



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### College Re-accreditation Inspection

**NAME OF INSTITUTION:** Bishopsland Educational Trust

**ADDRESS:** Bishopsland  
Dunsden  
Reading  
RG4 9NR

**HEAD OF INSTITUTION:** Penelope Makower

**DATE OF INSPECTION:** 18–19 May & 24 May 2022

**ACCREDITATION STATUS AT INSPECTION:** Accredited

#### DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 21 July 2022

## PART A – INTRODUCTION

### 1. Background to the institution

Bishopsland Educational Trust (BET/the Institution) was founded in 1993. It was set up as a limited company in 2001 prior to becoming a registered charity on 1 October 2002. BET offers residential courses in working with precious metals and jewellery.

BET is based in a former farmhouse in a rural setting near Reading.

BET aims to provide training for postgraduates in the fine and applied arts and crafts and to provide guidance on becoming independent artists, craftspeople and designers. BET seeks to be a centre of excellence and expects high standards of endeavour and achievement from its students.

BET was founded by the current Principal and her husband, the former Vice-Principal. An Executive Director leads the day-to-day running of the provision, including finance and administration. The Principal continues to have oversight of the creative standards of the programme.

The Executive Director reports to the Board of Trustees, which meets quarterly. In addition, there are monthly finance meetings with the Finance Subcommittee. The Board of Trustees is made up of five members, all of whom are Directors of the company.

### 2. Brief description of the current provision

BET offers a 46-week programme that provides a bridge between academic training and a professional career. It combines technical and professional skills and focuses on supporting students to become independent practitioners. BET also recruits students from overseas on a six-month programme, which is based on its 46-week course. A certificate is given to those who successfully complete either programme.

The programme is designed to help newly established self-employed silversmiths and jewellers to develop their technical skills and their businesses. Design and technical skills and individual creativity are developed through personal projects, alongside business skills. The programme also includes a wide variety of masterclasses taught by currently practising professionals.

Following graduation, students automatically become alumni or Bishopsland Fellows. With the exception of a week's break at Christmas, teaching is continuous throughout the year.

The curriculum requires that those attending the courses show their work at the annual Christmas exhibition and at subsequent exhibitions throughout the year. These exhibitions culminate in the Bishopsland Retrospective event in the summer.

At the time of the inspection, BET had nine students enrolled, five of whom were female and four of whom were male. The vast majority were from the United Kingdom and one was from Taiwan.

All applicants for the courses must be over 18 years of age and should normally have a relevant undergraduate qualification. However, applications are considered where applicants may not have completed an undergraduate qualification but have developed relevant skills through experience.

All applicants enrol at the start of the academic year in September, having previously been interviewed to ensure that they meet the skills and entry requirements.

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### 3. Inspection process

This inspection was undertaken by one inspector over two and a half days, one and a half days remotely and one day on site. The inspector held meetings with the Executive Director, the Principal, the tutors and the students. The inspector observed the teaching and carried out a tour of the premises and residential accommodation. A wide range of documents were also scrutinised. The information required was made readily available. BET cooperated fully with the inspection process.

### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Full	16–17 October 2013
Interim	11 December 2014
Re-accreditation	23–24 October 2017
Interim	10 January 2020

## PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

### INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

- |     |  |  |
|-----|--|--|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not |
| 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

BET is effectively managed. The management structure is clearly defined in the organisational chart. The roles of the Executive Director and Principal are clearly set out and understood. The Executive Director focuses on the day-to-day running of the Institution, while the Principal is concerned mainly with maintaining creative standards. The Board of Trustees oversees BET's overall direction and finances effectively.

All members of management are appropriately qualified and experienced in their roles. The Principal has held the post for over 30 years. The Executive Director has over 20 years' experience in the corporate world. The Executive Director works to a detailed job description. Consequently, they are effective in carrying out their roles.

There are multiple channels of communication between management and staff. The team is small, and has frequent opportunities for informal communication. In addition, there are regular recorded meetings. As a result, any concerns are dealt with in a timely fashion.

