

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Findhorn College

ADDRESS: The Park
Findhorn
Forres
IV36 3TZ

HEAD OF INSTITUTION: Ms Melissa Godbeer

DATE OF INSPECTION: 17-18 July 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- Award of accreditation to be withdrawn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: 26 September 2019

PART A – INTRODUCTION

1. Background to the institution

Findhorn College (FC/the Provider) is a privately-owned institution that is run on the basis of the spiritual, artistic and environmental ethos of the Findhorn Foundation (FF). FC offers short courses in the areas of sustainability and resilience, personal and professional development and English language development.

The Provider is based on two sites based near Forres in North-East Scotland. The Park site is within the FF Eco-village, a 40-acre human settlement which comprises more than one hundred buildings and a substantial wood and duneland. The site belongs to the FF and is occupied by FC, the FF and charitable and business enterprises. The FC Cluny Hill premises is a large Victorian former spa hotel. FC leases training space, staff offices and participant residences from the FF.

FC aims to offer insight and inspiration which enables participants to deepen their sense of meaning and purpose, explore their beliefs, values, theories and perceptions and strengthen their connection with the spiritual dimension. It also has the practical aspiration of contributing to a better future for the Earth and its inhabitants. Some courses develop practical skills for personal fulfilment or career advancement.

The Provider is a company limited by guarantee with charitable status. FC's Board of Directors provides guiding oversight for the Provider. Board members are appointed by the FF trustees and the Provider's management. At least one FF trustee sits on the FC Board. The FC Course Manager (CM) serves on the Board as the FC staff member.

The FC management team consists of the Strategic Manager (SM) who leads on strategic direction, review and innovation and the CM who is the academic programme and operational manager. Both report to the FC Board.

FC was established in 2001 to develop programmes and partnerships rooted in the principles, experiments and experience of the FF community and Eco-village. FC is independent but retains very close links with the FF in its location in the FF Eco-village, its governance and the types and content of its courses.

In 2018, the Provider changed its name from Findhorn Foundation College to Findhorn College in order to shorten and simplify its name. The new name also reflects FC's emphasis on attracting more local people to FC courses, avoiding any perception that it exists only to serve the FF and the Eco-village. The Provider has also reviewed and expanded its course portfolio. The SM is leading an on-going review of FC's strategy and its implementation.

2. Brief description of the current provision

FC offers courses that are wholly owned by FC as well as courses run in collaboration with partners. All courses are delivered face- to-face.

Its wholly owned courses are the Permaculture Design Course (PDC), Learning English in Community (EIC) and Ecovillage Design Education (EDE).

The PDC is a residential two-week course certified by the British Permaculture Association. It is run annually and delivers a combination of theory and practice to a maximum of 15 participants. The EIC course is a residential four-week course run three times a year for up to 15 international participants who wish to improve their English language skills and immerse themselves in the FF environment. It is the only wholly owned course delivered at Cluny Hill. Other courses are either delivered wholly on the Park site or on both sites. EDE is a five-week residential course run once a year for a maximum of 20 participants who are largely international.

These courses are delivered by self-employed FC contracted staff, staff seconded from FF, and guest presenters who teach one or more short sessions.

Partner owned (PO) courses are managed and delivered by partners to specifications which they set. FC administers the courses, by providing website space, managing course bookings, providing training rooms, and residential accommodation rented from FF. Partner owned course trainers are not staff of FC but of the partners or of FF. Agreements between FC and each partner sets out each party's responsibilities.

A two-week partner owned Transformation Game Facilitation Training course is run twice a year for a maximum of 15 participants from the UK and overseas. A one-week partner owned Foundations in Coaching and Mentoring course and a Practical Spirituality and Wellness partner owned course of four modules of four days each are being piloted later this year. Short three-day courses in leadership training were piloted earlier this year and other short courses can be run on demand.

There were 12 participants on the PDC at the time of the inspection, the majority of whom were female. Three were from the United Kingdom (UK), six from the rest of the European Union (EU), and one each from the United States of America, Argentina, and Japan.

All FC participants are over 18.

Courses are normally scheduled well in advance with participant enrolment depending on the scheduled dates.

