

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** The Gemmological Association of Great Britain

**ADDRESS:** 21 Ely Place  
London  
EC1N 6TD

**HEAD OF INSTITUTION:** Mr Alan Hart

**DATE OF INSPECTION:** 26-27 September 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- Accreditation to be withdrawn.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 Gemmological Association of Great Britain (Gem-A/the Institution) is a limited company and a registered charity. It was established in 1908 as a steering committee of the National Association of Goldsmiths (NAG). Its teaching programme began in 1912. The NAG established Gem-A, as a distinct branch of the NAG in 1931, as the study of gemmology grew in popularity. This gave Gem-A independence in the provision of education, research and information, and also meant that their Diploma graduates could be elected to the Fellowship of the Gemmological Association. Gem-A also works in close co-operation with the Foreign Office in the development of international ethical industry standards.

Gem-A is the longest established provider of gemmology education in the world. Its programmes are tailored towards both enthusiasts from the general public and those working in the jewellery industry. Graduates can apply for membership of Gem-A by becoming a Fellow of the Gemmology Association and over half of its graduates take up this option. Diploma graduates may apply for election to Fellowship of the Gemmological Association or Diamond Member of the Gemmological Association.

Gem-A's objectives are to advance the art and science of gemmology in particular education and training. The Institution aims to establish and maintain appropriate standards of education and experience for those engaged in the profession of gemmology or entering upon courses of study in gemmology and allied subjects. It also aims to undertake, supervise or encourage the education and training in all matters relevant to the advancement of gemmology.

In 2013, Gem-A purchased the freehold of a six-storey building, close to Hatton Garden in central London. The building houses Gem-A's education department, teaching and laboratory facilities, a library, the membership arm which arranges conferences and events, senior management, finance and Gem-A Instruments. There are three fully equipped teaching rooms to provide in house training and to act as a hub for distance learners worldwide.

The Chief Executive Officer's (CEO) responsibilities include finance and quality assurance, overseeing organisational development and ensuring awarding body compliance. The CEO is supported by the Director of Education, who has worked at Gem-A since 1996. The Director of Education has responsibility for academic policy oversight. Gem-A is headed up by a Board of Directors. There is also a Board of Examiners.

### 2. Brief description of the current provision

Courses offered range from Foundation Level to a Gemmology Diploma at Level 6. The specific qualifications offered, which are regulated by the Office of Qualifications and Examinations (Ofqual), include the Gem Basics Award at Level 2, the Coloured Stone Grading Award at Level 3, the Certificate in Gemmology at Level 4, the Diamond Diploma at Level 5 and the Gemmology Diploma at Level 6.

The courses focus on the properties of coloured gems and diamonds and each course includes both theory and practical elements. Two short online courses allow students to learn the basics of gemmology at their own pace and there is an on-site laboratory class for students who want to improve their practical skills. The Gem Basics Award is currently only offered through Open and Distance Learning (ODL). The three to five day laboratory classes along with one day workshops are held at the Institution in London.

There were 389 part-time students enrolled on courses at the time of the inspection. There were 24 students on Gem Basics Award, nine students on the Coloured Stone Grading Award, 168 students on the Foundation in Gemmology Certificate, 84 students on the Diamond Diploma and 104 students on the Diploma in Gemmology.

The majority of students were female and the minimum age is 19 years. The majority of students were from the United Kingdom (UK) and the remaining came from other countries, including those of the European Union (EU), Asia, Africa, and countries such as New Zealand and the United States of America.

Participants are either employed in the gem trade or are seeking to obtain employment upon successful completion of a course. A minority of the participants were sponsored by their employers.

### 3. Inspection process

The inspection took place over two days and was conducted by two inspectors. Meetings were held with the Head of Education, personnel responsible for operations, finance and infrastructure, the Student Support Officer, education administrators, the Facilities and Information Technology (IT) Manager and the Education and Examination Manager. Interviews were held with tutors and students and several class observations were carried out. A tour of the premises

was undertaken and Gem-A's online learning platform was scrutinised. The inspectors also looked at a range of documentation.

**4. Inspection history:**

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	1-2 October 2009
Interim	14 December 2010
Re-accreditation	11-12 November 2013
Interim	9 December 2015

## 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 senior managers have appropriate Gem-A qualifications and provide a clear strategic direction for the organisation.

There are regular formal and informal meetings where operational matters are discussed. As a result, staff are aware of the priorities of the business.

It is clear from the regular staff meetings, performance reviews, organisational reviews and the development of the online learning platform that managers are proactive and innovative.

There is a clear strategy for planning and developing courses.

#### 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

Administration is effective and responsive. For example, there was a recent organisational structure review to ascertain the suitability and appropriateness of the administrative support and the possible addition of new posts.

The Staff Handbook is comprehensive and includes an appropriate range of information.

The effective in-house database management system includes students' personal details and progress reports

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**

An external Human Resources (HR) company, which handles all staff recruitment matters, ensures the effectiveness of the staff recruitment procedures. As a result, the Institution employs appropriate managerial and administrative staff.

Gemmology qualifications are held by a very large majority of the administrative staff, which ensures that they are knowledgeable about the business, in which they are employed.

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

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

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

**Comments**

The regular update of Gem-A's website and a prospectus, which is produced every six months, ensure the validity and accuracy of the information that is provided.