#### 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**

BET is administered by the Executive Director. A suitable job description is in place. The Executive Director is highly qualified and experienced for the post. As a result, the administration of the Institution is effective.

The small size of the management and administrative team is sufficient to ensure the smooth running of the Institution.

Suitable administrative policies and procedures are well defined, well documented and widely disseminated.

Administrative policies are embedded in the daily running of the Institution and so support its smooth running.

Effective policies and clear procedures support the collection, storage and retrieval of information and 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.  Yes  No

3.2 Experience and qualifications claimed are verified before employment.  Yes  No

3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

BET has suitable policies for the effective recruitment and employment of staff. New members of management undertake a probationary period and a lengthy appraisal. Teaching staff are recruited on the basis of their proven reputation and experience. As a result, students benefit from suitably qualified and experienced staff.

All new staff have their qualifications and experience closely verified prior to employment.

There is an appropriate annual appraisal of managerial, administrative and teaching staff based on feedback and a professional dialogue incorporating strengths, weaknesses and target-setting. Consequently, staff have a clear focus on maintaining and improving their performance.

**4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.  Yes  No

4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

The Institution's website provides a realistic description of BET. The images on the website provide a good impression of the standard of work required. The text provides a good overview of the Institution's ethos and vision.

The website also provides comprehensive information on the programme, including the costs, funding and bursaries available. Further information is provided via a brochure that can be downloaded from the website.

Key policies, including BET's complaints policy, are accessible through the website.

As a result of the publicity materials, applicants can make an informed choice as to whether the programme suits their needs.

### 5. The institution takes reasonable care to recruit and enrol suitable students for its courses

5.1	Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.3	Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.5	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the courses on which they are enrolling.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

BET takes good care to enrol suitable students for its courses. Entry requirements are appropriate and are clearly set out on the website.

The formal application process includes a detailed application form on which applicants outline their qualifications, experience and future career intentions. Qualifications are checked prior to the confirmation of a place. As a result, BET can determine the suitability of applicants before offering them a place on the programme.

In addition, all UK-based applicants are interviewed on site so that applicants can see the facilities and meet key personnel before committing themselves to the programme. Consequently, students are properly briefed. This also allows BET to assess their suitability for the course prior to offering a place.

International applicants, if they are unable to travel to the UK for interview, are interviewed online. This includes an assessment of the applicant's ability to communicate adequately in English.

As a result of these robust recruitment processes, success rates on the courses are extremely high.

### 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, appropriate attendance and punctuality policy accessed through the website and further disseminated at induction. Students sign in and out of their lessons. These sign-in sheets are collated centrally.

The small number of enrolled students and the residential nature of the course mean that all absences are obvious. Staff follow up all absences quickly.

Absences and reasons for absence are systematically recorded. As a result, attendance rates are very high.

**7. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

7.1	The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

BET systematically obtains and uses feedback to improve its provision. Students provide feedback to management at weekly meetings. Students are encouraged to raise any issues that they feel are relevant. These meetings are recorded and result in action points. These are acted upon in a timely fashion and subsequently reported back to the students at subsequent meetings.

Other stakeholders, primarily the key funders, are encouraged to give feedback when reports are issued at the end of each module and at annual meetings. As a result, students and other stakeholders have a good opportunity to influence improvements.

In addition, anonymous online surveys are conducted at the end of each module. These surveys are wide ranging and require students to grade a wide range of different aspects of the provision, including the teaching. As a result, management is able to identify future areas for development.

This feedback is recorded and analysed on a regular basis for action points and to determine trends.

Effective mechanisms are in place for reporting back to stakeholders. Management reports back to students at weekly meetings and to key funders at least annually. In this way, stakeholders are kept aware of the actions resulting from their feedback.

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

BET has effective systems to assess its own performance. A wide range of feedback, including student feedback regarding teaching and learning, the facilities and the accommodation, is systematically collected and analysed regularly. Consequently, BET's management has a secure oversight of its performance.