3. Inspection process

The inspection was carried out by one inspector over two days. Interviews were conducted with the Strategic Manager, Course Manager, trainers, administrators and participants. The inspector observed a training session, scrutinised relevant documentation, and inspected the facilities at The Park and Cluny Hill sites. The Provider cooperated well with the process.

4. Inspection History

Inspection Type	Date
Full Accreditation	9-10 May 2011
Interim	13 October 2014
Re-accreditation	26-27 October 2015
Interim	8 June 2017

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 provider is effectively managed

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|-----|---|---|-----------------------------|
| 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 provider 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 and those working at the delivery venue/s. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The authority of the trustees, the Board and the senior management team is clearly defined and documented. The SM and CM share the senior management role in FC. The SM leads on strategic direction, review and innovation and the CM is the academic programme and operational manager. This is understood and results in the effective management of the Provider.

The SM and CM are both suitably qualified and very experienced. Their duties are specified and understood by staff and participants. They collaborate effectively and provide effective leadership for the Provider.

The FF/FC Common Ground Statement commits staff to communicating effectively. The SM and CM have adjacent offices and effectively communicate with each other and with the administrative staff. There are regular weekly meetings of managerial and administrative staff. There is very good liaison between the CM and the training staff in the preparation, delivery and feedback from courses. The CM liaises with partner organisations about the arrangements for the PO courses. The staff representative on the FC Board provides an official and effective channel between the Board and FC staff. This ensures an appropriate flow of information and good communication that enable effective management.

2. The administration of the provider 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 provider. | <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 provider. | <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

Administrators are suitably qualified and experienced and understand their responsibilities and duties well. These are set out clearly in their job descriptions or work programme.

The administrative team has recently been expanded to include two additional part-time staff, the operation support administrator and a marketing administrator. Two other part-time administrators deal with participant administration including bookings and with FC's finances. The size of the team is sufficient to deal with current day-to-day workload and provides effective support.

The available administrative support that is provided to the management is defined, documented and understood and this promotes efficient management and administration.

The policies, procedures and systems are appropriate. An ongoing review means that some policies are in the process of being updated. It is not always clear from the documentation that the policy is current, or when it is due for review. FC's plan to enable electronic access to all documentation is ongoing so some policies are still available only in hard copy.

The Provider has been digitising its records and has expanded its use of electronic data systems. It is working to further reduce paper records. Data collection and collation systems are effective but are still paper heavy and not as accessible as they could be.

3. The provider employs appropriate managerial and administrative staff

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|-----|--|---|--|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Effective policies and procedures are in place and enable FC to recruit qualified and experienced managerial and administrative staff who are suitable for FC's needs. The experience and qualifications of managerial and administrative staff are verified before employment to ensure that they are suitable.

3.1 3.2 Staff recruitment and verification policies and procedures are not always applied to all staff such as temporary support staff and this undermines consistency in this area. The experience and qualifications of non-core staff are not always verified.

There is regular review of staff performance, using feedback from colleagues in the peer review system, performance against agreed job descriptions or work programmes and progress with senior management requirements and/or Board action plans. This is effective and the staff know their strengths and where they need to improve. Participant feedback forms part of the appraisal discussions, which is helpful as another source of performance feedback. However, this varies and, in some cases, this source of useful information is not used.

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

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|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider'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 FC and FF websites and in the prospectus.

Information on the courses is comprehensive and current and enables potential participants to make an informed choice.

FC therefore provides potential applicants with the information they need to decide if FC is suitable for them and will meet their needs.

5. The provider takes reasonable care to recruit and enrol suitable participants for its courses

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|-----|---|---|-----------------------------|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 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 |

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements are set at an appropriate level and stated in course information.

EIC course information specifies the need for students to have advanced beginners or intermediate standard in English language skills. EIC applicants will be interviewed, usually online, to assess if they have the standard of English needed to benefit from the course. Participants will be grouped with other advanced beginners or intermediate standard speakers for the formal elements of the course. This is appropriate.

