

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: The Interior Design School

ADDRESS: 22 Lonsdale Road
Queens Park
London
NW6 6RD

HEAD OF INSTITUTION: Iris Dunbar

DATE OF INSPECTION: 4 and 5 February 2015

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 12 Mar 2015

1. Background to the institution

Since its commencement in 1991, the Interior Design School (IDS) has established a sound reputation within independent UK interior design education for providing intensive vocational courses which are focused on professional skills, leading directly into employment in interior design and allied creative industries. IDS is a private limited company.

IDS has occupied premises in north London since 2000 on a four year renewable lease; the current lease having commenced in August 2014. The two storey premises is close to a tube station, cafes and restaurants and the teaching facilities are of a high quality. Over the period of its occupancy the School has occupied either the ground floor only or, as at present, reflecting the increase in student numbers, both the ground and first floors. The ground floor contains a general-purpose classroom, with a book library, a building materials library, a staff room and administration office whilst the first floor contains the primary teaching studio which is equipped with work stations, including Macintosh computers for each student. Classrooms, offices and allied areas are equipped to a high standard. Included in student fees are educational visits, artists materials, printing costs, a laptop containing professional-standard software and membership of the BIID (British Institute of Interior Design).

In recent years total student numbers have consolidated close to a classroom capacity of 18 and the current size of its student body is 17 full-time and 28 part-time. The profile of the student intake, which is predominantly mature and female, includes many with higher education qualifications who are seeking a career change. Following a decision in 2013 to withdraw from Tier 4 status, IDS has nevertheless continued to attract a high proportion of international students, with either UK residency or who are from the EU/EEA.

The Director, who also founded the School, is currently defining a strategy to be put in place in the near future which will involve her handing over day-to-day management to the Operations and Marketing Manager and taking a purely observational role in the School. The Director has been active for over 25 years within national and international professional bodies, and is closely associated with movements to raise the status of the interior design profession and to define educational standards for the profession in particular. She was the founding President of the BIID and is currently the President of of the International Federation of Interior Architects, based in the US.

The Director has overall responsibility for organisational management, with the support of the Company Secretary. Day-to-day course organisation, student recruitment and supervision of the tutor team is undertaken by the Operations and Marketing Manager, which is a full-time appointment. This post manages estate issues, IT procurement and support as well as teaching IT skills to students. General office management, monitoring of attendance and liaison with students is undertaken by an Office Administrator, which is a part-time appointment.

IDS has a well-established teaching team of 17, all of whom are employed on a part-time, self-employed basis. All tutors are well qualified and highly experienced and the principal member of the team, who works closely with the Director on course management, has 20 years' service with the School.

Marketing is through the website and dedicated social media sites, including Facebook, and is coordinated by the Operations and Marketing Manager. Although the website has recently been redesigned, the School is aware of the need to include more imagery and video clips about student project work and the teaching environment. IDS runs regular open days and one-day Inspiration Days which are well attended and there is a very positive conversion rate for students attending the Inspiration Day subsequently joining the programmes. Student opinion confirmed that the very high staff-to-student ratio, the compact duration and professional focus of the programme were the influencing factors in their choice of IDS as a place of study.

2. Brief description of the current provision

The programme consists of two courses, the Professional Certificate in Interior Design and the Professional Diploma in Interior Design. Both offer internal awards and are run at QCF Level 6.

The Professional Certificate in Interior Design represents Part One of the one year Professional Diploma in Interior Design. The programme has four Modules: Interior Basics, which runs over ten evening classes or for one week, full-time: Interior Planning and Interior Detailing which both run over 20 evenings, with two Saturday workshops, and Professional Practice, which runs for ten evening classes. Formal assessment is not used and students receive a Certificate following each Module.

The Professional Diploma in Interior Design is taught for five days per week over 34 weeks, including study visits to relevant professional exhibitions and interiors. The programme consists of Part One: Residential Design, Part Two: Commercial Design, part of which requires a high level of creative design, and Part Three: Career Preparation. Whilst the professional practice component of Part Three is focused on building practice in the UK, information is relevant to international practice. Formal assessment is not used and graduates receive a Diploma on successful completion of the course.

Diploma students commence their course by completing a Learning Agreement which establishes their level of English language, previous education and work experience. The style of studio teaching simulates design practice and whilst the pace of teaching is intense, classes are timetabled to ensure that project objectives can be achieved within the taught day. Academic support to students is provided through individual tutorials and interim and end-of-project reviews. Following completion of the course students undertake a two-week work placement, based around IDS's well-established industry contacts. A test of whether Diploma graduates are adequately prepared for the workplace is demonstrated through companies continuing to offer placements on an annual basis. Research shows that a high proportion of graduates successfully gain employment in design offices and in allied areas of the creative industries.

3. Inspection process

The inspection process involved one inspector over two days. Meetings were held between the inspector and the Director, the Operations and Marketing Director and the principal tutor. A meeting was also held between the inspector and seven students from the Diploma course.

4. Inspection history:

Inspection type	Date
Full Accreditation	8 November 1999
Re-accreditation	1 December 2005
Interim	20 July 2009
Re-accreditation	18 January 2011
Interim	10 April 2013

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="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Meetings between the Director, the Operations and Marketing Director and the principal tutor take place regularly and channels of communication are informal, reflecting the small scale of operations.

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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Student files, which are held both digitally and in hard copy, use Cloud back-up.