Reports are compiled for the quarterly trustees' meeting. These reports include an effective review of the course modules and contain an analysis of feedback, retention, attendance and progress, which in turn informs action planning. At present, there is no summative, end-of-programme report pulling together the different strands of the review.

BET compiles and implements action plans as a result of the weekly meetings of students and at the end of the modules. These contain detailed, measurable, time-bound actions assigned to designated members of staff. Results are reported to the students and trustees as appropriate. As a result, BET has the means to continuously improve its provision.

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

A suitably experienced and qualified Principal takes overall responsibility for the academic programme. The Principal provides effective support during masterclasses. The Principal assesses students' designs and offers suggestions for improvements. The Principal has a clear view of individual student progress, and informally monitors the teaching and suggests alternative approaches. As a result, academic management is effective.

Classes are timetabled in the appropriate workshop for each activity. Consequently, students have all the tools, machines and materials they need for each lesson.

Normal classes are taught by three regular tutors. This provides consistency of support. In addition, these classes are supplemented by a wide range of masterclasses taught by experienced, specialist working practitioners. Consequently, students are introduced to a very wide range of experts who are able to offer guidance on current working practices.

Tutors confirm that their courses are well resourced. They are able to list their requirements and receive the appropriate resources without difficulty. Students confirm they receive a generous bursary for the acquisition of the materials they require. In this way, BET is able to help its students and tutors explore new ideas in the field.

## 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 that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The programme is designed to allow each individual student to develop the creative techniques and the business knowledge needed for them to be successful jewellers and silversmiths. The delivery is focused on providing individual, practical workshop experience under the guidance of trained, current professionals rather than just providing theoretical knowledge.

The delivery includes a wide variety of masterclasses held by well-known specialists, giving students the opportunity to learn up-to-date techniques and to form a network for when they are practitioners themselves. This supports the development of the knowledge and skills they will need when they become independent practitioners.

The clear focus of the teaching, the wide variety of masterclasses, the formative assessments of the exhibition pieces, the individual attention given and students' participation in exhibitions and external events all support students' ability to transition to become independent practitioners.

Lessons and assessments are appropriately focused on producing works for a number of external exhibitions that the students are committed to enter. As a result, students benefit from experiencing the cost, practical and time pressures associated with their future careers.

These exhibition works are submitted to BET for critical review before submission to the exhibitions. BET's own reputation is at risk if exhibition pieces are not up to standard, so the reviews are comprehensive and detailed and allow for immediate revisions. Consequently, students learn the standards expected if they are to sell their work.

These exhibitions are scheduled into the academic calendar at the rate of five or six a year. In this way, students receive first-hand experience of working to deadlines, pricing work, preparing for exhibitions and networking. This is an important aspect of the provision.

The ethos of BET is to encourage students to become independent jewellers and silversmiths with their own businesses. In the workshops, students are given wide scope to choose their own designs and the techniques they will use to make their pieces. In addition, the workshops are open for long hours every day of the week. As a result, students benefit from the opportunity to experiment with their own designs and ideas.

The schedule of the exhibitions is displayed on the website at the beginning of the programme so that students have the opportunity to plan ahead.

The course delivery is responsive to the needs of individual students. Students arrive at BET with their own ideas about their craft and their businesses. The classroom delivery allows them to test, adapt and refine these ideas with the tutors and staff. As a result, their particular needs are met very 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.  Yes  No

11.2 Teachers have a level of subject knowledge and pedagogic and communicative skill, which allows them to deliver the content of courses effectively.  Yes  No

11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.  Yes  No

11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  Yes  No

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- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
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- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.  Yes  No
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**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Tutors are well suited to the courses and are effective in delivering them. Tutors are recruited on the basis of their expertise and experience in the subject being taught. They are all experienced specialists and practitioners. As a result, they are effective in supporting the development of the skills the students need.

The tutors are effective in delivering the content of the courses. Success rates at BET are very high. Current students confirm that they are confident of success in achieving their learning aims. Inspection findings confirm this.

