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**SELF-EVALUATION FORM
COLLEGE INSTITUTION**

Self–evaluation is a very important tool in the quality assurance process. It should be a built-in component of the institution’s regular reviewing system and undertaken as a self-critical exercise. The reported findings should be evaluative and supported by evidence.

In detail, the purpose of self-evaluation is:

* To provide an opportunity to evaluate your performance, using a process of reflection to identify strengths and areas for development and how these can be addressed
* To provide an opportunity to connect with your team and discuss what is working and what needs to be developed
* To embed the process of self-evaluation as an integral part of your approach to internal quality assurance and to audit what you do across your provision
* To help the inspection team to prepare and identify areas to focus on during the inspection
* To help your organisation to prepare for the inspection

The benefits of self-evaluation are:

* Systematic identification of your strengths and weaknesses
* Opportunity to involve your team in a regular audit of how well you are doing and what you can improve
* Opportunities for greater ownership and responsibility, both within the whole organisation and within individual teams
* Improve cross-functional co-operation
* Increase organisational efficiency and enhance levels of internal and external customer service
* Create a state of readiness for the inspection, across the organisation
* Increase familiarity with the criteria, against which institutions are judged, to better understand what is expected

In particular, this self-evaluation exercise will help the institution to prepare fully for the BAC inspection and to ensure that the necessary evidence is available, upon which the inspection team can base their judgments.

This form must be completed **in full** **and sent to BAC at least 10 working days before the inspection**. Institutions are recommended to complete the form in **as much detail as possible** and to be completely honest in the evaluation of their strengths, areas for further improvement/development and compliance with BAC minimum standards.

For each of the standards, you must

* describe how your institution meets the standard and associated strengths
* provide evidence to support these findings
* indicate any areas for further improvement/development. These areas may not necessarily relate to shortcomings and/or standards which are not met or only partially met. They may be areas in which the institution wants to develop the existing good practice.
* provide evidence to support these findings
* indicate the action points required to address the areas for further improvement/development with allocated responsibilities and deadlines for completion.

**The minimum standards and key indicators provided in this document match those on the inspection report which will be used by the inspectors to present their judgments.**

Some examples of the sources of evidence (both qualitative and quantitative) for self-evaluation are:

1. Outcomes of lesson observations
2. Scrutiny (for example students’ marked work, feedback provided to students, records of students’ assessment outcomes and rates of progress, pastoral support provided, attendance and complaints, qualitative outcomes of student and other stakeholder feedback etc.)
3. Analysis of key performance indicators/quantitative data (for example examination results, rates of students’ progress, rates of attendance, student feedback scores etc.)
4. Review of documentation (for example minutes of meetings, policies and procedures and their implementation, annual reviews, external examination reports and responses, staff development logs, staff appraisal documentation, strategy planning and meeting of strategic goals etc.)

Details of the documentary evidence the inspection team will require are provided in the scheme document and in the additional information, that will be provided by the Lead Inspector.

As mentioned above, it is likely that, in completing this exercise, you will identify areas to further develop and additional evidence to have available for the inspection. You should, therefore, make an action plan to take forward any areas to improve/develop.

# NAME OF INSTITUTION

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# NAME AND EMAIL OF PERSON WHO COMPLETED THIS FORM

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# DATE OF COMPLETION

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#  GENERAL

 **The following two sections will form the basis for the introduction to the inspection report**

 **Background to the institution**

**To include:**

* *A summary of the institution’s type, for example “The College is a privately-owned organisation, which offers accredited diplomas and certificates, at levels 3 to 5, in business and finance”.*
* *Where it is based, including any distinctive features of the location/premises.*
* *Its aims and objectives*
* *Its governing structure to include the status of the institution, for example ‘private limited company’ or ‘state institution’ and the top level of its governance/management structure, for example “the sole Proprietor is also the President is supported by the Academic Director and reports into a Board of Trustees”.*
* *The history of the institution’s establishment, up-dated to include a summary of any recent (since the last inspection) significant changes in the general provision, for example the introduction of new types of programmes, where it delivers its courses, the ownership and governance/management structure or its location*

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**Brief description of the current provision**

**To include:**

This should match with the information provided on the Data Collection Form (DCF)

* *A summary of the education provision being offered during the inspection, including details about the method of delivery e.g. ‘face to face’ and/or ‘on-line’. Include details of the proportion of the overall delivery that is on-line. Include any courses or programmes that are offered but not running i.e. those that the institution could reasonably run, at short notice, if there was a demand.*
* *The number of students currently enrolled/booked on the courses and the total capacity – please make sure the figures provided on numbers enrolled tally with the information provided in the DCF.*
* *A profile of the students, for example age, gender and ethnicity. This information should be expressed as a proportion of the total number, for example ‘All the students are over the age of 18 and are male. The majority of students are from the United Kingdom. Other countries represented are France, Greece and Nigeria.’ If there are no students present at the time of the inspection or the numbers are very small, please use a profile based on the previous year’s student population.*
* *Are there any students, who are under the age of 18 – what proportion of the whole student body do they represent?*
* *Information about how/when students are enrolled on the programmes, for example are there set start times for the programmes or are they on a continuous enrolment basis.*

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**1. COMPLIANCE WITH BAC MINIMUM STANDARDS**

**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.

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.

1.3 There are clear channels of communication between the management and staff.

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**2. The administration of the institution is effective**

2.1 Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.

