

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Bishopsland Educational Trust

**ADDRESS:** Dunsden  
Reading  
RG4 9NR

**HEAD OF INSTITUTION:** Mrs Penelope Makower

**DATE OF INSPECTION:** 23-24 October 2017

**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- Accreditation to be withdrawn.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: 14 Dec 2017

### 1. Background to the institution

The Bishopsland Educational Trust (BET/the College) is a residential institute, which provides courses in working with precious metals and jewellery. It is located in a country setting near Reading. The College's mission statement sets out its objectives as the provision of training for postgraduates in the fine and applied arts and crafts and to provide guidance on becoming independent artists, craftsmen and designers. It seeks to be a centre of excellence, which expects high standards of endeavour and achievement from its participants.

The College was founded by the current Principal and Vice Principal, who manage the day-to-day running of the provision. Teaching commenced in 1993 and the College was registered as a limited company in 2001 prior to becoming a registered Charity on 1 October 2002. The Principal continues to have oversight of the management and coordination of the College, including functions such as Health and Safety and standards of achievement. Following the appointment of a Director of Operations and Development for a two-year period in 2013, a permanent Director of Finance and Administration was appointed in 2015. The Vice Principal and the Director of Finance have responsibility for the financial management and report to the Board of Trustees, who meet three times a year. The Board of Trustees is made up of seven members all of whom are Directors of the Company. The Vice Principal holds the post of Secretary to the Trustees. The College is seeking to recruit a new Creative Director to take on the work of the current Principal when she retires.

The high standards of work achieved by students has been recognised within the fine arts and crafts sector. In 2013, the Prince of Wales presented BET with an award for excellence in craft education. The College was also awarded the Balfour of Burleigh Award for Achievements in Crafts in November 2015. Data compiled over the period since BET's inception indicates that over 70 per cent of Fellows, as alumni are known, remain fully active as designer-makers and achieve high rates of success in winning competitions, sales of work and showing work in exhibitions.

### 2. Brief description of the current provision

The College offers a 46-week course, which provides a bridge between an academic training and a professional career. It combines technical with professional skills and focuses on supporting students to become independent practitioners. BET also recruits students from overseas on a six-month programme, which is based on the 46-week course. A certificate is given to those who successfully complete both programmes and the work is graded according to established criteria. Following graduation, members automatically become alumni, or Bishopsland Fellows. With the exception of a week's break at Christmas, teaching is continuous throughout the year.

The curriculum requires that the course members show their work at the annual Christmas exhibition, and at subsequent exhibitions throughout the year, which are organised by the Trust. These exhibitions culminate in the Bishopsland Retrospective in the summer. Students are required to meet the course criteria by developing work to professional standards as set out in the Student Handbook, and to exhibit their work at craft fairs and exhibition events. Students receive a materials and tools bursary from the College to help meet the costs of the course.

Over the 25 years of its operation, 180 students have successfully completed the College's courses. It has developed an international reputation and attracts British, European and international students. All applicants for the courses must be over 18 years of age, be resident in the College's accommodation, and should normally have a relevant undergraduate qualification. However, applications are considered where students may not have completed an undergraduate qualification but have developed relevant skills through experience. All students enrol at the start of the academic year in October, having previously been interviewed to ensure they meet the skills and entry requirements.

Annual recruitment has fluctuated between an optimum of 12 graduates and the five students, who were enrolled at the time of the inspection. These students are aged between 23 and 26 years and Entrants are registered as self-employed professionals. The majority are female. Three of the students are from the United Kingdom (UK), one student is from China and one student from Japan.

The College has an agreement with Chengdu University in China, and is exploring opportunities for two Bishopsland Fellows to teach silversmithing at the University for two months, and for Chengdu students to study at BET. Success has been achieved in funding applications including The Goldsmiths' Centre, the Andrew Lloyd Webber Foundation and the Garfield Weston Foundation. The funding that has been secured helps maintain the programme and the bursaries available to students.

### 3. Inspection process

The inspection was conducted by one inspector over two days. Meetings were held with the Principal, Vice Principal,

Director of Finance and Administration, an Administrator, the students and with one of the teaching staff. The inspection also involved a tour of the premises, including the student accommodation, a teaching observation and scrutiny of a range of documentation. The staff co-operated well with the inspection throughout.

**4. Inspection history:**

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	16-17 October 2013
Interim	11 December 2014

## 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

The management structure of the College is clearly set out in the organisation chart. The College continues to be managed by its founders and owners who occupy roles as the Principal and Vice-Principal. Their roles are well understood by all staff. The Principal is a subject specialist and is effectively supported by the Board of Trustees, who advise on broader management and financial considerations. All other staff are appropriately qualified and experienced. As a result, the College is very well managed.