Tutors are observed both formally and informally. In the informal observations, the Principal and the tutor discuss different approaches and techniques, as well as the progress of the students. In the formal annual observation, the process includes a short, documented, professional dialogue focused on the strengths and weaknesses of the lesson. Professional development targets are set and reviewed. In this way, tutors are supported in their professional growth.

Continuing professional development is directly linked to the targets identified during the lesson observation process. This enables tutors to develop their practice and enhance the learning of students. In addition, less formal professional development takes place much more frequently, when the Principal sits with tutors to give advice on approaches to teaching different creative techniques.

Tutors teach in a workshop setting. Students are usually working on a project at their own individual workstation. This facilitates the individualisation of teaching and learning. Students work at their own pace, in their own way, and are supported by the timely guidance of their tutors.

Tutors employ effective strategies to engage students. As students work, tutors continuously circulate to assess and support them. Tutors probe students' understanding of the content and are willing and able to demonstrate new techniques and skills. As a result, students engage fully.

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

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**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Tutors and students confirm that the workshops are well equipped with specialist tools and equipment as required.

There is excellent access to the workshops, which are available seven days a week, from early morning to late at night. Students place great value on this easy access.

Students receive a generous bursary with which to purchase materials for their projects.

As a result, students can work independently on their own projects to satisfy their own needs.

**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**

Students are made aware, during the enrolment process and at induction, that assessment is linked to the production of pieces for external exhibitions.

Students receive continuous feedback on their performance during the workshops and when putting forward pieces of work for exhibitions. This supports their acquisition of skills and professional knowledge effectively. It also enables tutors to identify and further support students who are having difficulties.

This continuous feedback also enables students to understand exactly what they need to do in order to reach the necessary levels of achievement.

Much of the work is focused on helping students to create their own individual, professional brand. Any infringement of the brands by copying is strongly discouraged.

Additional support and advice are available for students who are judged not to be making sufficient progress to succeed. However, because of the care taken in enrolling the students and the quality of the feedback given, to date all students make the necessary progress.

Individual students receive high-quality feedback. It is regular, individual to their needs and focused on the specifics of what they are trying to achieve. It is constructive in nature and delivery.

Students have good access to their tutors outside class time.

**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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

The programme is set at postgraduate level. Students are required to have completed an art and design education to degree level or equivalent and to have a portfolio of designs and models or works in progress. This requirement is made clear on the Institution's website.

The programme is recognised within the sector as providing students with the skills necessary to become professional craftspeople and designers. The trustees of BET are chosen for their knowledge of the standards required within their particular area of expertise. Students are awarded the Bishopland Professional Standard when they can demonstrate they have achieved these standards.

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

**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

The development of business skills is embedded into the programme so that students can leave BET and go on to develop their own businesses within the creative sector. Appropriate business advice is given on a continuous basis throughout the programme. Students are also required to produce pieces for exhibitions, and in this way are introduced to the business side of the creative arts. This is a particular strength of the programme.

**INSPECTION AREA – STUDENT WELFARE**

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

18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No

18.2 Students receive appropriate advice before arrival.  Yes  No

18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No

18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No

18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  Yes  No  NA

18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Students receive welfare support that is appropriate to their age and circumstances. The Executive Director is named on the organisational chart as the staff member responsible for student welfare. The Executive Director is available to provide advice and guidance as required. Consequently, students have access to appropriate welfare support.

Students receive good advice prior to arrival. Every UK-based student is required to attend an interview onsite so that they can ensure that the facilities and the provision suit their needs. International students are interviewed online and have the opportunity to seek advice prior to arrival. As a result, students are able to assess whether the programme suits their needs.

All students receive a thorough induction upon arrival with a strong emphasis on health and safety in the workshop. The risk assessments relating to the key pieces of machinery, including the mitigations, are regularly reviewed. Safety rules in the workshop are appropriately highlighted.

