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers. | ☒ Yes ☐ No ☐ NA |
| 11.2 | Ongoing assessments appropriately reflect the content and standards of final assessments. | ☒ Yes ☐ No ☐ NA |
| 11.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required. | ☒ Yes ☐ No ☐ NA |
| 11.4 | Participants are made aware of how their progress relates to their target level of achievement. | ☒ Yes ☐ No ☐ NA |
| 11.5 | Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress. | ☒ Yes ☐ No ☐ NA |
| 11.6 | Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | ☒ Yes ☐ No |
| 11.7 | Participants have appropriate access to trainers outside the scheduled course delivery time. | ☒ Yes ☐ No ☐ NA |
| 11.8 | The Provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders. | ☒ Yes ☐ No ☐ NA |
| 11.9 | Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance. | ☒ Yes ☐ No ☐ NA |

| 11.10 | Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard. | ☒ Yes ☐ No ☐ NA |
|---|---|---|

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

**Comments**

Participants and trainers receive a schedule, in writing, of team and individual assessments which includes the procedures and criteria for the assessment.

The number of participants in the classes is small and, therefore, it is easy for participants to ask for and receive informal oral feedback. Formal assessment is systematic with monthly four-hourly technical check points directly linked to what has been learnt.

Participants usefully self-evaluate against set criteria and compare their self-evaluations against evaluations made by their trainers. In addition, each participant is asked each day to explain to the whole team and the trainers what they are working on, what they have accomplished, what problems they are encountering and what assistance they require.

Additional support is made available for those judged not to be making sufficient progress often through the use of online resources and additional coaching. Formal feedback is timely and effective. As a result, participants know what they do well and what they need to do to improve.

Participants have good access to trainers and other staff outside normal course delivery time. Participants are also encouraged to use the Wild Code School forums. These are forums within the Wild School Network which link participants to other participants, and other trainers within the organisation. The forums enable participants to discuss new ideas and approaches with a wider network.

The Provider takes all necessary steps to identify and discourage cheating including plagiarism. No instances of cheating or plagiarism have yet been identified. Deadlines are realistic and set well in advance.

As a result of all these measures, there is effective monitoring of performance and progress and any necessary interventions are prompt and effective so participants have a realistic assessment of their performance and how to move forward.

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**12. The Provider offers courses leading to accredited awards granted by recognised awarding bodies**

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

**Comments**

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**13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

| 13.1 | There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. | ☐ Yes ☐ No ☒ NA |
|---|---|---|
| 13.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | ☒ Yes ☐ No ☐ NA |
| 13.3 | External moderators are involved in the assessment process. | ☐ Yes ☐ No ☒ NA |

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

**Comments**

The course leads to an internal award based on the outcomes of internal assessment. Also, the participants will have gathered a portfolio of work and it is this portfolio rather than the internal award which is needed and recognised for employment.

| 14. | **There are satisfactory procedures for the administration of examinations and other means of assessment** | | | |
|---|---|---|---|---|
| 14.1 | The Provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | ☐ Yes | ☐ No | ☒ NA |
| 14.2 | For internal awards, there are effective systems in place for examination security and administration. | ☒ Yes | ☐ No | ☐ NA |
| 14.3 | For internal awards, there are clear procedures for participants to appeal against their marks. | ☒ Yes | ☐ No | ☐ NA |

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

**Comments**

Internal assessments are conducted under strict examination conditions in accordance with the Wild Code School regulations.

There is a published complaints procedure for participants to appeal against their marks.

| 15. | **There is appropriate provision of advice for participants intending to proceed to employment or higher/further education** | | | |
|---|---|---|---|---|
| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities. | ☒ Yes | ☐ No | ☐ NA |
| 15.2 | If the Provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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  ☐ NA

**Comments**

Each participant receives valuable individual support with preparing a curriculum vitae and useful coaching sessions on searching for a job.

Participants receive well-focused support in managing their online presence and preparation for interviews and technical tests. In addition, the Provider arranges job events with local employers. Although the first cohort is still at the Provider, one participant has already gained employment and the others have already started their search.

Within the broader Wild Code School network, the vast majority of participants obtain employment in the sector. They are well supported by the Provider's resources and the experience they obtain whilst at WCSL. Consequently, participants have excellent support in preparing for employment and a high chance of obtaining a job within the sector after finishing their course.

**INSPECTION AREA - PARTICIPANT WELFARE**

**16.** **Participants receive welfare support appropriate to their age, background and circumstances**

| | | | | |
|---|---|---|---|---|
| 16.1 | There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. | ☒ Yes | ☐ No | |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course. | ☒ Yes | ☐ No | |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | ☒ Yes | ☐ No | |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | ☐ Yes | ☐ No | ☒ NA |
| 16.5 | The Provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented. | ☐ Yes | ☒ No | |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. | ☐ Yes | ☐ No | ☒ NA |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | ☐ Yes | ☒ No | |
| 16.8 | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | ☐ Yes | ☒ No ☐ NA | |
| 16.9 | The Provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours. | ☒ Yes | ☐ No | |

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

**Comments**

The Campus Manager is the designated welfare officer and has experience in this role. Participants confirm she is easily accessible to provide advice.