Regular weekly meetings between senior managers and students ensure that any issues are raised promptly and actions taken are clearly and effectively communicated. Notes of meetings are made available to all staff and students through the notice boards so that all understand the key outcomes and actions from the meetings.

#### 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

The size of the administrative staff is appropriate to the small size of the College. Appropriate job descriptions for key staff are in place. The Director of Finance and Administration and the other administrative staff are appropriately qualified and the Director of Finance and Administration provides effective oversight of the performance of the administrative team.

Clear policies and procedures are in place to support the management of the College. Both students and staff are aware of these and were able to access them appropriately.

The systems for storing information and data are clear and supported by effective policies and procedures.

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 College has appropriate policies for the effective recruitment and employment of its staff. Teaching staff are appropriately recruited based on their reputation and experience. Therefore, well qualified staff are employed, who understand their roles and responsibilities well.

For staff who work on a contracted basis, appropriate performance reviews have been introduced in the last year. These include probationary reviews and annual reviews of performance for administrative staff, which are based on the responsibilities set out in the job descriptions. No formal performance reviews are carried out for the teaching staff who are all self-employed practitioners, though feedback from students and teaching observations provide clear evidence of effective performance.

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

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

Good use is made of the website to provide information on the courses offered. Information about the College is detailed and accurate, including information on workshops facilities, accommodation and the College's location.

The information available to prospective students includes a clear description of the curriculum focus, entry requirements, and the admissions process. It is reviewed and updated annually. This ensures that the information available to students effectively supports their understanding of both the application process and what is expected of them when studying the course.

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**

The entry requirements for the course are clearly set out in the course information made available to students.

There is a robust application process, which includes the completion of a detailed application form, which is reviewed by the Principal who makes all admissions decisions. In the case of the 46-week course all potentially suitable applicants are invited to attend an interview. The interview, together with the application form, provides a robust basis for the admission of students.

Similar effective and robust admissions procedures are utilised for the admission of international students. The clear admissions information and procedures demonstrate a robust and appropriate process, which ensures only suitable students are recruited. As a result students' success rates are very high.

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**

Attendance registers are centrally collated by the administrators. The small number of enrolled students and the residential nature of the course, ensure that all absences are followed up very quickly, and that reasons for absence are clearly recorded.

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

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

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

**Comments**

Regular, weekly meetings between the students and the senior managers effectively encourage the students to feed back on all aspects of their experience. Students are able to raise and discuss a wide range of relevant issues. The meetings are recorded and the minutes are distributed to all staff and students. Follow up actions are reported, discussed and minuted at subsequent meetings to ensure that all actions are effectively monitored. As a result, the students receive regular updates on actions taken in response to their feedback which builds mutual understanding of the priorities. This communication and engagement process represents good practice.

A new student survey has been developed to facilitate the year on year evaluation of the quality of the induction, teaching, accommodation, resources and overall experience at the College. This will enable the management to use the resulting information to identify areas for development.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- |     |   |   |
|-----|---|---|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Clear and comprehensive annual reports are compiled by the Director of Finance and Administration and presented to the Board of Trustees. The reports reflect the views expressed by the students as well as ongoing plans for investment in resources and infrastructure.

The Board of Trustees agree the plans for further investment and these are implemented and reviewed by the senior managers and the progress is reported back to the Board, along with any other emerging requirements.

The clear mechanisms for the reporting, monitoring and review of performance by the Board of Trustees ensures that all aspects of the College's performance are kept under regular review.

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## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

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|-----|---|---|
| 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

Effective academic management procedures are in place. The Principal visits the workshops every week, provides effective support and supervision of the key sessions, signs off student designs and is involved in the final grading of student work. This monitoring of the teaching and the quality and standard of student work provides a clear and consistent overview of student progress.

All classes are taught by experienced specialist tutors, who are also working practitioners and able to provide guidance on current working practices.

A clear annual calendar of workshops, master classes and events is provided to students at the start of the academic year, and students find these accessible and helpful.

The College has effective procedures for the review and purchase of academic resources. Resources are discussed with students and tutors and priorities for new equipment are agreed. Each student is also provided with a bursary by the College to assist them with the cost of buying their materials and tools.

The clear and effective mechanisms for the management of the quality of the academic provision ensures that the students have access to good quality teaching, professional advice and support.



