

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** WSET School London

**ADDRESS:** International Wine and Spirit Centre  
39-45 Bermondsey Street  
London  
SE1 3XF

**HEAD OF INSTITUTION:** Mr Richard Harding

**DATE OF INSPECTION:** 18–19 June 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- Award of accreditation to be withdrawn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

WSET School London (the Provider) is a department of the Wine and Spirit Education Trust (WSET), which is a registered charity. The provider offers a range of courses in wines and spirits for professionals in the drinks industry and for the general public. Most courses lead to qualifications, for which the teaching materials, syllabuses and examinations used are developed and administered by two other departments of the overall WSET charity.

WSET has a number of departments, each with its own head, operating under an overall Chief Executive Officer (CEO). The charity's activities are overseen by a Board of Trustees. The Provider is managed by a Principal who leads teams of educators and programme managers, the Student Services Manager and Resources Manager and Wine Buyer. A number of functions, including the management of Information Technology (IT), human resources, marketing and finance are undertaken centrally for the entire charity. The Principal of the Provider, who was appointed in August 2018, reports to the CEO through the UK Business Development Director.

WSET was established as a charity in 1969 offering a limited range of courses and awarding qualifications. Since that time its suite of qualifications has been expanded to include a variety of qualifications from Level 1 to Level 4 in the Regulated Qualifications Framework (RQF). This includes recent additions, in 2014 and 2016, of qualifications in sake, a Japanese rice wine.

WSET School London opened in November 1969 and is the flagship provider of WSET courses. It offers the complete range of WSET qualifications and is a testing ground for WSET developments. Courses are offered face-to-face and online. WSET School London also offers face-to-face Diploma courses in Dublin, Manchester and Edinburgh, with visiting educators from the provider. BAC accreditation is for online courses and for face-to-face teaching at the London premises only.

The aim of the Provider is the promotion, provision and development of high quality education and training in wines and spirits, in the United Kingdom (UK) and internationally, for those who are engaged in or plan to be engaged in the wine and spirit trade, and for the general public

The qualifications and examinations used by the Provider are developed by WSET Awards, another department of the WSET charity. WSET's Global Education department develops textbooks, online courses and other teaching materials for use by approved programme providers such as WSET School London.

The Provider occupies a substantial proportion of WSET's premises near London Bridge station in south east London.

### 2. Brief description of the current provision

Courses are offered relating to the full range of WSET qualifications. They include the WSET Levels 1 to 3 Awards in Wines, WSET Levels 1 to 3 Awards in Spirits, WSET Levels 1 and 3 Awards in Sake, WSET Level 3 Novice to Professional Course in Wines, the WSET Level 4 Diploma in Wines and Spirits and short accredited general interest or enrichment courses. A Level 4 wine educators' course is also delivered at the WSET premises under the auspices of the Global Education department. This provision does not form part of BAC's accreditation.

All classroom courses at WSET are delivered in English and vary in duration from one day to 24 months, with set start dates. Longer courses are offered, including evening or weekend sessions. Classroom teaching is supported by online resources developed by WSET. The Provider also offers a limited range of courses through online and

distance learning using WSET materials and supported by a tutor from the Provider. The proportion of total teaching of the Provider delivered through these online courses is approximately 20 per cent.

The majority of participants that attend the courses are from outside the United Kingdom (UK). They come from China, Italy, Spain and France and are all over the age of 18. There are approximately equal proportions of male and female participants. The number of participants enrolled, at the time of the inspection, was 189 on a total of nine courses.

### 3. Inspection process

The inspection was undertaken by one inspector over two days. The Inspector toured the premises, scrutinised documentation and held meetings with the Principal, three Programme Managers, the Tastings Manager, the Resources Manager and Wine Buyer, the Student Services Manager and the UK Business Development Director. There were also discussions with Student Services staff, meetings with two groups of participants and teaching session observations. The Human Resources department for the charity, located in a separate building, was also visited. The provider had prepared for the inspection thoroughly and was fully cooperative in preparing for and throughout the inspection.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Full accreditation inspection	13-14 June 2011
Interim visit	3 July 2012
Reaccreditation inspection	30 September – 1 October 2015
Interim visit	25 July 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 organisation.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider 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 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 Provider is managed as a department of the WSET charity and overall oversight is provided by the Board of Trustees of the charity. Aspects of the Provider's management are undertaken at the charity-wide level, including marketing, human resources and information technology.

