

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Wallace College

ADDRESS: 12 George IV Bridge
Edinburgh
EH1 1EE

HEAD OF INSTITUTION: Ms Lily Crawford

DATE OF INSPECTION: 2-3 April 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 23 May 2019

PART A – INTRODUCTION

1. Background to the institution

Wallace College (the Institution) is a private college providing secondary level courses in a wide range of academic subjects, with demand determining the courses running at any one time. Wallace College was established in 1975 and is a private limited company.

The Institution aims to provide flexible learning opportunities to students who have a range of personal objectives. It caters for school age students who want an alternative to mainstream schooling and recent school leavers who wish to re-sit a subject. It also provides courses for students who wish to study a new subject and to mature students who want additional qualifications.

The Institution intends to provide a learning environment which suits the needs of these students. Its flexi-study approach combines tuition and support from subject specialists along with students studying independently. It emphasises the development of independent study skills and students' shared responsibility for learning.

The Director of Studies (DoS) is the head of the Institution, with responsibility for managing academic and administrative affairs. The Institution is owned by two proprietors, who acquired the Institution in July 2017.

The Institution is based on the first floor of a listed Georgian building near the centre of Edinburgh.

2. Brief description of the current provision

Courses are a combination of face-to-face one-to-one delivery or small group tutorials, and assignments and independent study guided by tutors' advice. Institution policy is that there is a maximum of six students per class.

All students are part-time. Students normally enrol for a 25-week period, although they can choose to enrol for a shorter time. The student and the fee payer decide on the length of study and can choose to have two, three, or four hours tuition per week, with additional tuition available for an additional fee.

There were 20 courses running at the time of the inspection. Students were enrolled in science, mathematics, information technology, arts and humanities courses. The courses lead to qualifications from one of five awarding bodies. The majority of courses are at Higher or Advanced Higher level where the awarding body is the Scottish Qualifications Authority (SQA) or General Certificate of Education Advanced level awarded by a variety of awarding bodies. Two were at General Certificate of Secondary Education (GCSE) level. The most popular choices at the time of the inspection were Advanced level Mathematics and Advanced level Physics. Three students had enrolled for each of these two subjects. The Institution will offer additional courses in academic subjects if required and feasible. It has capacity for a total of 30 students. Most students take more than one class.

There were 13 students at the time of the inspection. The majority of students were over 18 years of age. The majority were of United Kingdom (UK) origin and resident in the UK. There were three overseas students, one each from Ireland, Kazakhstan and Romania. The majority of students were female. One student was under 16, and four were under 18.

While the Institution has an official start date of September each year, students can enrol at other times depending on their needs and the availability of tutors.

The Institution also runs summer schools and English as a Foreign Language (EFL) courses. BAC accreditation relates only to the academic courses the Institution offers.

3. Inspection process

The inspection was carried out by one inspector over two days. Interviews were conducted with the Proprietors, Director of Studies, tutors, administrators and students. The inspector observed four teaching sessions, scrutinised relevant documentation, and inspected the facilities. The Institution cooperated with the process. The required information was made available and clearly presented.

4. Inspection History

Inspection Type	Date
Full Accreditation	16-17 March 2015
Interim	5 May 2016

PART B - JUDGMENT AND EVIDENCE

The following judgments 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clear and well documented, with the DoS reporting to one of the proprietors and all academic and administrative staff reporting to the DoS. Staff understand this structure and their roles which promotes effective management.

The DoS is highly qualified and very experienced, having worked for the Institution for over thirty years. Her duties are specified and understood and carried out efficiently providing effective leadership for the Institution.

Communication channels are excellent. One of the proprietors meets the DoS on site at least once a week, and there are daily meetings between the DoS and the Administrator. This promotes clear understanding of goals and expected outcomes.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The full-time Administrator and part-time Finance Officer are well qualified. They understand their responsibilities and duties and work with each other and the DoS to effectively administer the Institution.

The administrative team is sufficient to deal with current workload. One of the tutors undertakes an administrative role in examinations. The Institution hires an additional member of administrative staff when summer activity and the workload increases.