There is a formal application process and an application form. Courses, other than EIC's language requirement, do not have specific entry requirements and do not require supporting documentation. The application form does ask applicants to describe their relevant background and experience, motivation for application for the course, what they expect to learn and gain, and how they think it will impact their future work or service. Applicants are asked to reflect on whether they have the emotional literacy and mature self-management required for the course. This is appropriate and enables applicants to understand expectations and assess their suitability.

Application and briefing enquiries are answered promptly and appropriately. Participants praised the efficiency of the application process and stated that any requests for further briefing were answered quickly and comprehensively. This gives them the information that they need to decide on and prepare for the course.

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

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

An appropriate, clear policy on attendance and punctuality is included in the participant handbook. It states that the expectation is for full attendance and is clear about the attendance and punctuality expectations for all the participants.

A register is taken in each training session to record participants' attendance. Participants are expected to notify absence in advance and any unexcused absence is reported to the course manager who will follow up the issue with the participant. If an unexcused absence or a pattern of unexcused absences indicates that the participant may need additional support, the CL will discuss with the participant how this can be provided and may involve the CM in her role as participant welfare officer.

Attendance records are reviewed by the CM at the end of each course, or earlier in the case of unexcused absences or a pattern of excused absences.

FC's requirements are therefore clear to participants, promote good attendance and punctuality and enable the identification and provision of support for participants who may be struggling. As a result, overall attendance levels are good.

7. The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary

7.1	The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant 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 provider's response to the feedback to the participant body.	<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

Course leaders are responsible for obtaining participant feedback at the end of each course through a course feedback questionnaire. Oral or written feedback from participants is also encouraged during the course. PDC participants confirmed that they were aware of this.

Participants are encouraged to keep reflection pages which they use to give feedback to trainers. There are scheduled sessions for reflection and feedback. PDC participants welcomed this and felt that their views were listened to

The course leader assesses the feedback and any issues raised. They give feedback to the CM on what went well on their course, any difficulties or challenges that arose, and make suggestions for improvement. Any issues are appropriately addressed and resolved by the course leader and the CM before the course is next run. The Board will be notified of any problems and how they were resolved at its meetings. This ensures that strengths and weaknesses are effectively identified and that action is taken.

Currently, the FC Board is not provided with regular detailed statistical reports of the results of participant feedback so do not have direct access to this evidence-base for their discussions and decisions.

These mechanisms are appropriate and enable participants to contribute effectively to course monitoring and improvement.

8. The provider 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 provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

FC is effectively reviewing its performance. The SM has led a review of the portfolio and processes of the Provider and this is ongoing. The review contributes to FC's continuing improvement process. It has resulted in changes to the course portfolio and the recruitment of new administrative staff to support ongoing review and implementation.

The FC Board holds two-day meetings twice a year in Spring and Autumn. These meetings receive reports on the strategy and operation of the Provider, review progress made since the previous meeting, and take decisions. One of the meetings considers FC's annual report and financial statements. This enables the Board to exercise effective oversight of FC activity.

An action plan is produced after each meeting of the Board. Progress is monitored by managers and reviewed by the Board at its next meeting. This tracking enables effective performance review and improvement.

INSPECTION AREA – TRAINING, LEARNING AND ASSESSMENT

9. Programme management is effective

9.1	There is a suitably qualified and experienced programme manager or management team with responsibility for training, learning and assessment and the management of the body of trainers	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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	<input type="checkbox"/> NA

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

Comments

The CM has responsibility for training, learning and assessment and for managing trainers. She is highly qualified, experienced and competent and provides effective oversight of the leaders of each course.

Classes are timetabled well in advance and rooms are allocated appropriately.

Trainers are experienced and are allocated to classes appropriate to their expertise. Planning and preparation for core courses starts several months in advance, for example, in January for the July PDC. The course leader reviews the lessons of the previous year's course, updates the course manual, arranges for experts to teach part of the course and meets them to discuss the curriculum. The course leader liaises with the CM in this process. This supports effective course management which was confirmed and praised by PDC participants.

As part of the course preparation process, course leaders identify the resources needed and one of the administrators obtains the necessary resources. Requesting resources is explained in the staff handbook. Trainers reported that this worked effectively, and no resource issues were identified. However, the lack of a specific published policy on resources risks inconsistency.