There is a clear operational management structure within the Provider and a clear reporting channel from the Principal to the CEO, through the UK Business Development Director. The Provider's strategic development is discussed at whole charity level with input from the Provider's staff. The Principal brings extensive experience of educational management and has introduced a number of effective changes and strengthening of systems. His background and strengths are complemented by the considerable experience and area-specific expertise of the programme managers and Resources Manager.

The management arrangements are strong and effective. However, the future development of WSET School London may be enhanced by an increased management capacity within the Provider to consider more strategic and less operational matters.

Current communication channels work well. Communication with educators and other staff is good. Delivery at sites other than London is undertaken by regular London-based staff ensuring good communication on all aspects of course delivery.

#### 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

Academic and course administration is undertaken by the Programme and Tastings Managers. There are separate teams overseeing resources, including wine buying, and student services. Duties are clearly set out in recently updated job descriptions and staff have a good understanding of their roles and duties.

Policies, procedures and systems are well documented. Some of these are charity-wide, while others are specific to the Provider. The student services department has clear flow charts clearly setting out the processes and procedures. Key policies and procedures are contained in the comprehensive charity-wide employee handbook issued to all new employees, with updated versions available to all staff thereafter.

Data collection is thorough and includes registration information, examination pass rates and participant feedback. Information is well collated and is reviewed at monthly meetings of key staff. This contributes to and strengthens the Provider's commitment to quality.

### 3. The provider 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Staff recruitment procedures are thorough, and all appointments have a three-month probationary period. The most relevant qualifications for teaching are WSET's own qualifications, which can be checked on its comprehensive database. There are appropriate checks of experience and other qualifications before employment. This is undertaken by the charity's central Human Resources staff.

Staff performance is reviewed annually, using a well-designed, comprehensive and thorough document which follows a common format across the charity. Targets and objectives are set annually, and performance is reviewed against these. Professional development forms an important component of performance review. Performance review thus produces an emphasis on staff development and progress.

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

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

Information about courses is formulated by a central marketing department of WSET and is available online and in hard copy. Details of course dates and how courses are operated at the Provider are given on the Provider website, and printed leaflets are used to promote occasional events and activities.

The Provider website is clear, accurate, up to date, easy to navigate and well presented. It contains information on the Provider, its location and features, course delivery and profiles of key educators. Text and images convey an accurate impression of the Provider. As a result, participants report that materials available gave them all the key information they required.

<b>5.</b>	<b>The provider takes reasonable care to recruit and enrol suitable participants for its courses</b>	
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**

All courses at the Provider are taught in English and the level required for entry to the Diploma course is given as an International English Language Testing System (IELTS) score. For lower level courses, it is made clear on the website and application form that proficiency in English is required. The need for a good level of English language for these lower level courses is not very clearly highlighted on the application form.

While lower level course have no prerequisites, higher level courses at Levels 3 and 4 have prerequisite WSET qualifications or the equivalent. Evidence of WSET qualifications is available on WSET’s own database of qualification holders against which applicants are checked. Prospective participants seeking entry to Level 3 courses must have WSET Level 2 qualifications or pass an online test to assess knowledge. Diploma course participants must have completed a WSET Level 3 course. These requirements and processes ensure that participants have the necessary background for their course and level.

There is comprehensive information on the Provider’s website, and further application enquiries are handled efficiently and promptly.

<b>6.</b>	<b>There is an appropriate policy on participant attendance and effective procedures and systems to enforce it</b>	
6.1	There is an appropriate, clear and published policy on participant attendance and punctuality.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

**Comments**

All courses are for adults and full cooperation and participation is expected and this is communicated to the participants. However, this level of attendance is not a requirement. There is, therefore, no published attendance policy and this is appropriate for the nature of the participants.

Participants sign in at reception. Attendance is recorded at each session and attendance sheets are held centrally on a file for each course. Absences are not followed up, as the participants are all adults voluntarily attending. Participants who miss a session may attend another session to make up material or catch up using online resources.

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

Feedback forms are completed for each course. Feedback information is collated and analysed and reviewed at staff meetings on a regular basis. The Provider also receives unsolicited e-mail feedback and several examples of positive feedback were seen.

The Diploma course lasts up to two years and involves a considerable commitment from participants. Meetings of groups of Diploma course participants with educators have been introduced within the last year, to provide additional opportunities for feedback and response. Matters raised at these meetings have led to changes, for instance in the placing of assessment exercises after study and the timing of sending out course programmes.