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

The Director reviews the performance of the full-time member of staff through regular informal meetings, reflecting the small scale of operations.

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

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 which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

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

Comments

Applicants for courses are not required to have prior educational or professional experience in interior design.

Face-to-face or Skype interviews of all full-time applicants establish that their mastery of English language is of a satisfactory standard. Visitors to open days and those attending Inspiration Days are provided with full information about the programme and this contributes to the current high level of retention.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No NA
- 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 NA
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No NA

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

Comments

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

Students confirmed that regular, informal feedback on the programme is provided by them to tutors and that issues raised are addressed promptly. Feedback is also obtained through end-of-course student questionnaires.

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 student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 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

The Director is responsible for establishing and maintaining academic standards and, with the principal tutor, evaluates all aspects of the programme at the end of the year as a basis for developing targets for the following year. This is an informal process and takes into consideration feedback from the annual exhibition of student work, the external reviewer's report, the principal tutor's project feedback and results of student feedback questionnaires. It is recommended that this process is formalised against specific criteria in order to provide a year-on-year overview of academic management and to provide the basis for annual strategy targets

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | |
|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Operational support for part-time tutors includes the provision of teaching packs related to each class, which supports the achieving of parity of teaching standards across the team.

Projects and Modules are timetabled to ensure that the objectives can be achieved within the taught day. Student opinion confirmed that this was the case and perceived this as a very positive aspect of their course.

The School places great emphasis on maintaining a tutor allocation which supports all aspects of the programme's technical, cultural and professional objectives.

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

- | | | |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

End-of-project feedback reports or Tutor Log Books, prepared by the principal tutor within the Diploma course, describe a student's level of success against each objective of the project, and establish a 1-5 grading of the level of success achieved. It is recommended that the School evaluates the level of effectiveness of this grading system, to ensure that it contributes effectively to students' academic progress.

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, 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
- 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
- 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

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

Comments

IDS does not use formal classroom observation but the principal tutor undertakes double-teaching and mentoring as a means of support for new tutors. The main teaching studio is open to the stairway and this allows informal teaching observation to be undertaken by the Director and principal tutor on a regular basis, and both provide feedback to tutors as necessary. Students confirmed that the School had recently taken appropriate action following student comment relating to a perceived deficiency in teaching quality.

All part-time tutors are practising designers and therefore have current professional practice experience. The Director and principal tutor ensure that they attend relevant CPD events to maintain their pedagogic and professional expertise.

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

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

Comments

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
- 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
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 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
- 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

Oral feedback is given to students throughout the course and during project reviews whilst external reviewers, who attend the final project review, provide written feedback to students. End-of-project written feedback is also provided to students by the principal tutor through the Tutor Log Books.

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 NQF/QCF 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

Satisfactory rates of employment achieved by IDS graduates and positive feedback from external reviewers and companies offering graduate placements provides evidence that awards are accepted for the purposes of employment. It is recommended that a system is developed whereby companies who regularly offer work placements evaluate each student's performance against set criteria and this information could contribute to annual programme development.

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments

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

- 17.1 Students have access to advice from 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

Career preparation is an integral component of both courses. The previous BAC report recommended that provision should be made for students to receive career support from outside experts and this takes place through the presentation of a final folio of work to an external reviewer who is required to be a practising designer. The presentation simulates professional practice and students are given individual career advice.

INSPECTION AREA - STUDENT WELFARE

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

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|------|---|---|
| 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Operations and Marketing Manager is the primary student welfare support officer whilst the Director and principal tutor provide additional support.

19. International students are provided with specific advice and assistance

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

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

Comments

The previous BAC report recommended an increase in support be provided for international students at the point of arrival. Current induction processes take this into consideration.

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

20.3 Students were unaware of this but management indicated that induction processes are being developed to include this information.

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 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 is 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

Whilst social events are arranged by the student body itself, student opinion was positive regarding the integration of regular educational and professionally-focused visits into all stages of the programme.

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 _____

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 of 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 _____

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 any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which 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 NA

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

Comments

Suitable facilities are available for conducting project presentations by 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. 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

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

The small scale of operations allows for an effective integration of organisational with academic management.

The operational support for part-time tutors is very effective.

The School's focus on providing a high level of student support is reflected in high retention figures and a very positive level of student satisfaction.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The professional focus of the IDS programme is successful in satisfactorily preparing graduates for employment.

The teaching programme responds to the needs of its predominantly mature student body, in ensuring that assignment outcomes can be achieved without requiring students to work from home.

Operational support for part-time tutors includes the provision of teaching packs related to each class, which supports the achieving of parity of teaching standards across the team.

A thoroughly supportive teaching environment and tutor team which fully promotes student learning.

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

STUDENT WELFARE

Institution's strengths

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Actions required	Priority H/M/L
20.3 Students must be advised of BAC's own complaints procedure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

Classroom facilities provide an exceptionally high quality teaching environment.

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the current annual progress analysis by the Director is developed into a formal report, set against fixed criteria, in order to allow a year-on-year review of the programme as well as providing a structured basis for the development of the annual strategy proposal.

It is recommended that the School evaluate the level of effectiveness of the numerical grading system used on the Tutor Log Book feedback form, to ensure that it contributes effectively to supporting students' academic progress.

It is recommended that a system is developed whereby companies who regularly offer work placements evaluate each student's performance against set criteria and this information will contribute to annual programme development.

COMPLIANCE WITH STATUTORY REQUIREMENTS