FC has undertaken an education quality audit. It has been led by the EIC course leader who has combined that role with

being the quality assurance (QA) lead. Her review of the EDE course resulted in a strategic action plan for the course. Action was prioritised in discussions between the QA lead, EDE course leader and CM, and implementation of the action plan is underway. This audit has produced changes in the EDE course, for example, an expanded handbook for EDE staff. It has also identified good practice and areas for improvement. A quality assurance aims and objectives document has been produced that encapsulates FC's QA plans. The Provider plans to repeat the audit process with the PDC. This process enables effective self-assessment and quality improvement.

However, using only one member of staff risks putting an undue burden on that staff member and slowing the process down.

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

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.5	The academic backgrounds and particular needs of participants 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

Courses are designed and delivered to meet the participants' needs. Course documentation makes it clear that independent learning is an important part of courses. Formal modules are reinforced by reading, peer interaction and reflective writing in portfolios and diaries. Independent learning is also supported by a system whereby peer groups meet several times during the course to share and support their learning. Individual or group projects are a significant part of some courses including the PDC, where participants make an end-of-course presentation on their project. These methods encourage and enable participants to develop independent learning skills.

Course leaders discuss participants' backgrounds, needs and expectations with them at the start of the course. This is taken into account in classroom delivery, for example, by adjusting content of a training session to suit particular needs and supporting participants to choose an appropriate project that suits their background and needs.

11. Trainers are suitable for the courses to which they are allocated and effective in delivering them

11.1	Trainers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Trainers 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 trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.5	Trainers respond to different learning needs of participants 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	Trainers employ effective strategies to involve all participants 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 trainers have worked at the Provider for many years and are therefore attuned to its distinctive ethos and are proficient in course delivery. Trainers' curricula vitae demonstrate that they are appropriately qualified and experienced.

Trainers have the subject knowledge and pedagogic skills for effective course delivery and this was confirmed by PDC participants. On some courses community guest presenters, who have relevant experience and expertise, deliver one or more sessions. Participants on the PDC were very positive about these sessions.

There is regular appraisal in which a self-assessment is completed by the trainer and discussed with their course leader and/or the CM. It includes classroom observation by the CM or the QA lead. The trainer is provided with face-to-face feedback and future training needs are discussed. This is appropriate. Trainers are supported in their continuing professional development and encouraged to participate in the courses, conferences and workshops run by the FF.

Trainers respond to different learning needs and styles. They encourage and obtain class participation in interactive sessions, check understanding, use appropriate questioning and reinforce concepts well.

The high quality of the trainers and the Provider's support promotes effective learning, and all participants interviewed were very positive about the high standard of FC's training.

12. The provider provides participants and trainers with access to appropriate resources and materials for study

This standard is judged to be:

Met Partially Met Not Met

Comments

Resources and materials for study are included in the course fee. Participants and staff report that appropriate resources and materials are available for theoretical and practical training.

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

13.1	Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
13.5	Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.6	Participants have appropriate access to trainers outside class time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Tailored and constructive feedback is given to individual participants as they go through the course and at the end of the course and in relation to the presentation of participants' projects. It is largely oral and is appropriate.

Participants who are struggling to make progress will have face-to-face meetings with the CL who may involve the CM. The staff members will advise the participant about their progress and support them, for example, by encouraging more participation in class or more time in reflection or independent study.

Participants have appropriate access to trainers outside class time. When the EIC course is being run at Cluny Hill, a trainer is always in residence there.

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

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 RQF and evidence that participants 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 provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

INSPECTION AREA - PARTICIPANT WELFARE

17. Participants receive pastoral support appropriate to their age, background and circumstances

17.1	There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	Participants receive appropriate advice before the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.5	The provider 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	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The CM is responsible for participant welfare and is suitably accessible to the participants. The SM has a pastoral counselling degree and also provides advice and assistance to participants. Each course has a course focaliser, who combines a training role with a participant welfare remit. This provides a first point of contact who is familiar to the participants and participants can be referred by the course focaliser for further support as appropriate. This provides an effective support process for participants.