The meetings between participants and educators also provide opportunities for educators to describe and explain their response to feedback.

#### **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

Regular monthly meetings of full-time teaching and administrative staff take place at which key data is reviewed and actions decided. Examination results, participant registrations and analysis of feedback are discussed at these meetings. The Provider is giving a stronger emphasis to quality assurance than previously and the Principal has recently established meetings of the Programme and Tastings Managers at which this is the focus. Particular attention is being given to strengthening quality assurance processes as one of the Provider's current objectives.

The Provider receives comprehensive reports from WSET Awards on performance of students worldwide in examinations.

The Principal reports to the UK Business Development Director who agrees objectives and priorities with the Principal. The Principal has been instrumental in establishing a new strategic development group for the Provider, drawing from Provider staff and other charity staff with broader responsibilities. These measures lead to continuing quality improvement.

Action plans are implemented by the Principal and regularly reviewed with the UK Business Development Director and other colleagues.

## INSPECTION AREA – TEACHING, 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 teaching, 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 three Programme Managers and the Tastings Manager have considerable expertise and experience in the field of wines and spirits. The Programme Managers undertake and oversee the formulation of homework assignments, mock examinations and additional online materials to complement those provided by WSET's Global Education Department. The managers work closely with the Resources Manager and Wine Buyer to select wines and spirits to be tasted during courses and events.

Examination courses are offered to cater for the diverse needs of participants. Face-to-face courses are offered as intensive blocks, in the evenings, at weekends and on the basis of a regular day each week.

Managers allocate educators on a three-monthly rotation for Levels 1 to 3 programmes. Diploma educators are allocated 12 months in advance. Educators are all allocated sessions based on their knowledge, experience and strengths.

Teaching resources include slideshows, textbooks, study guides and workbooks, most of which are developed by WSET Global Education and used in all approved providers. This promotes consistency of delivery and standards.

Classroom observations by peers and managers are used effectively to monitor the consistency of the course delivery.

The Provider provides an extensive and carefully selected range of wines for participants to taste during courses. This unusually rich opportunity is very much appreciated by participants and helps to reinforce the Provider's positive position among WSET accredited providers.

### 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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 considered 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

For examination courses, textbooks, study guides, workbooks and most online resources are devised by WSET Global Education as participants work towards examinations set and administered by WSET Awards. Courses at lower levels are prescriptive and relate closely to final assessments. Programme Managers devise homework, mock examinations and additional online resources geared closely to examination requirements. Other short courses and events, devised and overseen by the Tastings Manager, relate to general interest or are designed to enrich the perspective, knowledge and experience of Diploma course participants.

Examination course face-to-face teaching focuses upon the knowledge, skills and experience necessary to pass examination courses. Teaching has a strong focus on tasting of wines or spirits and on examination requirements, with frequent reference to marking schemes and how marks could be obtained or lost in the final external assessment. During tastings, there is emphasis on the appropriate use of required vocabulary.

The Diploma examination requires candidates to demonstrate a broader knowledge and course participants are encouraged to extend their knowledge and experience through additional reading, research, visits and tastings. The programme of events organised by the Tastings Manager provides good opportunities for Diploma course participants to extend their knowledge and experience.

All courses in wines and spirits, but not sake, are also available online. At Levels 1 and 2 these are delivered purely online, with the final assessment examination taking place on site. At Levels 3 and 4 online teaching, using WSET's materials, is supported by additional teaching from the Provider. At Level 3 this includes a tasting day on site and setting and marking of work. At Level 4, participants are allocated an educator to support online teaching, and two on-site tasting days are also provided. At Levels 3 and 4 this combines the advantage of flexibility of timing for participants, with support and access to the educators' expertise.

The Provider has an extensive library which provides ample opportunities for participants to extend their knowledge. The use of the library is particularly encouraged at Diploma level.

Although courses are based upon materials prepared by WSET Global Education, the educators make some accommodation to meet the needs of particular participants, for instance in the use of specific non-technical language.

In addition to examination courses, the Provider arranges a programme of occasional tastings, specialist lectures and other events. These provide enrichment opportunities for participants, particularly on the Diploma courses, as well as for members of the general public and industry professionals.

**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**

Educators are required to have undertaken WSET's own Certified Wine Educator programme before teaching at the Provider. Educators take part in delivering this programme and are therefore able to identify good teachers from among those taking the programme, when vacancies arise. The educators are also required to have passed appropriate WSET subject-related qualifications. This ensures that educators have both subject expertise and good teaching skills. Some educators are Masters of Wine, and therefore among the most knowledgeable wine experts in the world.