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**

The delivery of the programme is focused on the individual development of students' knowledge, skills and their particular areas of interest, which is highly practical. This individual development approach effectively supports students to develop their skills and to work as independent practitioners. The programme also includes a schedule of external master classes. These provide access to demonstrations by well known specialists, and the opportunity to gain additional valuable insights into techniques and advice on working as an individual practitioner.

Formative assessments, which make use of copper and other non-precious materials, are effectively used to enable students to develop their designs before they are signed off, which enables them to go on to use silver or other valuable materials.

The clear planning of the teaching, master classes, formative assessment, individual support and external events effectively supports students to develop the knowledge and skills necessary to make the transition to becoming independent practitioners.

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**

All teaching staff are experienced sector specialists and practitioners. They provide effective skills development support to students individually. Taught sessions are run as workshops, with the teachers spending time supporting and working with students on their individual skills development linked to their designs. Students say that this effectively enables their development of new skills and assists them in developing their techniques and design ideas.

The teachers are regularly observed delivering workshops and receive feedback. This is appropriate for the College, which contracts professional part-time teaching staff, who are acknowledged skills experts. The students' feedback is also used well to identify any issues with the teaching support. Consequently, the effectiveness of the teachers' performance is kept under ongoing review.

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**

The workshop spaces are well-equipped and allow students to access specialist equipment as needed, along with advice and guidance on design and the appropriate handling of materials. Each student is provided with a tools and a materials budget which effectively supports them in completing their pieces for assessment.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

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

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

**Comments**

Students are made aware of the assessment requirements of the programme along with the assessment criteria through the Programme Handbook, which they receive as part of the induction programme.

All students receive good oral feedback on their work and progress as part of each of the workshops. The ongoing support and feedback provided to students enables them to develop their individual skills and knowledge on an ongoing basis, which represents good practice in the support and development of professional knowledge and skills.

Tutors write clear and evaluative reports on individual students following each workshop. These are shared with other tutors and sent to the Principal and copied to the Director of Finance and Administration. Students receive a copy of their feedback and the reports are stored electronically. Where students require additional support, this is provided on an individual basis, and tailored to meet specific individual needs.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- |      |  |   |
|------|--|---|
| 14.1 | For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.   | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.   | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 14.3 | For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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**

The courses are set at postgraduate level, based on the requirement for all entrants to have completed undergraduate study or equivalent. This information is made clear in the course descriptor and information on the website. As a result, students clearly understand that the course is at postgraduate level.

The programme is recognised by employers and sector professionals as providing students with the professional knowledge and expertise required to become skilled professional craftsmen and designers. The Bishopsland Professional Standards have been developed through consultation with employers and external professionals and provide the definitions of competence against which work is assessed. Successful students receive a Bishopsland certificate.

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**

The development of employability skills is an area of good practice for the College. Employability and the development of students' understanding of how to market themselves and their products is embedded from the beginning of the course.

Students also get an opportunity to work with successful entrepreneurs, including successful jewelers and silversmiths. This effectively helps them to build an understanding of what is required to be an independent professional. Students also attend a range of external master classes and external exhibitions which helps them build a clear understanding of the professional standards required to compete in the market.

## 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. | <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 |                                     |
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |

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

#### Comments

The Principal, who lives on-site, has overall responsibility for the welfare of the students and is available to provide advice and guidance as required. The pastoral advice and support available ensure that students are able to discuss any concerns as soon as they arise and get them resolved.

The students receive a full induction, which covers the facilities and relevant policies, including those relating to any form of abuse or discrimination. These policies clearly state that such behaviour will not be tolerated. Students are made appropriately aware of the risks of radicalisation.

### 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

Students receive clear information about how to travel from the airport to the College and on medical, financial and other matters. Upon arrival at the College students receive an appropriate induction which includes information about the facilities, the local area and places of interest. Students, who need additional information or advice at any point during their studies, are able to approach appropriate staff.

Whilst the College has tutors who also speak other languages, all students are required to meet the English language requirements as teaching and external master classes are all held in English. Suitable adjustments for students' specific cultural differences and religious beliefs are made, as required.

20. **The fair treatment of students is ensured**

- |      |   |                                      |                          |
|------|---|--------------------------------------|--------------------------|
| 20.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.           | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

The students have clear information about the terms and conditions of enrolment as part of the application process.

Students have access to an appropriate complaints procedure, which is included in the student handbook and provided to students at the start of their programme. The handbook includes reference to BAC's complaints procedure. As a result, students have a clear understanding of the terms and conditions of enrolment, as well as the procedures for raising concerns.

