BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Full Inspection

NAME OF INSTITUTION:	Heatherley School of Fine Art
ADDRESS:	75 Lots Road
	London
	SW10 0RN
HEAD OF INSTITUTION:	Ms Veronica Ricks
DATE OF INSPECTION:	29 November & 2–3 December 2021
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☐ Award of accreditation to be withdrawn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: 27 January 2022

PART A – INTRODUCTION

1. Background to the institution

Heatherley School of Fine Art (HSFA/the Institution) is owned by the Thomas Heatherley Educational Trust Limited, which is a charitable trust. It offers diplomas classes, summer schools and community outreach programmes in the arts.

The Institution was established in 1845 in order to help students prepare applications for admission to the Royal Academy Schools. Thomas Heatherley, who was a former student, became its second Principal in 1860. The Institution aims to be at the forefront of contemporary arts education.

The Institution moved to its current premises in 2009. These are situated near the King's Road in Chelsea, London in the United Kingdom (UK). It occupies accommodation that was built specifically for the Institution in 2009. The premises include eight studios, one of which accommodates the library, as well as a students' recreation area with access to a roof terrace, and an artists' materials shop.

Overall policy responsibility for the Institution rests with the Council. The Council is made up of 10 members elected from the Thomas Heatherley Educational Trust. The day-to-day running of the Institution rests with the Principal, who is supported by the Director of Studies and the Course Director.

Recently, the Institution has been investigating the possibility of adding to its current premises or renting studio space nearby to extend its course provision.

2. Brief description of the current provision

The Institution offers two full-time, two-year diploma courses. These are the Diploma in Portraiture and the Diploma in Figurative Sculpture. Courses are aimed at artists and those who are looking to follow professional practice as an artist.

Diploma courses lead to internal awards, which are set at an equivalent to Level 4 on the National Qualifications Framework (NQF). Graduation follows successful completion of a series of units. External assessors are employed, and standards are ratified by three professional societies with which the Institution has had close ties for a considerable length of time. These are the Royal Society of Portrait Painters, the Royal British Society of Sculptors and the Society of Portrait Sculptors.

The Institution also runs a programme of 40 part-time, day and evening classes in sculpture, portraiture and ceramics. Part-time classes include weekly open studios, to which students return year after year. A significant proportion of students who attend the part-time courses subsequently apply for the diploma courses.

At the time of the inspection, there were 37 full-time students and 320 part-time students enrolled. All are over 18 years of age. The majority of the students are female. Many students are qualified to postgraduate level. A majority have previous professional qualifications and are seeking a change of career. All students are resident in the UK.

The academic year runs from September to July and there are also summer courses held during August. Recruitment to the full-time diploma courses is in the autumn of each year, while recruitment for the part-time courses is on a continuous basis.

Entry is open to those with no previous experience in the arts. Applications for courses are generally made online. Applicants for full-time courses are interviewed in person or online before being offered a place.

3. Inspection process

The inspection was carried out over three days by one inspector. One day was spent on site at the Institution and on the other two days, inspection activities were conducted remotely. The inspector carried out discussions with the Principal, and the Director of Studies and Course Director. Meetings were held with a group of students and a group of staff. A wide range of lessons were observed and a wide range of documentation was scrutinised. A tour of the premises was also undertaken. The Institution was extremely well prepared for the inspection and gave full co-operation to the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	2–3 July 2013
Interim	7 August 2014
Spot Check	11 February 2016
Re-accreditation	28–29 June 2017
Interim	5 September 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The institution is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ No
1.2	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
1.3	Senior managers have an understanding of the special requirements of online, distance, and blended learning.	☒ Yes ☐ No
1.4	There are clear channels of communication between the management and staff, especially those working remotely.	☒ Yes ☐ No

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

Comments

The Institution is very well managed. The management structure is detailed and ensures that individual roles and specific responsibilities are well documented, clear and fully understood by staff. Members of the HSFA Council act as the governing body and are highly involved in the work of the Institution and support and work very closely with managers and staff. The Bursar manages all the finances of the Institution and is directly responsible to the trustees.

Senior managers are highly experienced, very well qualified and fully understand their areas of responsibility. They carry out their roles effectively and work well as a team for the benefit of the Institution and its students.

Senior managers fully understand the special requirements of online, distance, and blended learning (ODBL) and have a clear plan for its future development within the Institution.

Clear procedures for communication are set out in the Institution's quality manual. As a result, regular meetings are held to facilitate interdepartmental communication and to allow senior management to inform staff of any change in strategic direction and any operational issues, as well as to provide an opportunity for staff to raise any concerns that they might have.