All full-time educators are involved in classroom observation of colleagues and a training session on lesson observation has been conducted. There is a comprehensive handbook on professional review in which all full-time educators are involved as both observers and subjects of observation. Recent procedures have clarified and improved the rigour and consistency of classroom observation.

Professional development activities internally include occasional group tastings and professional development sessions. The Provider financially supports external professional development opportunities for teaching staff, including study for the Master of Wine, vineyard visits and other courses.

Classroom material is presented both orally and in writing, catering for different learning styles. The Provider makes special provision for participants with impairments in sight or hearing. The premises are accessible to those with restricted mobility.

Teaching sessions include tasting of wines. Extensive use is made of questions during teaching, focused on recall and use of appropriate vocabulary to describe wines accurately. There are also ample opportunities for questions and comments. Teaching is therefore delivered in a way which ensures all participants are involved and participation levels are high.

## 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

WSET materials form the basis for all courses. These include printed and online materials. The Provider provides additional online resources for its participants. The extensive library is an excellent resource for staff and participants.

The Provider has a commitment to teaching about wine through tasting and provides a rich array of tasting opportunities for participants during tasting sessions. The Resources Manager and Wine Buyer works closely with programme managers and the Tastings Manager on the selection of wines suitable for each course.

## 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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

### Comments

In lessons, feedback is provided on participants' descriptions of wine to promote accurate tasting and correct use of standard terminology. This helps to develop the tasting skills of participants. Feedback is also provided on the accuracy of responses to oral questions in lessons.

At Levels 1 and 2 there are mock examinations, giving participants experience of the final examination. There is an online forum for participants on courses at all levels, moderated by educators from the Provider. This provides opportunity for feedback outside the classroom setting. Written work is required on courses at Levels 3 and 4. This is carefully marked with excellent, productive feedback related clearly to assessment criteria.

Participants can get additional support from educators by e-mail or in person, and online students can contact their allocated educator. Participants can request to sit in on additional sessions to support their learning. Participants who require additional time before taking an examination may delay their examination date.

At Diploma level, the Programme Manager arranges additional sessions for those requesting or requiring extra support, specifically addressing their needs.

### 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

Examination courses lead to WSET qualifications, administered by WSET Awards and recognised by Ofqual.

### 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

Met  Partially Met  Not Met  NA

**This standard is judged to be:**

**Comments**

As part of its approved programme provider status, the Provider is inspected regularly by WSET Awards. Conduct of examinations is carefully administered by Provider staff, with clear procedures for security of examination papers and ensuring the confidentiality of wines and spirits to be used in assessed tastings.

**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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behavior.	<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**

All course participants are adults living in London or making their own residential arrangements while undertaking courses. The need for pastoral support is therefore limited. However, student services staff provide support that may be required to meet the participants' needs.

Participants receive a considerable amount of information prior to their course and an appropriate induction session.

There is a published Diversity and Equality Policy, available on the website. Participants receive a code of conduct in their confirmation pack, outlining the Provider's expectations of them. The Educators' Handbook appropriately outlines what the Provider believes is acceptable behaviour.

17.7 Issues of radicalism and extremism and how these might relate to the Provider have not been fully taken into account and no specific procedures are in place. There is no specific policy and no risk assessment has been carried out although two members of staff have undertaken training.

**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 are mostly independent adult professionals familiar with foreign travel, including to London. The Provider therefore provides limited advice and assistance, although some information on issues relating to the local area is included in induction.

Additional information for international participants would enhance the pre-arrival advice and guidance.

The participants receive an appropriate induction to meet their needs. Educators and student services staff are available to offer additional advice and support to participants on face-to-face courses, as appropriate.

Participants from certain cultural backgrounds may be unfamiliar with some of the tastes and smells used in standard wine descriptions. Educators offer advice and assistance to help them to acquire the necessary experience and vocabulary.

### 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.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Contractual terms and conditions are fair and clear. Procedures for requesting fee refunds or adjustments for any extenuating circumstances are also clear, and are administered effectively by the student services team.

There is a suitable form which participants are encouraged to use in the event of complaints, and there is an appropriate reference to the role of BAC in the event of complaints not being satisfactorily resolved internally.