Appropriate advice for participants before the start of the course is available through the website, FC staff, in course material and in the participants' handbook. Participants are asked to declare any learning difficulties or health issues that could affect their participation in the course so that appropriate support can be put in place.

Course leaders provide a pre-course induction and relevant information. On some courses, especially very short ones, this is largely oral and in other cases there is a welcome pack. The FC participant handbook provides detailed information about FC, FF and living in the Eco-village that assists participants to settle in. An out-of-hours contact telephone number is provided.

A number of courses relevant to participant welfare are run by the FF. A significant number of staff, including management and administrative staff, recently attended the FF special care awareness course on recognising and supporting participants who are struggling so this has strengthened staff knowledge in this area.

The participants praised the knowledge and commitment of staff to participant welfare and stated that they felt part of a caring community.

There are appropriate and published policies on discrimination and abusive behaviour.

17.7 The Provider does not have an anti-radicalisation and extremism policy. Staff do not have appropriate training in this area and FC has not undertaken a risk assessment of the likelihood of radicalisation and extremism.

18. International participants are provided with specific advice and assistance

18.1	International participants receive appropriate advice before their arrival on travelling to and staying in the UK.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	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 participants received appropriate advice from the website, orally, in course material and in the participants' handbook. Assistance includes help with visas where necessary.

Pre-course induction includes information on specific issues relating to North East Scotland, Findhorn and Forres. Information and advice specific to international participants is available throughout the course.

The support offered takes cultural and religious considerations into account. The vast majority of participants share the cultural and non-denominational spiritual ethos and practices of FC and the FF. However, the Provider takes specific cultural and religious needs into account in its treatment of participants.

The international participants who were interviewed praised the pre-entry advice, induction and continued support provided by administrative, managerial and training staff.

19. The fair treatment of participants is ensured

19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No

19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

19.3 Participants are advised of BAC's own complaints procedure. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The contractual terms and conditions are clear and promote fairness and transparency.

The participants' handbook and the staff handbook set out the FC participant complaints and grievance procedures and how to access them. The participants' handbook includes a link to the BAC complaints procedure. This ensures clarity about participants' rights.

20. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No

20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA

20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No

20.4 A level of supervision is provided appropriate to the needs of participants. Yes No

20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Most courses are residential. The Park site provides single and twin rooms in lodges in the Eco-village. The Cluny Hill participants reside in the rooms of the former hotel. Residences are clean, safe and appropriate for the participants' needs. Participants interviewed were satisfied with the accommodation. Inspection findings confirm this view.

There are clear rules, and appropriate fire, health and safety procedures are in place. Entry to residential premises is appropriately restricted to the resident participants and relevant FC and FF keyholders, providing security for participants

and their property.

21. Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed

- | | | | |
|------|---|------------------------------|-----------------------------|
| 21.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

22. The provider provides an appropriate social programme for participants and information on leisure activities in the area

- | | | | |
|------|--|---|--|
| 22.1 | Participants 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 |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider 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

Participants are provided with appropriate information about social events and leisure activities in FC, FF and the local area. FC participants' experience is enriched by the opportunity to attend the FF's many social and recreational activities, including a community theatre.

Social activities reflect the FC and FF ethos and suit participants' needs. PDC participants were keen to take part in Scottish activities and praised a recent traditional music and dancing session.

Participation in FC and FF activities is included in the course fee.

INSPECTION AREA – PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 23.1 | The provider has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
|------|---|---|-----------------------------|-----------------------------|

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 23.2 | Where required, the provider 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 Park and Cluny Hill premises are owned by the FF. It has let space to FC since the Provider's establishment in 2001 under a rolling renewable lease.

FC has access to suitable FF premises when required on a temporary or occasional basis.

24. The premises provide a safe, secure and clean environment for participants and staff

- | | | | |
|------|--|---|--|
| 24.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.5 | 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 |
| 24.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.8 | 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

The Park site building that houses the FC administrative offices and training accommodation is open to members of the FF. It is not possible, therefore, for FC to restrict access to the building to FC staff and participants. However, offices and training accommodation are kept locked when not occupied to ensure suitably restricted and secure access. The same arrangements are in place at Cluny Hill.