Available administrative support is defined, documented and understood.

Policies, procedures and systems are well documented. The daily meetings between the DoS and the Administrator promotes clear understanding and consistent implementation of the policies, procedures and systems.

Data collection and collation systems are effective. The inspector viewed the electronic management information system and the electronic student information system. These systems and the paper files support efficient administration and enable the monitoring of individual and collective student progress.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Effective policies and procedures are in place and enable the Institution to recruit qualified and experienced staff suitable for the needs of the Institution.

Experience and qualifications are effectively verified before employment.

The Administrator receives regular informal feedback during the daily meetings with the DoS, enabling effective performance of her duties. The Institution intends to introduce an annual formal appraisal for administrative staff which will be in place prior to the Administrator completing her first year in that role. The DoS is appraised by the proprietors.

3.3 There is currently no system for formally reviewing administrative staff. This is necessary to ensure that all staff benefit from appraisal and staff development opportunities that promote effective administration.

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

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|-----|---|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Accurate information and photographs of location, premises, facilities, resources and services are provided on the website and in the prospectus.

Information on the courses is comprehensive, accurate and current and enables students to make an informed choice before submitting their application.

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

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|-----|--|---|-----------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements and other course information are included on the website. The entry requirements are indicative and the Institution will consider applicants who do not have them. Prospective students, and/or their parents in the case of under 18s, are invited to fill in an online form or contact the Institution by telephone to express their interest.

Students' background, qualifications and aspirations are then discussed at an interview with the DoS. She assesses students' suitability, briefs them on the nature and requirements of the course or courses they are interested in, and enables applicants and or their parents to ask questions. The students praised this interview process and its focus on their individual needs and ambitions.

The application process assesses whether students are suitable for the courses and includes verification of qualifications. The Institution requires students to have a standard of English that will enable them to undertake their chosen subjects successfully. The Institution's role as an English Language course provider means that additional tutoring is available if required to strengthen language skills. Students are not required to have a formal language assessment as a prerequisite for entry. However, the DoS assesses English competence pre-entry through discussion, and she can, if necessary, involve an EFL tutor in the assessment so the system is fit for purpose.

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

6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a clear policy on attendance. The Learning Agreement that students sign specifies that they are expected to attend all classes and that absences will be recorded, so the Institution's requirements are clear.

Tutors record late arrivals in the register. Students arrived punctually for the observed teaching sessions. The students interviewed were aware that they are required to be punctual so as not to disrupt classes.

6.1 Punctuality is not specified in the documentation so there is a lack of clarity in the Institution's policy in this area.

In most cases, the student notifies the administrator that they will not be able to attend a tutorial. Otherwise, absences are notified by the tutor. If an absence is unexpected the DoS will contact the student, parent or guardian, or home-stay contact within an appropriate timescale.

Registers are kept for each class held.

Absence rates of individual students and for the course as a whole are reviewed by the DoS. The DoS discusses the reason for any pattern of absence with the student and then with the parent or guardian and advises on future action. This ensures that problems are identified, and prompt and appropriate remedial action is taken.

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="checkbox"/> Yes <input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's policy is that where students are under 18, or where students are over 18 but are having fees paid by parents or guardians, both the student and the fee payers are communicated with.

The Institution has effective mechanisms for obtaining feedback from students and from fee payers by e-mail and by telephone, using a feedback form. This ensures that students and fee payers can contribute to Institution development.

The Institution records and analyses data regularly. The DoS reviews it and liaises with tutors and the proprietors about issues arising and how to address them.

The Institution acknowledges that obtaining student feedback is a challenge. It reminds students by telephone and e-mail. However, the Institution wants to avoid any perception that it is harassing them to provide feedback and it continues to seek ways of increasing student feedback.

The Institution's response to feedback is generally provided to the students who provided the feedback rather than to the student body. This is appropriate given the small size of the Institution and its tailored learning system.

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="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution collects academic and administrative information in hard copy form and electronically during the year and consolidates this into an annual report.

The annual report includes a summary analysis of performance and results including withdrawals, assessment outcomes, response to parent and student feedback, and an action plan.