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**

An appropriate initial assessment of participants is carried out. This includes an assessment of participants' language ability in order to confirm their capability to successfully complete their programme. As a consequence the number of withdrawals is very low.

Given the vocational nature of the courses, prospective students do not require any specific academic qualifications to apply.

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**

There is a regular and robust system to monitor student attendance and punctuality. As a result students are clear about the procedures and what is expected of them in this regard.

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**

Written student feedback is obtained at the end of the course. In addition, there is an open door policy and students can approach the tutors or other staff members with any issues and get them resolved. The feedback is brought together and discussed during meetings.

There is no formal mechanism for reporting to students about what action has been taken in response to their feedback.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  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**

Data on student completion rates is maintained. Senior managers review the students' progress reports and test results. The vast majority of students pass their course.

External examiner reports are reviewed as part of the quality assurance mechanisms.

Regular management meetings ensure that appropriate improvement actions are followed through.

As a result, there is a satisfactory system to review standards. However, reports are not produced systematically, so that year on year results can be reviewed and systematic annual monitoring of courses can take place.

**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.  Yes  No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No
- 9.3 The allocation of teachers to classes provides for a consistent learning experience.  Yes  No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No

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

**Comments**

The members of the academic management team are very experienced and highly skilled.

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 planning and delivery of courses focus accurately on promoting very effective learning. Courses build progressively on what students have learnt. Their design provides a coherent course of study at different levels, with a variety of varied and interesting activities to meet students' individual needs.

Courses develop students' skills and knowledge well and are highly relevant to students' goals and objectives.

Students have appropriate opportunities to comment on the effectiveness of their course.



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**

Teachers have an excellent knowledge of their subjects and set challenging tasks and activities based on students' needs and capabilities. The use of interesting activities in sessions motivate and engage all students thus enabling them to make suitable progress during the sessions. Students are helped to understand how well they are progressing and what they need to do in order to improve.

All tutors have both gemmology qualifications and a high level of industry experience.

Students say that the teachers are highly knowledgeable and that the teaching encourages them to become reflective and independent learners.

Teachers have all done the Gem-A courses themselves, so they know the syllabus and course material extremely well. Most of the teachers also have their own business in gemmology.

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**

Learning materials and resources, including specialist resources, are used safely and effectively.

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**

Ongoing constructive feedback to students is of a high quality and provides excellent guidance to enable students to know how to improve their work. Students say there is an open door policy and that they can access additional help easily.

Students also receive useful one-to-one feedback from their tutor. Recorded tutorial and progress records are accurately maintained. Scrutiny of student work showed good progress against their starting points and an improvement in their quality of work over time.

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

- |      |  |   |
|------|--|---|
| 14.1 | For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.   | <input type="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**

All the Provider's awards are regulated by Ofqual. There are statements and external moderation reports, which verify that students meet the stated requirements for the level of the award.

Assessment, verification and moderation procedures follow the regulatory body's requirements.

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**

The administration of examinations is rigorously conducted. External examiner reports confirm the integrity of the assessments that are conducted.

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**

Gem-A provides students with appropriate employment advice. A large number of students progress to either higher level qualifications or jobs that meet their needs or go on to achieve both.

## 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 Student Welfare Officer has relevant experience.

Induction is comprehensive. As a result, students know what is expected of them and are able to settle quickly into their studies.

Relationships between staff and students and amongst the students themselves are excellent.

Clear anti-bullying and harassment policies and procedures are in place and are included in the Student Handbook. All students interviewed felt safe at Gem-A.

Students receive excellent advice and guidance which enables them to make informed choices.

### 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

International students receive very good advice and guidance before arriving and during enrolment.

The designated Student Welfare Officer provides excellent advice and guidance during the course and also helps with personal issues.

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 interviewed were not aware of BAC's complaints procedure.

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**

---

Appropriate social and enrichment activities are offered according to the wishes and needs of students.

---

## 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

---

Gem-A owns the premises. There is access to Goldsmith's College for additional space, should this be necessary.

### 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

---

The key card system for entry into the building ensures that access to the premises is secure. There is also a reception desk by the main entrance.

The premises are well maintained and clean.

Information about the appropriate health and safety procedures and policies is covered in both the staff and student handbooks.

There are sufficient toilet facilities, which are well maintained and hygienic.

**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**

Classrooms are adequately equipped and students have access to a specialised laboratory.

The specialised teaching areas are good with facilities for conducting practical assessments, that are required on each course.

**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**

The additional facilities for staff and students are adequate and appropriate. Private study facilities are suitable.

Students have access to an extensive library.

**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 strong, dedicated team of managers, administrators and tutors is proactive and innovative in the development of the Institution.

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 good use of skilled and experienced tutors aids the students' learning experience. As a result, course delivery is highly effective and results in the vast majority of students achieving success in their course.

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

### STUDENT WELFARE

#### Institution's strengths

Students receive excellent advice and guidance, which enables them to make informed choices about their progression to further study or employment.

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

### PREMISES AND FACILITIES

#### Institution's strengths

The key card entry system ensures the safety of all staff and students in the building.

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 Gem-A considers introducing a more formalised mechanism to feedback to students on the action taken as a result of their feedback. A possible method might be the introduction of information about this on notice boards.

The Institution should consider a more consolidated approach to course annual monitoring and reporting, with the implementation of clear action plans.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

--