### 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.                                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 20.4 | A level of supervision is provided appropriate to the needs of participants.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 20.5 | Separate accommodation blocks are provided for participants 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

<b>21.</b>	<b>Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed</b>		
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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

A programme of reasonably priced enrichment events on aspects of wine and spirits is arranged in evenings and at weekends. This is geared towards the interests and needs of participants, particularly those at Diploma level.

**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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met

## Comments

WSET School London occupies a large proportion of a building owned by WSET, the remainder being occupied by other WSET activities and operations.

All London-based courses take place on the WSET premises, supplemented in some cases by visits to vineyards or other locations of direct relevance. External premises are not required for regular teaching.

### 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

Access to the premises is via a ground floor reception area, manned throughout the time the premises are open. Visitors are required to sign in and out of the premises. In addition, there are key pads on each floor providing appropriate restrictions to access within the building. Visitors may wait in reception in a comfortable seating area. Visitors can meet staff in their offices or in vacant rooms.

The Provider's premises are very well presented. They are clean, attractively decorated and in an excellent state of repair.

There are sufficient toilets, including two for those with mobility issues. The circulation space is adequate for the number of participants, staff and visitors.

Activities undertaken at the Provider do not involve particular hazard, but there are general notices relating to health and safety on display around the building. Participants and staff are not expected to swallow any of the alcoholic drinks tasted on the premises and anyone becoming intoxicated is required to leave the premises.

Signage inside and outside the premises is clear and helpful.

Noticeboards display details of courses and events of potential interest to participants, and details of professional openings within the wine and spirits industry. There are also attractive posters and pictures relating to wine production.

Rooms have appropriate heating and may be adequately ventilated by opening windows.

### 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
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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.	<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**

Teaching rooms are appropriate and designed for a specified teaching capacity, are well equipped with interactive white boards and flipcharts and provide spacious accommodation for written work and tastings. Two rooms have a removable partition, enabling them to be used flexibly for teaching and assessment. There are sinks for disposal of tasted wines and spirits. One room is designated as a specific tasting room, used for blind tastings and assessments. Assessments can be readily undertaken in the rooms designed partly for this purpose.

There is a large store of wines and spirits used for teaching, and a store with more restricted access used to store material used in assessed tastings. There is also a wine preparation room, where wines are prepared for tastings in classes and under examination conditions.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

**Comments**

There is wireless access throughout the premises. A basement library houses a large stock of relevant books and publications and provides general work space for participants. There is a small kitchen available for staff and participants to make drinks. The street on which the Provider is located has many delicatessens, cafes and restaurants and there are ample opportunities for participants to obtain refreshments during longer breaks.

Teaching staff share a large open plan office with individual desks and storage. There are several smaller rooms which can be used for small or private meetings, and classrooms are available for larger meetings as required.

Participants do not require storage for their possessions and keep belongings with them. Classrooms can accommodate luggage when participants have just arrived or will be travelling home from the Provider.

Resources staff have their own base near to the wine and spirits store, and the student services department has a welcoming office where it can receive participants as well as undertaking its administrative work.

Administrative offices provide ample space for the number of people and the tasks undertaken. Meeting rooms are also available if required.

**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

#### Provider's Strengths

Management and administration procedures are effective and well documented, and delivered by a small, able and committed team.

The newly appointed Principal brings highly relevant transferable skills and expertise which are beneficial and well received.

There is a clear commitment to quality and the overall charity's educational purpose. This is appreciated by participants and within the industry.

Publicity materials are clear and informative.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

The Provider has a highly knowledgeable body of educators chosen for their expertise and teaching skills.

Teaching is engaging and authoritative and draws on the extensive knowledge and experience of educators.

Feedback provided on written work at Levels 3 and 4 is very good. It is constructive, helpful and clearly related to assessment criteria.

The Provider provides outstanding tasting opportunities for course participants.

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

### PARTICIPANT WELFARE

#### Provider's Strengths

Enquiries and bookings are efficiently handled by the student services team. Responses are thorough and prompt.

Actions Required	Priority H/M/L
17.7 The Provider must develop and implement measures to counter 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 Provider occupies very attractive, well-appointed and well-equipped premises in an excellent location.

Teaching accommodation is very well geared to the needs of the courses.

Facilities for full-time teaching staff are very good.

Actions Required	Priority H/M/L
None	<input 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 management arrangements of the Provider within the overall charity are kept under review, particularly with respect to non-operational aspects.

The Provider is recommended to give greater prominence to the requirement for English language proficiency in the pre-arrival application information sent to prospective participants.

The Provider should provide appropriate additional information for international participants.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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