Participants receive excellent guidance and advice prior to committing to the course having attended free workshops and having completed a series of online exercise. As a result, they are able to judge the suitability of the course to meet their needs very well.

All participants undertake an induction which allows them to settle quickly into their studies.

16.5 The Provider has a range of welfare policies in place regarding abusive behaviour, discrimination but these policies are insufficiently detailed and require further development.

16.7 The Provider does not have adequate policies to protect participants from the risks associated with radicalisation and extremism. The Provider has not yet undertaken a risk assessment. No staff training has been provided.

16.8 There is no formal e-policy.

The Provider collects participant contact details and makes these available to appropriate staff as required. As a result of these measures, participants receive appropriate welfare support.


**17.** **International participants are provided with specific advice and assistance**

| | | | |
|---|---|---|---|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | ☐ Yes | ☐ No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | ☐ Yes | ☐ No |

| 17.3 | Information and advice specific to international participants continues to be available throughout their course of study. | ☐ Yes | ☐ No | |
|---|---|---|---|---|
| 17.4 | Provision of support takes into account cultural and religious considerations. | ☐ Yes | ☐ No | |

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

**Comments**

|  |
|---|
|  |

## 18. The fair treatment of participants is ensured

| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period | ☒ Yes | ☐ No | |
|---|---|---|---|---|
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | ☒ Yes | ☐ No | |
| 18.3 | Participants are advised of BAC's complaints procedure. | ☐ Yes | ☐ No | ☒ NA |

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

**Comments**

| Contractual terms and conditions are readily available in the brochure. These are fair and transparent and outline clearly the cooling off period and the refund policy. The complaints procedure is fair and outlined in detail during induction. It allows for an informal oral complaint, a formal written complaint and a complaint to the central team. These measures ensure the fair treatment of the participants. |
|---|

## 19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

| 19.1 | Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants. | ☐ Yes | ☐ No | |
|---|---|---|---|---|
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | ☐ Yes | ☐ No | ☐ NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property. | ☐ Yes | ☐ No | |
| 19.4 | A level of supervision is provided which meets the needs of participants. | ☐ Yes | ☐ No | |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. | ☐ Yes | ☐ No | ☐ NA |

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

**Comments**

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**20.** **The welfare of participants in homestay accommodation is ensured and the Provider's relationship with the hosts is properly managed**

| | | | |
|---|---|---|---|
| 20.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the Provider and back. | ☐ Yes | ☐ No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the Provider. | ☐ Yes | ☐ No |
| 20.3 | The Provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | ☐ Yes | ☐ No |
| 20.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | ☐ Yes | ☐ No |
| 20.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | ☐ Yes | ☐ No |

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

**Comments**

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|---|
| |

**21.** **Participants have access to an appropriate social programme and information on leisure activities in the local area**

| | | | | |
|---|---|---|---|---|
| 21.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | ☒ Yes | ☐ No | |
| 21.2 | The social programme is responsive to the needs and wishes of participants. | ☐ Yes | ☐ No | ☒ NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | ☐ Yes | ☐ No | ☒ NA |
| 21.4 | The activities organised by the Provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | ☐ Yes | ☐ No | ☒ NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. | ☐ Yes | ☐ No | ☒ NA |

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

**Comments**

| |
|---|
| All the participants are adult UK residents who are fluent in English. The Provider does not advertise a social programme in its marketing material.<br><br>However, it does inform the participants of the available leisure activities and opportunities. Consequently, participants can enhance their time at the Provider with this social dimension if they wish. |

**INSPECTION AREA – PREMISES AND FACILITIES**

**22.** **The Provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**

| | | | |
|---|---|---|---|
| 22.1 | The Provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. | ☒ Yes | ☐ No |

| 22.2 | The Provider has access to suitable external premises of a temporary or occasional nature for training purposes. | ☒ Yes ☐ No ☐ NA |
|---|---|---|

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

**Comments**

The Provider has a formal on-going contract for the exclusive use of a section of a co-working building in London.

The Provider can increase the amount of space it rents to accommodate any increase in participant numbers or any temporary or occasional training requirements.

### 23. The premises provide a safe, secure and clean environment for participants and staff

| 23.1 | Access to the premises is appropriately restricted and secured. | ☒ Yes ☐ No |
|---|---|---|
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | ☒ Yes ☐ No |
| 23.3 | There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. | ☐ Yes ☐ No ☒ NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | ☒ Yes ☐ No |
| 23.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | ☒ Yes ☐ No |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | ☒ Yes ☐ No |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness. | ☒ Yes ☐ No |
| 23.8 | There is adequate heating and ventilation in all rooms. | ☒ Yes ☐ No |

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

**Comments**

The premises are open 24 hours a day but are completely secure. Access is secured by a fob-entry system supervised by four reception staff employed by the premises manager. The premises are further secured by Closed Circuit Television.

Responsibility for site security, premises management, reception, catering, and maintenance rests with the premise's management team. The premises are well lit and spacious. The quality levels of maintenance, decoration and cleanliness are exceptional.