2.   The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	☒ Yes ☐ No
2.5	Data collection and collation systems are well documented and effectively disseminated.	☒ Yes ☐ No
2.6	Student and teaching staff records are sufficient, accurately maintained and up to date.	☒ Yes ☐ No

2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	☒ Yes	☐ No
2.8	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit.	☒ Yes	☐ No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	☒ Yes	☐ No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	☒ Yes	☐ No

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

Comments

Administrators are appropriate in number, well qualified and suitably experienced. Formal job descriptions ensure that they understand their responsibilities and duties. Administrators are highly effective in supporting the day-to-day running of the Institution.

Managers understand and have access to a wide range of well-defined and documented support. A comprehensive range of detailed administrative policies, procedures and systems are effectively implemented, regularly updated, and shared with staff and students.

Systems for the collection of data, and its collation, are well developed and effectively support the administration of the Institution. As a result, detailed and accurate student personal records, including on academic achievement, are maintained and regularly updated. Security systems and policies for protecting the data of the Institution's students and teaching staff are good.

Staff know their students very well and there are appropriate processes in place to verify that the student who registers on the programme is the same student who participates on and completes and receives the credit for the course.

An experienced IT technician is available to ensure that systems are operative at all times and to provide support to students, teaching staff and staff working remotely if required. In addition, a number of staff are available to assist students to resolve issues of a general or technological nature. All enquiries from students are handled very promptly and sympathetically.

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	The institution has a robust teaching staff recruitment system that is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	☒ Yes	☐ No
3.4	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

The process for the recruitment of new staff is excellent. Comprehensive policies and procedures ensure that all staff are highly qualified, experienced and suitable for the needs of the Institution.

The procedures to ensure that the experience and qualifications of potential staff are verified before employment are secure. Face-to-face interviews are completed as part of the interview procedure.

Systems for regularly reviewing the performance of staff are good and well documented. Formal appraisals take place each year and include the opportunity for self-reflection. Action or developmental plans are completed and used effectively to bring about improvement.

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 clear information, including comprehensive and accurate information on the courses offered, their assessment and an accurate description of the Institution's premises and facilities.

The comprehensive and wide range of information provided about the Institution's courses enables potential students to make fully informed choices about the course they would like to study.

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

5.1	Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.	☒ Yes ☐ No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No
5.3	Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.	☒ Yes ☐ No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.5	Students receive a proper initial assessment that includes language ability to confirm their capability to complete the courses on which they are enrolling.	☒ Yes ☐ No ☐ NA
5.6	Students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No
5.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒ Yes ☐ No

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

Comments

Each course has clear entry requirements, which are set at an appropriate level and are clearly detailed in the course descriptions on the Institution's website and in other marketing literature.

A rigorous application and initial assessment process ensures that students meet the entry requirements and have the required language skills, and that any qualifications claimed are verified. All applications are assessed at an interview to ensure that they have the practical skills necessary to successfully complete their chosen course.

The Institution's website provides comprehensive information on courses. Further information regarding the nature of applicants' chosen programme of study is provided by staff during a one-to-one interview. Consequently, students confirm that they are fully aware of what courses are available and the nature and requirements of the course for which they have applied. All enquiries are responded to promptly and appropriately.

The level of digital literacy needed to follow the stated programmes is made clear to applicants, with the Institution highlighting effectively that the applicant is responsible for checking that they have the skills and knowledge required to study on the chosen course.

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.	☒ Yes	☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	☒ Yes	☐ No
6.3	Student absences are followed up promptly and appropriate action taken.	☒ Yes	☐ No

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

Comments

Procedures for monitoring attendance and punctuality are excellent and well known to students.

The attendance and punctuality policy is appropriate and clear and is detailed in the student handbook. In addition, attendance requirements are made known to students during their induction session, where they are encouraged to inform the Institution of their absence, in advance when possible.

Attendance is appropriately monitored, with accurate and secure records kept and used effectively by staff to track attendance and punctuality. Student absences are followed up promptly. This data is collated, regularly reviewed, with any required action being taken promptly. As a result, punctuality and attendance on all courses are very good.

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

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

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

Comments

Comprehensive mechanisms for obtaining feedback from students and other stakeholders are in place and are used effectively to monitor performance and bring about change where necessary.

Student and staff feedback is collected formally and informally, with surveys used for full-time and feedback forms for part-time courses. Feedback is collated and analysed by the Director of Studies and reviewed and acted upon by the Academic Board. Feedback is included as part of an annual report that reviews the Institution's performance and incorporates an action plan.