The FF's maintenance and housekeeping teams ensure that the state of repair, decoration and cleanliness of the Park and Cluny Hill premises are all satisfactory.

FC provides general guidance on health and safety. Appropriate health and safety information is included in the participant and employee handbooks, is part of induction and displayed on noticeboards. There is adequate signage and noticeboards are used to display course information and information about FC and FF events.

Circulation space is satisfactory and visitors can be received in the FC administrative offices or in meeting rooms.

There are sufficient toilet facilities of satisfactory cleanliness. Heating and ventilation systems are appropriate.

25. Training rooms and other learning areas are appropriate for the courses offered

- | | | | |
|------|--|---|-----------------------------|
| 25.1 | Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Training rooms 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

25.3 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

FC's training rooms at the Park and Cluny Hill are light and spacious and of an appropriate size for the allocated classes.

Training rooms are equipped with learning aids such as audio-visual equipment, flip charts and whiteboards that enable efficient course delivery. The practical training in relevant FC courses takes place in the Eco-village's large gardens which provide an excellent learning resource. This allows the effective delivery of each course.

All training rooms are suitable for conducting assessments.

26. There are appropriate additional facilities for participants and staff

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA

- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA

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

- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA

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

- 26.6 Administrative offices are adequate in size and resources for the effective administration of the provider. Yes No

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

Comments

Participants can study in their residences, in unoccupied classrooms or in meeting rooms, which have access to wireless connectivity.

All staff have secure offices for their personal use.

The Park site has a community centre and a cafeteria and the Cluny Hill site has a large communal lounge. FC therefore has ample relaxation areas for participants and staff. There are large canteens for use by staff and participants on the Park and Cluny sites which provide hot food at lunchtime and in the evening. Both sites also have kitchens that staff and participants can use. A shuttle bus enables participants to move easily between sites to use the facilities at either site.

Participants and staff have access to lockable facilities for valuables. Offices and rooms for private or staff meetings are available.

The main administrative offices, including the SM and CM offices, are on the Park site. There is an office at the Cluny Hill site, primarily for any onsite administration needed for the EIC course. FC have the space and resources needed to effectively administer their courses on both sites.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

FC has a strong communal ethos and shared purpose that motivates staff and participants and produces a high-quality training and learning community.

Good communication between management, administrative and training staff promotes effective organisational performance.

FC's ongoing strategic and process review drives self-examination and innovation.

Board oversight and action plans support monitoring and improvement.

Actions Required	Priority H/M/L
3.1 3.2 Staff recruitment and verification policies and procedures must be applied to all staff to ensure consistency.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TRAINING, LEARNING AND ASSESSMENT

Provider's Strengths

There is effective liaison between course leaders and the CM before, during and after courses that enables effective course organisation.

The EDE course audit and resulting quality assurance action plan provides a basis for further development of the course and the audit system.

Experienced and qualified trainers support effective course delivery.

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

PARTICIPANT WELFARE

Provider's Strengths

The course focaliser system supports participants' well-being very well.

FC enables participant access to the many and varied social and recreational opportunities offered by FF.

Actions Required	Priority H/M/L
17.7 The Provider must put in place appropriate arrangements to protect participants from the risks of radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

The Eco-village's beautiful gardens are open to FC participants for reflection as well as learning.

There are excellent canteen facilities on both sites.

Training areas provide a spacious, pleasant and appropriate environment for the learning activities.

Actions Required

Priority H/M/L

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that FC puts in place an appropriate policy review procedure to ensure that all policies are maintained up to date.

FC should continue to work towards enabling electronic access to all FC policies and data in order to increase ease of dissemination and appropriate electronic access by relevant stakeholders.

FC should consider making participant feedback part of every staff appraisal.

It is recommended that the FC Board is provided with relevant and regular detailed statistical reports to provide another source of evidence for Board oversight.

FC should consider introducing a formal resource acquisition policy to promote procedural consistency.

FC should consider using a team for course audits to bring additional resource to the process and to enhance its course review process.

COMPLIANCE WITH STATUTORY REQUIREMENTS