The plan is monitored through regular meetings between the proprietors and the DoS.

This system enables the Institution to monitor trends and plan effectively. Changes that have been or are being

implemented are included in the annual report.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The DoS is highly qualified and experienced and provides effective leadership for teaching, learning and assessment.

Classes are timetabled and the eight classrooms of varying capacity are appropriately allocated.

Teachers are allocated on the basis of their academic qualifications. Students generally have the same tutor for the whole of their term of study, promoting consistency.

The awarding bodies require the Institution to provide all the necessary resources for the course. Institution policy and procedures support this mandatory requirement so academic resources are satisfactory.

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

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|------|--|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.6 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The timetabling of a programme can be negotiated with each student according to his or her needs and tutor availability. Each student receives a minimum of two hours a week tuition in each subject.

Tutors are aware of the assessment outcomes of the external examinations for which they are preparing students and tailor their teaching, homework assignments and internal examinations accordingly.

The Institution also take account of previous difficulties and whether a student has failed an examination at school. The tutoring provided focuses on addressing such deficits. This approach enriches the student's learning experience and increases his or her potential to succeed.

The development of students' independent learning skills is one of the Institution's key policies and it emphasises this very clearly to prospective students. The students stated that the Institution developed independent learning skills and thereby increased their confidence for future study at university.

The coursework and revision periods are scheduled in advance and known to students. The Institution has a revision week each year in which tutors intensively prepare students for their relevant assessments.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2 | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

- Met Partially Met Not Met

Comments

Many of the teaching staff are long standing tutors at the Institution, and their curricula vitae provide evidence of impressive qualifications and experience in their subject areas. They therefore have the level of subject knowledge, pedagogic and communicative skill which enables them to deliver courses effectively and meet the needs of the students. This supports the high quality of the observed teaching.

There is an effective system for reviewing the performance of teaching staff. Tutors receive frequent informal feedback and are formally appraised annually by the DoS. Student feedback on the tutor is included in the evaluation. Annual formal appraisal of tutors by the DoS includes regular teaching observation of each tutor by the DoS. This system provides feedback that tutors can incorporate into their teaching to improve performance.

Continuing professional development (CPD) is appropriate for a small institution where tutors are highly qualified, have extensive secondary school or university teaching experience and in many cases have taught at the Institution for many years. Tutors reported that they undertook self-directed CPD online, and that they would speak to the DoS if they felt that further CPD was needed. CPD is also part of staff appraisal. The DoS will discuss the development needs of new tutors when they join the Institution. The employee handbook states that it is mandatory for staff to participate in additional training where a need has been identified which emphasises the importance of CPD.

Lesson plans are primarily driven by the course curricula set out by the awarding body. The observed teaching sessions demonstrated tutors' attention to the individual learning needs of students. Tutors took into account whether students had absorbed the information from the previous lesson and from homework or whether reinforcement was needed. They adapted the pace of teaching to suit student needs and encouraged student participation.

Observed lessons were interactive, with tutors frequently checking students' understanding, using appropriate questions and reinforcement of concepts. This enabled effective learning to take place.

Students were very positive about the quality of the Institution's teaching.

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 DoS ensures that students and tutors have access to the texts approved by the relevant examining board and to past papers and other examination materials. This supports effective learning and prepares students well for their examinations.

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

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|------|---|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Information about summative assessments and schedules are set out by the awarding bodies and provided to students. Students confirmed that they understood the nature and timing of these assessments.

The small class or one-to-one teaching means that there is constant informal assessment. Tutors allocate weekly assignments that students complete independently. Timed exercises based on the examinations the students will be taking are completed in class time. A mock examination will be set near the time of the summative external examination to strengthen students' examination techniques. This combination of assessment methods enables tutors to check a student's level of understanding, monitor their progress, and adapt teaching to support the student's needs. This was apparent during the observed lessons.

The Institution takes appropriate steps to identify and discourage cheating and other misdemeanours and to penalise offenders. The policy reflects the awarding bodies requirements and it is distributed to students so that they are aware of the Institution's requirements.