Student representatives for the diploma course provide regular formal as well as informal feedback to course managers. The Institution's response to feedback is reported back effectively to students via their course representatives and student notices.

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.	☒ Yes	☐ 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	☒ Yes	☐ No

	student satisfaction, retention and achievement, and examination results and completion rates.		
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	☒ Yes	☐ No

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

Comments

Systems for monitoring and reviewing the Institution's performance are highly effective. Senior managers and student representatives attend regular meetings with the Academic Board to review the Institution's performance.

Course reviews and a Principal's report are presented each year for review by the trustees. Key performance targets and strategic aims are established as part of this meeting.

A comprehensive action plan is maintained by the academic team, and this is reviewed regularly by the Academic Board.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff.	☒ Yes	☐ No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	☒ Yes	☐ No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	☒ Yes	☐ No

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

Comments

Programme management and course development are excellent. The academic management team is highly qualified and experienced and provides excellent oversight of the delivery and development of the curriculum.

Timetabling, room allocation and the allocation of teachers are appropriate, very well managed and ensure the smooth running of courses, as well as providing a consistent learning experience for students.

A clear policy and effective procedures are in place for the acquisition of academic resources.

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

10.1	Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments.	☒ Yes	☐ No
10.2	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes	☐ No
10.3	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	☒ Yes	☐ No
10.4	Formative assessments appropriately reflect the nature and standards of summative examinations.	☒ Yes	☐ No
10.5	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
10.6	Any required coursework and revision periods are scheduled in advance.	☒ Yes	☐ No
10.7	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	☒ Yes	☐ No

10.8	The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and to enhance instructional and educational services.	☒ Yes	☐ No

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

Comments

The course structure is very well designed so that learning outcomes are effectively linked to assessment. Lesson content incorporates a wide range of specialist artistic techniques.

Assessment is often progressive and contributes to a student's final grade. Lessons have clear intended learning objectives and defined outcomes. Formative assessments reflect the nature and standard of future summative assessments.

Students are encouraged effectively to develop independent learning skills. In particular, students develop independent skills through the tasks set in class.

All assessments and periods of revision are scheduled in advance and detailed in the students' programme of study.

Lessons are well planned and take into account the needs and academic background of students. In most cases, the courses are taught from first principles. Where a student is identified as having particular needs, reasonable adjustment is requested and approved by the Academic Director. As a result, students report very high levels of satisfaction with the quality of their learning.

Appropriate and accessible technology is used to optimise interaction between the Institution and the student and to enhance instructional and educational services.

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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 allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions.	☒ Yes	☐ No
11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes	☐ No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	☒ Yes	☐ No
11.7	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	☒ Yes	☐ No
11.8	Teaching staff are properly and continuously trained with respect to institution policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	☒ Yes	☐ No
11.9	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
11.10	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	☒ Yes	☐ No

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

Comments

Teachers are practising artists who are very well qualified and highly experienced and have an in-depth understanding and knowledge of their subject area, together with the pedagogic and communicative skills required to successfully deliver the course content.

Teachers are appropriately allocated to teach on courses at levels that reflect their qualifications and experience. As a result, teaching staff are able to provide students with a consistent learning experience. Delivery is very effectively monitored by the academic management team to ensure a consistent learning experience for students and to identify and resolve any issues.

Lessons are very well planned, include the requirements of relevant module descriptors and fully cover the stated learning outcomes. Teachers are highly effective in using individual activities to engage students, keep their interest and effectively meet the different learning styles and needs of their students. The very high expectations of teachers ensure that all students are consistently challenged and well supported to meet their learning goals.

The use of technology to enhance learning in the classroom is appropriate and stimulates students well to explore ideas and further develop their understanding of the subject. Students are fully engaged in their learning and teachers use highly effective strategies to check their progress and understanding. Teachers have a good understanding of the special challenges and demands of ODBL.

An appropriate appraisal system, which includes formal lesson observations, is in place and is effectively implemented. Teachers are well supported by a wide range of Continuing Professional Development (CPD) opportunities made available by the Institution. They are properly and continuously trained with respect to institution policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.

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

12.1	Appropriate resources and materials for study are available to the students and teachers.	☒ Yes	☐ No
12.2	Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision.	☒ Yes	☐ No
12.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.	☒ Yes	☐ No
12.4	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.	☒ Yes	☐ No
12.5	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes	☐ No
12.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes	☐ No

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

The Institution is very well resourced and provides excellent facilities and materials for the teachers and students to fulfil the requirements of its courses. Course materials are very well managed and are checked to ensure that they meet the needs of the Institution's courses.