2.2 The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.

2.3 The administrative support available to the management is clearly defined, documented and understood.

2.4 Policies, procedures and systems are well documented and effectively disseminated across the institution.

2.5 Data collection and collation systems are effective.

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**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.

3.2 Experience and qualifications claimed are verified before employment.

3.3 There is an effective system for regularly reviewing the performance of staff.

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

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.

4.2 Information on the courses available is comprehensive, accurate and up to date.

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**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.

5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.

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.

5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.

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.

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**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.

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.

6.3 Student absences are followed up promptly and appropriate action taken.

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 **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.

7.2 Feedback is obtained, recorded and analysed on a regular basis.

7.3 The feedback is reviewed by management and action is taken where necessary.

7.4 There is a mechanism for reporting on the institution’s response to the feedback to the student body. .

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**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.

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.

8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.

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**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.

9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.

9.3 The allocation of teachers to classes provides for a consistent learning experience.

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.

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**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.

10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.

10.3 Formative assessments appropriately reflect the nature and standards of summative examinations.

10.4 Students are encouraged and enabled to develop independent learning skills.

10.5 Full-time courses requiring students to attend for 15 hours or more per week are timetabled over at least three days.

10.6 Any required coursework and revision periods are scheduled in advance.

10.7 The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.

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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.

11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.

11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.

11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.

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.

11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.

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

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1. **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.

13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.

13.3 Students are made aware of how their progress relates to their targeted level of achievement.

* 1. The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.

13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.

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.

13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.

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1. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**
	1. For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.
	2. For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.
	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.

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1. **There is a clear rationale for courses leading to unaccredited or internal awards**
	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.
	2. There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.
	3. External moderators are involved in the assessment process where appropriate.

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1. **There are satisfactory procedures for the administration of examinations and other means of assessment**
	1. The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.
	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.

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1. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**
	1. Students have access to advice from appropriate staff member on further study and career opportunities.

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.

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**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.

18.2 Students receive appropriate advice before arrival.

18.3 Students receive an appropriate induction and relevant information upon arrival.

18.4 Students are issued with a contact number for out-of-hours and emergency support.

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

18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.

18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.

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**19. International students are provided with specific advice and assistance** *(if applicable)*

19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK.

19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.

19.3 Information and advice specific to international students continues to be available throughout the course of study.

19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.

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**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.

20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.

20.3 Students are advised of BAC’s own complaints procedure.

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**21. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised** *(if applicable)*

21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.

21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.

21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.

21.4 A level of supervision is provided appropriate to the needs of students.

21.5 Separate accommodation blocks are provided for students under 18.

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1. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution’s relationship with hosts is properly managed** *(if applicable)*
	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.
	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.
	3. The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.
	4. Appropriate advice and support is given to both hosts and students before and during the placement.
	5. Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.

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1. **The institution provides an appropriate social programme for students and information on leisure activities in the area (if applicable)**

23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.

23.2 The social programme is responsive to the needs and wishes of students.

23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.

23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.

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**PREMISES AND FACILITIES**

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

24.1 The institution has secure tenure on its premises.

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.

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1. **The premises provide a safe, secure and clean environment for students and staff**
	1. Access to the premises is appropriately restricted and secured.
	2. The premises are maintained in an adequate state of repair, decoration and cleanliness.
	3. There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.
	4. General guidance on health and safety is made available to students, staff and visitors.
	5. There is adequate signage inside and outside of the premises and notice boards for the display of general information.
	6. There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.
	7. There are toilet facilities of an appropriate number and level of cleanliness.
	8. There is adequate heating and ventilation in all rooms.

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1. **Classrooms and other learning areas are appropriate for the courses offered**
	1. Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.
	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.
	3. There are facilities suitable for conducting the assessments required on each course.

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**27. There are appropriate additional facilities for students and staff**

* 1. Students have access to sufficient space and suitable facilities for private study, including library and IT resources.
	2. Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.
	3. Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.
	4. Students and staff have access to storage for personal possessions where appropriate.
	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.
	6. Administrative offices are adequate in size and resources for the effective administration of the institution.

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## Summary of the institution’s KEY strengths, based on the information provided above

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##  Summary of the institution’s KEY areas for further improvement/development, based on the information provided above

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# COMPLIANCE WITH LEGAL AND STATUTORY REQUIREMENTS

All new applicants and those applying for reaccreditation are required to sign a declaration stating that the institution complies with all relevant statutory requirements, in force in the country of operation, in connection with such matters as health and safety, safe-guarding, immigration and Home Office regulations, company and employment law, copyright, disability provision, equal opportunities, planning consent, data protection, supply of goods and services, and advertising and public liability. It is the institution’s responsibility and the personal responsibility of the head of the organisation to ensure that all requirements are met.

BAC inspectors will not inspect the above areas but will conduct spot checks and note any observed breach of regulations which will be reported to the Accreditation Committee.

## SPECIAL NOTE REGARDING CARE OF STUDENTS UNDER THE AGE OF 18 (if relevant)

Institutions have a legal duty of care to all their students. In England, the law states that people who work with children have to keep them safe. Inspectors will check specifically for compliance with safeguarding requirements.

 **Legal and statutory requirements**

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**For extra assistance completing your self-evaluation, please find link to Self-Evaluation Webinar**

[http://www.the-bac.org/institution-gateway/bac-webinars/webinars-recordings/](http://www.the-bac.org/provider-gateway/bac-webinars/webinars-recordings/)