The DoS will counsel students who are not making sufficient progress to succeed. This will include providing information about alternative courses within the Institution or outside it.

The small class or one-to-one teaching means that students regularly receive oral feedback that is specific and constructive and this took place during the observed lessons. A formal report from each tutor with an overall summary from the DoS is provided for each student and the feepayers at regular intervals. This means that students and the feepayers are aware of the progress students are making and can take any necessary action in conjunction with the Institution, for example, by having additional tutoring.

Tutors or the DoS are available outside class time for academic support.

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

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

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

Comments

The awarding bodies are all recognised by the relevant regulator.

15. There is a clear rationale for courses leading to unaccredited or internal awards

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

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

Comments

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 Institution is an approved examination centre for all the awarding bodies. The examination arrangements comply with all the requirements of the relevant awarding bodies and are regularly inspected by them.

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

17.1	Students have access to advice from an appropriate staff member on further study and career opportunities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The DoS advises students on further study and career opportunities.

The DoS assists students who aim to go on to higher education with their higher education applications and provides references for them. The students praised the DoS's support in this area.

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="checkbox"/> Yes	<input type="checkbox"/> No
18.2	Students receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Students receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Students are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
18.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The DoS is responsible for student welfare and has been suitably trained. The students confirmed that she was available to provide advice and counselling for any student who required it and praised her commitment in this area.

The offer of a place, the Learning Agreement and supplementary material provide appropriate advice before arrival. The DoS provides further relevant information and a relevant induction on arrival, which includes information about the local area.

The students' parents, guardians or host families are the usual first point of out-of-hours contact for students under the age of 18. The DoS can be contacted by telephone out-of-hours and for emergency support. There are appropriate policies in place regarding discrimination and abusive behaviour.

An appropriate safeguarding and child protection policy which complies with the relevant legislation is in place and is regularly reviewed. All staff have satisfied the relevant checks on disclosure. Safeguarding policies and the relevant disclosure checks also apply to host families. This policy applies to new and existing Institution staff and host families. The employee handbook reiterates staff responsibilities in this area.

The Institution has a suitable anti-radicalisation and extremism policy which complies with the relevant legislation. The employee handbook reiterates staff responsibilities in this area. A risk assessment has been done and staff have been appropriately trained.

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="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Information and advice specific to international students continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

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

International students receive an appropriate induction from the DoS from on arrival, which includes information about the local area.

Information and advice for international students is available throughout the course from the DoS.

Support takes cultural and religious considerations into account.

The international student interviewed praised the pre-entry advice, induction and continued support provided by the DoS and tutors. She reported that the Institution had been very conscientious in understanding her particular needs and providing encouragement and assistance.

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="checkbox"/> Yes	<input type="checkbox"/> 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
20.3	Students are advised of BAC's own complaints procedure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

The terms and conditions are discussed at interviews and set out in the document offering a place.

The document offering a place is sent to the fee-payers. It sets out the internal complaints process and references the BAC complaints procedure, providing the relevant link.

20.2 20.3 The complaints information is not provided directly to students unless they are fee-payers. In addition, interviews with students confirmed that their awareness of the BAC procedure was low.

Students reported that they would readily approach a tutor or the DoS if they had a complaint.

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 type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	Any residential accommodation is open to inspection by the appropriate	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

While most of the home-stay accommodation is used by summer school students, students studying academic subjects can also be accommodated by host families.

Accommodation is selected using the criteria set out in the Institution's host family guidelines, which are appropriate. Accommodation is in Edinburgh and the Institution is easily accessed by public transport. Accommodation is inspected and re-inspected by the host family coordinator.

The host family guidelines provide comprehensive information about the Institution's requirements and set out the rules, terms and conditions of the contract.

Students and host families receive appropriate advice and support from the host family coordinator and DoS. Students can contact the host family coordinator or DoS at any time to raise an issue. Written feedback about their experience is collected from students. The Institution uses it to evaluate the suitability of the host accommodation for future use. Non-compliance with Institutional requirements will result in removal from the host family register and the removal of students.