Course materials are well presented and designed to meet the needs of the stated level of study. They are also comprehensive enough to enable students to achieve the course objectives.

Course materials are regularly reviewed and revised by the teachers and academic managers. As a result, materials are accurate and reflect current knowledge and practice. Students report that they can easily access resources both on site and online.

13.	**Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**	
13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.	☒ Yes ☐ No ☐ NA
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	☒ Yes ☐ No ☐ NA
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	☒ Yes ☐ No ☐ NA
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	☒ Yes ☐ No
13.5	Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.	☒ Yes ☐ No ☐ NA
13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	☒ Yes ☐ No

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

Comments

All students receive a written schedule of topics and assessment dates during their course induction and they are reminded of this information by student notices.

Assessment outcomes are effectively monitored by teachers and managers, with timely intervention taken should a student not be making satisfactory progress. Students are made aware by their teachers of how their progress relates to their targeted level of achievement. On the diploma courses, final assessment takes place following an end-of-year exhibition of work. Internal assessment takes place against learning criteria.

Appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders, are in place.

An Assessment Board, with both internal and external assessor membership, judges whether a student has achieved the requirements of their course. Students receive a pass or referral adjudication.

Studio teaching provides daily, spoken feedback on a student's progress. Written feedback is provided by teachers at the end of each unit. Students have excellent access to teachers outside class time for academic support.

14.	**The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**	
14.1	For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.	☐ Yes ☐ No ☐ NA
14.2	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	☐ Yes ☐ No ☐ NA
14.3	For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.	☐ Yes ☐ No ☐ NA

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

Comments

15.	**There is a clear rationale for courses leading to unaccredited or internal awards**	
15.1	There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level.	☒ Yes ☐ No ☐ NA
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☒ Yes ☐ No ☐ NA
15.3	External moderators are involved in the assessment process where appropriate.	☒ Yes ☐ No ☐ NA

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

Comments

A clear statement of the level of the course is in place and clear evidence from assessment that students who receive the award meet the stated requirements for that level. Students who have successfully completed the diploma courses have been accepted on degree-level and postgraduate courses. External advisers and assessors are actively involved in the assessment process.

16.	**There are satisfactory procedures for the administration of examinations and other means of assessment**	
16.1	The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☒ NA
16.2	For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.	☒ Yes ☐ No ☐ NA

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

Comments

Secure arrangements for the administration of internal assessments and the granting of awards are in place and fully implemented. Appeal processes are clearly laid out and students report that they are aware of their rights to contest assessment decisions.

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

Appropriate advice about further study and career opportunities is available from a number of staff members who, as professional artists, have up-to-date knowledge of the industry. In addition, dedicated staff provide support regarding the preparation of students for further study.

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	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently.	☒ Yes	☐ No	
18.5	Students are issued with a contact number for out-of-hours and emergency support.	☒ Yes	☐ No	
18.6	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes	☐ No	
18.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	☐ Yes	☐ No	☒ NA
18.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	☐ Yes	☒ No	
18.9	The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the institution's responsibility.	☒ Yes	☐ No	
18.10	The institution supports and encourages peer interaction through a variety of communication channels, including social media.	☒ Yes	☐ No	

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

Comments

The system for providing pastoral support is excellent and effectively meets the different needs of the wide range of students at the Institution. The staff member responsible for student welfare is clearly identified, suitably trained and accessible to all students to provide advice and counselling.

Comprehensive advice and information regarding the student's course and its requirements are provided before their arrival. Detailed information is provided about their course, the Institution and key student policies, including policies and procedures related to discrimination and undesirable behaviour.

Upon arrival, students receive an appropriate induction that ensures they fully understand the requirements of their chosen course, the key policies and procedures and the Institution's expectations for attendance and punctuality.

Students are made aware of available support in the case of an emergency. As a result, students report that they are highly satisfied with the pre- and post-arrival information and the support provided by staff.

The Institution has appropriate policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.

18.8 A policy to protect students from the risks associated with radicalisation and extremism has been written by the Principal but has not yet been published. In addition, training for staff on the risks associated with radicalisation and extremism has not yet taken place and no risk assessment has been carried out.

Students understand the system requirements for their course and have access to appropriate technical advice to assist with technological problems that are the Institution's responsibility. Peer interaction is encouraged through a variety of communication channels, including social media.

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

20. The fair treatment of students is ensured

20.1	Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	☒ Yes	☐ No
20.2	Students have access to a fair complaints procedure, of which they are informed in writing at the start of the course.	☒ Yes	☐ No
20.3	Students are advised of BAC's own complaints procedure.	☐ Yes	☒ No

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

Comments

The application form makes clear the Institution's terms and conditions. An appropriate complaints procedure is in place and this is discussed during induction.