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

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

**Comments**

There are several types of residential accommodation and students are able to select their accommodation based on personal preferences and costs. All accommodation is of an appropriate standard and complies with local authority standards, as well as health and safety requirements.

The College has no students under 18 years of age. Students are made appropriately aware of the College rules and behaviour expectations in relation to their residential accommodation.

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. | <input type="radio"/> Yes | <input type="radio"/> 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.                               | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement.  | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.   | <input type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 23.2 | The social programme is responsive to the needs and wishes of students.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.                    | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments**

Facilities are available so that the students can organise their own events. These include a suitably sized common room area and a room that can be used for showing films. In addition, students receive clear information on externally organised events both locally and in Reading or London.

Whilst the College does not have its own organised social programme, the availability of the College's social areas and information about local venues and leisure activities appropriately support students to manage their own social programme choices.

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**INSPECTION AREA - PREMISES AND FACILITIES**

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

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

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

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

**Comments**

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The premises are owned by the Principal and Vice-Principal and leased to the College under appropriate arrangements.

The College has a very active alumni network and is able to arrange suitable access for students to exhibitions to view work and to show their work at external venues as required.



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**

Access to the workshop spaces is open to students during clearly stated times and the workshops are kept securely locked outside those hours. Managers ensure that the facilities are kept in an appropriate state of repair and cleanliness.

25.3 25.5 Whilst students have a full induction on the use of the workshops and training on the specialist equipment, there is limited warning and guidance signs and instructions to remind students of the hazards associated with the use of the specialist equipment. The signage that is in place is in need of updating.

Appropriate testing for electrical equipment has been introduced and will be undertaken annually to comply with Portable Appliance Testing (PAT) requirements.

25.4 In the workshop spaces, there is no appropriate signage to remind staff and alert visitors to the health and safety hazards, although visitors are not normally in the workshops unaccompanied.

Notice boards are placed in accessible areas to display appropriate key notices for staff and students.

Toilet facilities are clean and sufficient for the number of staff and students.

Heating, lighting and ventilation in workshops and other areas are adequate and meet the needs of staff and students.

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**

Teaching areas provide students with good access to a wide range of resources, including specialist tools and equipment to support students' engagement with a wide range of metal working techniques. Students have their own workbench spaces so that teachers are able to work with students on their projects effectively. As a result, students are able to work on their projects effectively and develop their knowledge and skills to the required standards.

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

- |      |   |  |
|------|---|--|
| 27.1 | Students have access to sufficient space and suitable facilities for private study, including library and IT resources.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments**

Appropriate private study and work areas are provided in student accommodation and in common areas.

Sufficient office space is provided for administrative staff. As teaching staff are part-time professional practitioners, they undertake their preparation work outside the College.

Students are provided with shared kitchens, which provide suitable and adequate space for the preparation and consumption of food. Students also have a good sized common room for socialising.

Students live on the premises and have rooms that provide adequate secure storage for their work and personal possessions.

**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 development of employability skills is embedded in the curriculum. This enables the students to develop appropriate skills and understanding of commercial demands and to become independent practitioners in working with precious metals.

The provision includes a schedule of external master classes which help the development of students' knowledge of current silverwork and jewellery techniques.

The students can exhibit their work at arranged events and exhibitions. This develops their confidence and provides them with a useful network of professional contacts.

Weekly meetings between the Principal and the students facilitates the discussion of issues and effectively supports students' understanding of the responses made to the issues raised and ongoing developments.

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

Good use is made of one-to-one support and feedback by teachers and the use of tutor notes. These provide useful feedback on student progress after every workshop and are shared with other tutors to support individual student development.

Students are provided with access to external master classes and opportunities to work with practicing professionals who are well respected in their specialist areas.

Students are provided with bursaries which help them to meet the costs of the materials they require to make their assessed pieces.

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
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

## PREMISES AND FACILITIES

### Institution's strengths

A good range of workshop facilities provide both space and specialist equipment to support the development of specialist craft skills.

Actions required	Priority H/M/L
25.3 25.5 The College must replace all the warning and safety signs to ensure they are clear, appropriate and meet all health and safety requirements.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
25.4 The College must introduce health and safety guidance for visitors, including for the workshop areas, to ensure that everyone is made aware of the hazards and the need to avoid touching specialist equipment.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### RECOMMENDED AREAS FOR IMPROVEMENT

None

### COMPLIANCE WITH STATUTORY REQUIREMENTS