Key policies such as the Institution's code of conduct, the equal opportunities policy and the anti-harassment policy, are effectively disseminated. Consequently, students know what is expected of them and each other.

Students are given the Executive Director's mobile number as a contact number for out-of-hours and emergency support so they always have access to support.

Policies to avoid discrimination and a suitable procedure for dealing with any abusive behaviour are in place.

BET has a suitable policy to protect students from the dangers of radicalisation and extremism. An appropriate risk assessment has been completed. Staff have been appropriately trained and are aware of the risks of radicalisation. As a result, students are protected from the dangers of radicalisation and extremism.

**19. International students are provided with specific advice and assistance**

19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK.  Yes  No

19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No

19.3 Information and advice specific to international students continue to be available throughout the course of study.  Yes  No

19.4 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**

International students receive good advice before their arrival about life in the UK. This includes advice about visas, health and healthcare, living costs and UK traditions and culture.

Upon arrival, international students receive a suitable induction. This includes information about the provision, the Institution's policies, facilities, health and safety, the local area and places of interest. Consequently, they can settle quickly to their studies.

International students who need additional guidance or information have easy access to support from the Executive Director and the Principal.

Appropriate adjustments for specific cultural and religious requirements are made as required. All instruction is in English, but international students and staff have access to machine-translation software if needed.

## 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

Students are enrolled onto the programme under fair and transparent terms and conditions. These terms and conditions are made clear during the application process.

The complaints procedure is disseminated during induction and is included on the Institution's website.

Students are advised of BAC's complaints procedure, which forms part of the Institution's complaints policy. As a result of these measures, the fair treatment of students is ensured.

## 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 that is adequate for the needs of students.                                       | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 21.4 | A level of supervision is provided appropriate to the needs of students.   | <input checked="" 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 checked="" type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

The residential accommodation is fit for purpose and suitably supervised. The accommodation is adjacent to the teaching workshops and is of a suitable standard. Most rooms are ensuite with shared kitchens. The rooms are clean and suitable.

The accommodation is very well situated amongst lawns and gardens.

Clear rules covering expected behaviour and health and safety and fire procedures are in place. Each student has their own room and key so they can keep their belongings safe. Students confirm they feel safe on the site.

The Principal lives on the site and is available as needed. All students are postgraduates and the level of supervision meets their needs very well.

**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 that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.  Yes  No

22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.  Yes  No

22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No

22.4 Appropriate advice and support are given to both hosts and students before and during the placement.  Yes  No

22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

**23. The institution provides an appropriate social programme for students and information on leisure activities in the area**

23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.  Yes  No

23.2 The social programme is responsive to the needs and wishes of students.  Yes  No  NA

23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.  Yes  No  NA

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23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

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

**Comments**

BET provides appropriate information on leisure activities in the area. This includes activities available in nearby Reading and London. There are facilities and space on site for students to organise their own events.

**INSPECTION AREA – PREMISES AND FACILITIES**

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

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24.1 The institution has secure tenure on its premises.  Yes  No  NA

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

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

**Comments**

The site is owned by the Principal and leased to BET under appropriate arrangements.  
BET is able to arrange exhibition of the students' work at external venues.

**25. The premises provide a safe, secure and clean environment for students and staff**

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25.1 Access to the premises is appropriately restricted and secured.  Yes  No

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25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

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25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.  Yes  No  NA

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25.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No

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25.5 There is adequate signage inside and outside the premises and notice boards for the display of general information.  Yes  No

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25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

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25.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

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25.8 There is adequate heating and ventilation in all rooms.

Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The premises provide a safe, secure and clean environment for staff and students. BET is located in a converted Grade II listed farmhouse dating from Elizabethan times. The site is in a quiet rural area close to Reading. The premises are safe and secure.

The site is well maintained, with well-kept lawns and gardens. The workshops are maintained in an adequate state of repair and decoration. They are clean and provide a safe learning environment. Consequently, students work in an appropriate environment.

The workshops have been effectively risk assessed with potential hazards identified and mitigations put in place. BET does not centralise the documentation relating to risk management, including fire risk management. This would support the risk assessment and management processes.

