

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## SUPPLEMENTARY INSPECTION REFERRAL (College)

**INSTITUTION:** ESAO Limited

**ADDRESS:** 8 The Drive  
Hove  
Brighton  
BN3 3JT

**HEAD OF INSTITUTION:** Mr Alexandre Gelbard

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 17 October 2019

**ACCREDITATION COMMITTEE DECISION AND DATE:** 30 January 2020

## **PART A – INTRODUCTION**

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### **1. Background to the institution**

ESAO Limited (ESAO/the Institution), formerly called the European School of Animal Osteopathy, is a privately-owned training organisation. The owner is the General Manager who is based in the centre of Normandy with overall responsibility for the development of the business and quality assurance of the provision. He is supported by the Head Manager with the responsibility for day to day operations, academic management, student recruitment and welfare.

The Institution offers diplomas in animal osteopathy and animal manual handling using osteopathic techniques. ESAO aims to train international students to become professional animal osteopaths who are able to treat wide range of animals in countries across the world.

Established in France in 1993, teaching commenced in the United Kingdom (UK) in 1998. Most teaching and all student administration are undertaken at the main centre in Lisieux, Normandy where there is also stabling and pastures. There are small teaching premises in Hove and students attend several placements at the centre each year. Teaching takes place for one week each month.

The Hove premises include three classrooms, a kitchen and an office. Practical sessions are held in several equine and small animal centres within daily travelling distance of the training centre with the Head Manager overseeing all aspects of the training visits. The sessions are provided by mutual arrangement with the proprietors of these centres with an agreement whereby ESAO provides osteopathy for animals in return for the use of the facilities.

Only the UK operations at the Hove centre are accredited by BAC.

### **2. Brief description of the current provision**

Courses are an average of five-years in duration and lead to diplomas in animal osteopathy and animal manual handling. The courses are delivered in Lisieux, France with regular short placements to the UK for each year group. The awards are recognised by the Department of Work and Veterinary Association in France and comprise face to face teaching, practical workshops in stables and riding schools as well as veterinary practices.

The courses run annually and are offered to adults who have completed the French Baccalaureate or an equivalent qualification. Students can enrol on four-year, full time or part-time courses where the length of studies is determined by the student's progress and achievement through the course and can vary from four to six years depending on progress through the levels. An element of online blended and distance learning has been introduced to the core course modules. Courses run annually between September and June and are only offered to students aged over 18 years.

Students mainly come from Europe, including France, Belgium, Switzerland and Italy. The students come from a range of professional sectors with many from a veterinary background seeking to broaden their experience with the aim of supplementing their practice. At the time of the inspection, there were 148 part-time participants enrolled on provision in France. Due to the nature of the provision, ESAO does not currently have a maximum student capacity. Students visit the UK for five days per year for each year of the training. Nine fourth year students were on placement at the study centre in Hove. All students were female, from France and in their early twenties.

### **3. Inspection process**

One inspector visited the Hamsey Riding School, where the students attend for the practical experience element of the course. The inspection was for half a day. The inspector interviewed the Head Manager and documents

were scrutinised. Part of a lesson was observed and a brief review of the training facilities was undertaken. The Institution responded promptly to all requests made by the inspector before and during the inspection.

#### **4. Background to supplementary inspection**

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The Accreditation Committee, at its meeting on the 31 January 2019, awarded re-accreditation to the European School of Animal Osteopathy subject to all actions points in their report being addressed and a supplementary inspection being completed within six months.

#### **5. Inspection history**

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<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	15 June 2002
Interim	9 December 2006
Interim	16 May 2008
Re-accreditation	12-13 September 2009
Supplementary	21 February 2010
Interim	18 February 2013
Re-accreditation	23-24 April 2014
Interim	19 May 2016
Supplementary	2 November 2016
Re-accreditation	17-18 October 2018

## **PART B – JUDGMENTS AND EVIDENCE**

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*The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.*

### **1. Significant changes since the last inspection**

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The Institution was sold as a going concern in the summer of 2019 and the name changed to ESAO Limited. The business continues to be managed under the same leadership structure with the new owner undertaking the existing role of General Manager. The day-to-day operational management continues under the Head Manager.

### **2. Response to actions points in last report**

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*3.3 The Institution must establish a formal procedure for reviewing staff performance and ensure that reviews for all regular temporary staff take place annually.*

The Institution has developed and implemented a formal policy and relevant procedure for reviewing the performance of the permanent and temporary staff. The policy details the process and stages that the review covers and provides helpful information on target setting with examples of specific and measurable targets. The process includes self evaluation by staff that is undertaken before the review and is used to inform the review meeting. There is a timeframe for the staff performance management process and there is a comprehensive and detailed annual report on teaching standards that successfully contributes to the quality assurance process. The process has recently been implemented.

*8.1 The Institution must document quality procedures to ensure that all sources of information are utilised effectively for the purpose of self evaluation.*

There is a comprehensive and detailed quality assurance policy which includes a wide range of information sources to be used to monitor and manage oversight of the Institution. This policy is used to inform the range and scope for collecting and managing information from data collection processes. This information is being used to support the development of the planned Management Information System (MIS) that is due to be introduced across the institution in November 2019.