General guidance on health and safety is made available to all participants and staff at induction. However, participants are unsure of fire evacuation procedures. Visitors receive general guidance including guidance regarding fire evacuations at reception.

Notice boards in reception and the common areas display a wide range of helpful information. Signage in general is clear and adequate.

The common areas are spacious, with wide corridors and many different small, furnished rooms in which to receive visitors. Toilets are adequate in number and are kept in an excellent state of cleanliness. Heating and ventilation are centrally controlled and provide for a comfortable temperature.

As a consequence, the premises provide a safe, secure, clean and stimulating environment that is conducive to learning.

**24. Training rooms and other learning areas are appropriate for the courses offered**

| | | | |
|---|---|---|---|
| 24.1 | Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. | ☒ Yes | ☐ No |
| 24.2 | Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course. | ☒ Yes | ☐ No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | ☒ Yes | ☐ No  ☐ NA |

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

**Comments**

Training rooms are of an adequate size, are furnished appropriately and contain all the necessary technology including dependable wireless connection and large projection screens. Lighting and heating are kept at suitable levels.

Appropriate assessment facilities are in place. Training rooms and other learning areas are appropriate for the courses on offer.

**25. There are appropriate additional facilities for participants and staff**

| | | | |
|---|---|---|---|
| 25.1 | Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study. | ☒ Yes | ☐ No |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. | ☒ Yes | ☐ No  ☐ NA |
| 25.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. | ☒ Yes | ☐ No |
| 25.4 | There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | ☒ Yes | ☐ No |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the Provider. | ☒ Yes | ☐ No |

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

**Comments**

The premises are very spacious and have good information technology facilities. Participants have all-day access, seven days a week so have very good opportunities to carry out their own private study. All study resources are made available online.

Trainers also have good personal space including a place for preparation, marking and relaxation.

Staff and participants have good access to recreational areas. A cafeteria is located on the premises as well as several self-access kitchens with complementary tea and coffee. A roof-top balcony area provides additional out-door space for recreational activities.

The premises are located on a busy street with multiple cafeterias and restaurants in the locality.

There are numerous individual rooms of an appropriate size for private meetings, including staff meetings. Administrative spaces are adequate in size and are sufficiently resourced.

As a result, the premises are excellent and enhance the well-being of the participants effectively.

**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**

**Provider's Strengths**

WCSL has created a modern learning environment that closely reflects the requirements of the web development industry and meets participant needs.

As a member of the Wild Code network, the Provider benefits from its management and administrative expertise.

There are strong multiple channels of communication at all levels across the organisation with the result that ideas of best practice and problem solving are shared effectively.

The process for the recruitment of participants is rigorous so that participants are well matched to their chosen course.

| Actions Required | Priority H/M/L |
|---|---|
| 3.4 The Provider must develop a system for the regular, scheduled review of the course delivery of trainers to include target setting and the review of previous targets. | ☐ High  ☒ Medium  ☐ Low |
| 4.3 The Provider must include key policies on the website so they are fully accessible to all stakeholders. | ☐ High  ☒ Medium  ☐ Low |

**TEACHING, LEARNING AND ASSESSMENT**

**Provider's Strengths**

The Provider is strongly committed to training able web developers and supporting them in gaining employment.

The Provider clearly promotes learning autonomy and gaining transferable skills with the result that the participants are well prepared for real world of work.

Resources, especially the online platform Odyssey, are comprehensive and of a high quality and so support the effective development of the participants.

Learning activities replicate the real-world working environment so participants are prepared to take up work in the sector.

| Actions Required | Priority H/M/L |
|---|---|
| 10.4 The Provider must ensure trainers employ effective strategies to involve all participants in active participation and to check their understanding so that all participants benefit fully from the lessons. | ☐ High  ☒ Medium  ☐ Low |

**PARTICIPANT WELFARE**

**Provider's Strengths**

Participants have multiple channels to access support which is readily provided. Consequently, participants feel properly supported and valued.

Participants have unrestricted full access to all the online resources that Wild Code School makes available as well as all the facilities from the shared administrative premises. This effectively promotes participants' wellbeing.

| Actions Required | Priority H/M/L |
|---|---|
| 16.5 The Provider must further develop and implement its policies covering | ☐ High  ☒ Medium  ☐ Low |

| discrimination and abusive behaviour. | |
|---|---|
| 16.7 The Provider must put in place a suitable policy and effective arrangements to protect participants from the risks associated with radicalism and extremism. | ☐ High   ☒ Medium   ☐ Low |
| 16.8 The Provider must develop and disseminate an e-policy which covers on-site use of social media and other devices linked to a code of conduct. | ☐ High   ☒ Medium   ☐ Low |

## PREMISES AND FACILITIES

### Provider's Strengths

| The physical learning environment is stimulating, vibrant and professional. Participants and instructors feel motivated and valued. |
|---|

| Actions Required | Priority H/M/L |
|---|---|
| None | ☐ High   ☐ Medium   ☐ Low |

## RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

| None |
|---|
| |

## COMPLIANCE WITH STATUTORY REQUIREMENTS

| The Provider should take steps to ensure that the participants are fully aware of the fire evacuation procedures. |
|---|
| |