Specific safety rules, for example regarding specific dangerous equipment, are in place. These safety rules are displayed on posters accompanying the equipment. They are also disseminated at induction. As a result, potential dangers are minimised.

General health and safety guidance in the form of a short leaflet is made available to visitors on arrival. Consequently, visitors are protected from harm.

There are adequate notice boards for general information in the workshops and common areas.

Circulation space is adequate. There are numerous suitable areas in which to receive visitors in comfortable surroundings. Toilet facilities are appropriate in number. The toilets are kept clean.

All rooms, including the workshops, are well heated and suitably ventilated and so meet the needs of students and staff.

**26. Classrooms and other learning areas are appropriate for the courses offered**

26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No

26.2 Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course.  Yes  No

26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Learning areas are appropriate for the classes. Teaching takes place in the workshops. There are numerous well-equipped workshops dedicated to different crafts. The workshops have individual workstations for each student. Each workstation has access to a wide range of specialised equipment and tools. As a result, tutors can individualise the teaching and offer effective one-to-one support.

All the workshops are open to students seven days a week, from early morning to late at night. This provides excellent access to the equipment and specialist tools that support students in their learning. It also encourages students to take responsibility for their own learning. This also allows for the effective delivery of each course.

Facilities for conducting assessments are appropriate. Assessment is continuous and takes place as students are working at their individual workstations in the workshops using the equipment and tools there. Consequently, the assessment methods effectively support the skills development of the students.

**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**

The site has appropriate additional facilities. The workshops are open for private study. The residential accommodation is close by and common areas provide suitable additional space if required. The internet service is strong. As a result of these facilities, students have excellent opportunities for working outside the timetabled hours.

The site has sufficient space for tutors to prepare lessons.

The gardens and lawns provide a suitable social space for relaxation and the consumption of food. The residential accommodation is next to the workshops, so students have their own space nearby if required. A common room for relaxation and a shared kitchen for the preparation of food are also available. Consequently, students benefit from a convivial environment.

Students have their accommodation nearby so they have good access to storage. Staff have easy access to adequate office space for the storage of personal possessions.

Academic staff and senior management hold private meetings in the offices close to the workshops. Staff and general meetings with the students are held in the main meeting room above the workshops.

Administrative offices are adequate in size and number for the effective administration of the Institution.

#### **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

<p>Students benefit from senior managers who have a wide mix of talents and experience in both the creative and business fields.</p> <p>Channels of communication are good, especially between the management and the students so that the feedback from students to management quickly results in action.</p> <p>BET takes good care to recruit students who are suitable for its provision, resulting in high success rates.</p> <p>BET makes good use of feedback so that the provision can improve over time.</p>	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

<p>Students benefit from small classes taught by expert, practising practitioners who give one-to-one feedback and support.</p> <p>Real-life exhibitions and events are used to embed business skills into the curriculum so that students develop an understanding of the commercial demands of their future careers.</p> <p>The programme is well resourced, with good access to a wide range of specialist tools, equipment and materials, including a generous bursary.</p> <p>The wide range of masterclasses enables students to meet and work with practising professionals so they can construct professional networks for when they leave the Institution.</p>	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### STUDENT WELFARE

#### Institution's strengths

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BET provides good pre-arrival advice, giving everyone the opportunity to see the site prior to committing to the course, with the result that students know the provision meets their individual needs.

BET provides a good initial health and safety induction and prevents accidents in the workshop despite the potential hazards there.

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 site contains multiple, well-equipped workshops covering a variety of disciplines, so students have all the resources they need.

BET provides excellent access to the workshops and equipment, with the result that students can take responsibility for their own professional growth.

The grounds provide a convivial living and working environment to ensure that staff and students can enjoy their work.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

It is recommended that BET consolidates its oversight of the provision by producing an end-of-programme report each year that includes an action plan for the next programme.

BET should consider centralising the documentation relating to risk management, including fire risk management.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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