20.3 No reference is currently made to BAC's complaints procedure, for example during induction and in the student handbook.

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

21.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.	☐ Yes	☐ No

21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	☐ Yes	☐ No ☐ NA
21.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.	☐ Yes	☐ No
21.4	A level of supervision is provided that is appropriate to the needs of students.	☐ Yes	☐ No
21.5	Separate accommodation blocks are provided for students under 18.	☐ Yes	☐ No ☐ NA

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

Comments

22.	**Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**		
22.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.	☐ Yes	☐ No
22.2	Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.	☐ Yes	☐ No
22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes	☐ No
22.4	Appropriate advice and support 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 which may be of interest.	☒ Yes	☐ No
23.2	The social programme is responsive to the needs and wishes of students.	☒ Yes	☐ No ☐ NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.	☒ Yes	☐ No ☐ NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	☒ Yes	☐ No ☐ NA

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

Comments

Appropriate information is provided to students on opportunities for participation at events and other leisure activities that may be of interest and that reflect their needs and wishes.

Social events, that are organised by the Institution are affordable, often free, and are appropriately supervised by a suitably qualified and experienced member of staff.

INSPECTION AREA – PREMISES AND FACILITIES

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

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

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

Comments

The Institution owns its freehold premises.

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

25.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.	☒ Yes ☐ No ☐ NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes ☐ No
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes ☐ No
25.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
25.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The provision for health and safety and security is excellent. The premises are very secure, well maintained and in an excellent state of repair, decoration and cleanliness. Access to the premises is restricted via key-code entry, and a security system ensures out-of-hours security.

General health and safety guidance is provided to students and staff during their induction and to visitors on arrival at the premises. Hazardous materials, for instance within the printing and ceramics departments, are suitably stored. Students are barred from access to areas with hazardous materials or machinery when a technician is not present.

Appropriate signage throughout the premises ensures that staff and students know where to go in the case of an emergency evacuation. Evacuation routes and procedures are clearly marked. Notice boards allow for the display of general information to keep students briefed.

There is adequate circulation space for the number of students and staff and the toilet facilities are of an appropriate number and are clean. Heating and ventilation in all rooms are good. As a result, students and staff report that the Institution provides a safe, secure and comfortable environment in which to learn and work.

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

Studios and other learning areas are of a very high quality, appropriately resourced, adequate in number and size, and effectively support learning.

Specialised learning areas, such as the print room, are appropriately equipped to meet the requirements of the courses. The Institution has a number of suitable areas in which to conduct examinations.

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.	☒ Yes	☐ No	
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	☒ Yes	☐ No	
27.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes	☐ No	☐ NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	☒ Yes	☐ No	☐ NA
27.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes	☐ No	
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	☒ Yes	☐ No	

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

Comments

Students have good access to space and suitable facilities for private study, with an appropriate library and IT resources. Teachers have a suitable space in which to prepare lessons, mark work or relax.

A well-appointed lounge provides students and staff with space and facilities suitable for relaxation and the consumption of food and drink, where appropriate.

Students and staff have appropriate access to storage for personal possessions.

Academic staff and senior management have access to appropriately sized rooms to hold private meetings, including whole-staff meetings. Administrative offices are adequate in size and have resources 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

Strong and focused leadership guides the Institution and supports the continuous improvement of the standards of provision.

A clear and well-documented management structure ensures that senior leaders and managers understand their roles well.

Highly effective administration ensures the smooth running of the Institution for the benefit of students and staff.

Comprehensive quality systems provide management with a clear understanding of the provision.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Highly effective teaching results in excellent levels of student progress.

Teaching staff are very knowledgeable and highly experienced and deliver high-quality lessons.

High-quality learning resources ensure that students develop their skills and knowledge very well.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT WELFARE

Institution's strengths

A very well-developed pastoral system effectively supports students during their time at the Institution.

Prompt action is taken to address any student issues, which contributes to very high levels of student satisfaction.

Actions required	Priority H/M/L
18.8 The Institution must publish its policy to protect students from the risks associated with radicalisation and extremism and ensure that a risk assessment is carried out and that all staff receive appropriate training on the risks associated with radicalisation and extremism.	☐ High ☒ Medium ☐ Low
20.3 The Institution must ensure that appropriate reference is made to BAC's complaints procedure.	☐ High ☒ Medium ☐ Low

PREMISES AND FACILITIES

Institution's strengths

The premises are highly secure, with excellent teaching and learning facilities.

Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

COMPLIANCE WITH STATUTORY REQUIREMENTS