*8.2. The Institution must produce a yearly evaluative report based on all relevant sources of information.*

This has been partially addressed with the investment in the MIS. This system is undergoing final adjustments prior to roll-out across the Institution. Managed by the administration team, the system has been developed to collect a wide range of information on courses, the application process, student progress and staff management aspects and provide scheduled reporting to the management team. The format of the annual evaluative report has yet to be formalised.

*8.3 The Institution must collate all agreed actions into an action plan linked to the areas for development identified in the report.*

There is currently an annual review procedure for the quality assurance of teaching and learning outcomes. The annual review provides a framework for the planned scope of this process, supported with data from the new MIS. This review contains data on lesson quality, good practice and a detailed action plan that shows clear links to the performance management process and professional development planning. However, this process has not yet been collated into a consolidated report of improvements. This is planned for Spring 2020.

*11.3 The Institution must produce written lesson observation reports with agreed targets for development. These should be shared with teachers and reviewed at yearly appraisal for all regular part-time staff.*

Written teaching observation records have been introduced this year. The records provide an appropriate range of evaluative information on all aspects of the lesson observed. The record of teaching observations includes

how well participants are engaging with the teacher, a review of the teaching methods employed, and the identification of any areas for improvement. An evaluation of any targets set in the annual performance review is also included. The teaching observation record is signed by both the teacher and the observer to confirm a professional dialogue has taken place.

*11.4 The Institution must provide Continuous Professional Development (CPD) opportunities to enable teachers to share best practice and develop further pedagogical techniques to enhance the learning of students.*

There are records for staff CPD that include notes on the aspects and impact of teachers' mentoring and tutoring linked to specified areas for improvement. Teachers are encouraged to observe and evaluate the range of teaching methods and approaches employed by their peers and information on the impact of this process is recorded on individual teacher's training log.

### **3. Response to recommended areas for improvement in last report**

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*The Institution should consider eliciting formal feedback from the providers of its practice facilities to inform improvement planning.*

Obtaining feedback from the providers of ESAO's practice facilities has been introduced as part of the system requirements for the planned MIS and different collection methods are in the process of being evaluated. This feedback has been incorporated into the quality assurance policy as a key source of information.

*The Institution should consider providing support in lesson planning to ensure that in all lessons, achievable objectives are identified, varied activities and interaction patterns are included, and activities suited to a range of learning styles are provided so that all student benefit equally from lessons.*

A revised lesson plan has been introduced this year providing effective links to the course learning outcomes, lesson objectives and assessment methods. There is also a section for teachers to record their reflection of the lesson as well as identifying specific student learning styles to inform the next lesson. Lesson plans are reviewed and quality assured by the Head Teacher.

### **4. Compliance with BAC accreditation requirements**

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#### **4.1 Management, Staffing and Administration (spot check)**

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**The standards are judged to be:**  Met  Partially Met  Not Met

#### **Comments**

The organisation chart provides a comprehensive overview of the business structure with clear lines of accountability and responsibility. Key functions and statutory requirements are clearly designated to specified roles and staff members and there are very clear lines of communication to support effective management and oversight in line with the Institution's policies.

There is a large well qualified administration team based in France that provides highly effective day-to-day management as well as supporting successful information sharing and effective communication between the main centre and the Hove base.

The website provides accurate information about the Institution and the provision and there are effective processes to ensure participants are suitable candidates for the course.

Students generate five levels of feedback each year from induction, course modules and end of year evaluations. This information is used well by teachers to inform quality improvement planning and to make changes quickly if required.

8.2. The format of the annual evaluative report has yet to be formalised.

8.3 There is not yet a consolidated action plan for developments and improvements.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Academic management is excellent with highly qualified managers ensuring all lessons are effectively timetabled and resourced including utilising subject specialist trainers and teachers. The specialist nature of the programme is supported by a wide range of globally recognised practitioners who are able to provide high-quality theory and practice lessons.

Practical lessons are delivered to small groups of students in well-resourced areas with animals requiring authentic assessment of osteopathic needs enabling students to work independently and collaboratively to identify problems and discuss the merit of various treatments. This authenticity provides teachers with plenty of opportunities to assess student learning and identify areas for review or reinforcement of the theoretical knowledge.

Teaching staff include clinical practitioners and teaching professionals. The majority of clinically qualified staff run their own practices outside the Institution. This ensures that their specialist knowledge is maintained up to date.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

There is a clear line of accountability for all staff to support student welfare and ensure healthy and safe working practices. The Head Manager is present during all training and, together with the trainers, is able to provide prompt and appropriate support if required. UK trainers have been appropriately trained in radicalisation and extremism awareness.

Students receive plenty of helpful information regarding their courses prior to and on arrival at the Institution.

Students receive helpful guidance, support and information throughout their time with the Institution including specific advice on how to settle into their studies in the UK quickly.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution has established partnerships with a wide range of high-quality stables and small animal care centres to enable the practical training aspects to be undertaken in safe and secure environments.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

**PART C – SUMMARY OF ACTION POINTS**

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**ACTIONS REQUIRED**

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8.2 The Institution must produce a yearly evaluative report based on all relevant sources of information.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 The Institution must collate all agreed actions into an action plan linked to the areas for development identified in the report.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

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**RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)***

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None

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**COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE**

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