This means that the home-stay system is effectively managed with appropriate systems in place to protect student welfare.

There were no students in home stay accommodation at the time of the inspection.

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="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The social programme is responsive to the needs and wishes of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

Information on attractions in Edinburgh and surrounding areas is provided in brochures in the foyer and orally by staff. The Institution does not provide a formal social programmes for the academic subject 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

The premises are leased with an agreement that runs until November 2021.

Additional temporary premises could be leased if 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

It is possible to access the Institution from the street through an unlocked door. The Administrator acts as the receptionist and she or a substitute is on duty when the Institution is open. However, the internal configuration of the premises would allow unseen entry to the building. Visitors are not required to sign in and out.

25.1 As a result, access to the Institution is not appropriately restricted and secured.

Repair, decoration and cleanliness are all satisfactory.

The Institution provides general guidance on health and safety and specific safety rules in laboratories for science students. Health and safety are included in the student and employee handbooks. Health and safety guidance is provided for visitors.

There is adequate signage and notice boards are suitable. Much of the communication with students is done electronically.

Circulation space is satisfactory and visitors are generally received in the DoS's office.

There are enough toilet facilities which were sufficiently clean on inspection.

Heating and ventilation are appropriate.

26. Classrooms and other learning areas are appropriate for the courses offered

26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No

26.2 Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level 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

This standard is judged to be:

Met Partially Met Not Met

Comments

The eight classrooms have a capacity of between three and 12, with the majority holding eight students. The Institution's commitment to a maximum of six students in any session means that this accommodation is satisfactory.

The science laboratory is a classroom temporarily fitted with the necessary equipment. The laboratory was not in operation on the days of the visit.

All the classrooms are suitable for conducting assessments.

27. There are appropriate additional facilities for students and staff

27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No

27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No

27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA

27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA

27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students can study in the designated student room or in vacant classrooms. The nature of the programmes means that students generally only attend for lessons and study in their homes. One student noted that occasionally the student room is used for teaching.

Tutors generally only attend for lessons and prepare and mark in their homes. A vacant classroom is generally available if required.

There is a staff kitchen which was due to be upgraded at the time of the visit. Students either eat at home or bring in packed lunches or food purchased in the vicinity. They reported that they were satisfied with this.

Staff and management meetings can be held in a classroom or the DoS's office.

The office shared by the Administrator and Finance Officer is of satisfactory size and has adequate resources.

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 qualifications, experience and commitment of the DoS ensures that there is active and effective academic and administrative leadership.

Regular formal and informal meetings ensure effective communication between the proprietors, DoS, tutors and administrative staff that enables efficient management.

Actions Required	Priority H/M/L
3.3 The Institution must introduce formal staff appraisal for administrative staff to support staff monitoring and development.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.1 The Institution must publish its punctuality policy to make it clear to students that they must not disrupt lessons by arriving late.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The Institution has a commendable student-centred approach. Each student's academic background, aspirations and challenges is considered in developing a road map to achieve the student's goals.

The Institution's commitment to small group teaching and one-to-one tutoring provides students with effective learning support tailored to their needs.

Students are very satisfied with the the quality of teaching, learning and assessment.

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

STUDENT WELFARE

Institution's Strengths

The DoS and the tutors have a knowledge and understanding of the backgrounds and needs of each student. They are experienced in dealing with students who have not thrived in mainstream schools and in identifying ways to overcome barriers to learning and enable students to attain their goals.

Student feedback about the Institution's pastoral care was very positive.

Actions Required	Priority H/M/L
20.2 20.3 The Institution must include the complaints procedure, including information about BAC's procedure, in the information provided directly to students to promote student awareness of their rights in this area.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's Strengths

The variety of small and medium-sized classrooms supports the Institution's individual and small group learning approach.

Actions Required	Priority H/M/L
25.1 The Institution must ensure that access to its premises is appropriately restricted and secured to ensure the safety of students and staff.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Institution continues its efforts to obtain more formal feedback from students in the interests of monitoring and enhancement of the quality of delivery.

COMPLIANCE WITH STATUTORY REQUIREMENTS