



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Re-accreditation Inspection

NAME OF INSTITUTION: Emerson College

ADDRESS: Hartfield Road
Forest Row
East Sussex
RH18 5JX

HEAD OF INSTITUTION: Ms Yvette Dellsperger

DATE OF INSPECTION: 12–14 October 2021

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- Award of accreditation to be withdrawn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: 25 November 2021

PART A – INTRODUCTION

1. Background to the institution

Emerson College (the Institution) is a privately owned organisation, established in 1962 and registered as a charitable company. The Institution offers full- and part-time vocational and recreational courses reflecting the holistic approach of anthroposophy. This is a philosophy, developed by Rudolph Steiner, that postulates the existence of a spiritual world, accessible to human experience. Programmes are offered at a range of levels, including Holistic Baby and Child Care at Level 3 and Anthroposophical Medicine for doctors and medical students at postgraduate level.

The Institution is located on an estate covering 22 acres in East Sussex. The grounds are registered as a botanic garden by Botanic Gardens Conservation International. The site has 15 buildings, which include offices, teaching rooms, studio spaces and residential accommodation.

The Institution works as a living and learning community, based on anthroposophical principles. The mission of the Institution is to help people to develop and integrate the spiritual, social and practical dimensions of life, and support pathways of personal development.

A Board of Trustees, together with the Director of Operations, acts as the governing body for the Institution. The Director of Operations is supported by a small team of senior managers. The trustees are elected by an Association made up of past and present staff and other stakeholders, many of whom are drawn from the local community.

Until March 2020, all courses were offered in person and were residential. An online student portal community platform has been set up to enable courses to be delivered remotely. The Institution now offers a mixture of Online, Distance and Blended Learning (ODBL) courses and in-person residential courses. Learning programmes include part-time courses made up of a series of weekend or week-long modules, full-time courses of a shorter duration, from a single weekend up to a three-week course, and a full-time course of between 10 and 13 weeks' duration.

The Institution previously offered programmes in art and science, such as the Discovery Programme and Foundation of Painting. A new Biodynamic Gardening Programme was launched in April 2021. These courses have been cancelled and it is hoped to return to offering them in the future. The Institution plans to continue to expand the online provision to complement, and act as tasters for, the residential programmes, which are the main focus.

2. Brief description of the current provision

The Institution offers courses in Anthroposophic Medicine and Anthroposophic Psychology, Psychotherapy and Psychosomatics, accredited by the School of Spiritual Science at the Goetheanum, Switzerland, and a Level 3 course in Holistic Baby and Child Care, accredited by the Northern Council for Further Education and the Council for Awards in Childcare and Education (NCFE/CACHE). For the Holistic Baby and Child Care Diploma, students are required to undertake 100 hours of placement time in nurseries or primary schools, and to keep a reflective journal of their experiences.

Other courses running include Storytelling and Performance Arts, Rhythmical Einreibung Massage Therapy, Uprightness which is a programme designed to support those affected by trauma, Quietude which is a course for practitioners supporting end-of-life care and preparation for dying, and Professional and Personal Development Training in Mental Health.

Some courses are fully residential and delivered in person. Some are hybrid, being primarily residential with an online component for students unable to take part in person. Others are blended learning courses that are primarily delivered online with a residential component. In the past year, more than 130 students have been enrolled on a mix of residential, hybrid, blended and fully online courses.

At the time of the inspection, the Institution had 14 full-time and 85 part-time students. The majority of students are from the United Kingdom (UK). Approximately a fifth of students are European Union (EU) nationals from a wide range of countries, and a small minority are from outside the EU and include students from Canada, China and the United States of America.

A significant majority of students are women. Students' ages range from 18 years to early 80s. No students under the age of 18 are enrolled.

All provision has advertised course dates and duration of provision, and students are able to enrol for specific start dates. Entry requirements vary according to the nature of the course and include competence in the English language. Requirements are stated in application documents and course handbooks, and selection is through application and interview.

3. Inspection process

The inspection visit was undertaken remotely by one inspector over two and a half days. Meetings were held with the Director of Operations, the Education Manager, the Communications Manager, administrators, course leaders, teachers and students. Documents were scrutinised and teaching and learning sessions were observed. An inspection of the premises and facilities was conducted through a live video tour. The Institution co-operated fully and efficiently with the inspection processes.

4. Inspection history

Inspection type	Date
Full Accreditation	22 November 1995
Re-accreditation	8 May 2001
Interim	17 January 2006
Re-accreditation	4–5 December 2007
Supplementary	1 October 2008
Supplementary	20 November 2008
Supplementary	20 July 2010
Re-accreditation	18–19 June 2013
Interim	10 June 2015
Re-accreditation	24–25 October 2016
Interim	22 January 2019

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | | |
|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is effectively managed. The management board consists of the trustees, together with the Director of Operations. The management structure is clearly understood and defined and documented in the organisation chart and in job descriptions. The Director of Operations is effectively supported by the Education Manager and the Communications Manager.

Senior managers are suitably qualified and experienced and carry out their roles effectively. They have appropriate understanding of the requirements of ODBL provision and have put the necessary arrangements in place to enable an effective student experience.

Channels of communication between management and staff are clear and effective, and include e-mail, telephone and regular in-person and remote meetings on suitable platforms. Web-based folders and files are shared online to enable effective on-site and remote collaboration.

2. The administration of the institution is effective

- | | | | |
|-----|--|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are well documented and effectively disseminated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.6 | Student and teaching staff records are sufficient, accurately maintained and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.7 | The institution has a robust security system and policies in place for protecting the data of its students and teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

2.8	The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of the Institution is effective. Administrators are suitably qualified and experienced. The size of the administration team is sufficient to ensure the effective day-to-day running of the Institution, including booking accommodation and meals, reception duties and payments. The Education Manager completes the educational administration. Roles and responsibilities are clearly defined and documented.

Policies, procedures and systems are well documented in the staff handbook and effectively disseminated. A policy and procedures manual is updated every year and available on the website. New policies and procedures are explained in staff meetings.

Data collection and collation systems are clear, well documented and understood by staff and students. Students and teaching staff records are accurate and up to date. There is a robust data security system which ensures effective data protection.

Processes are in place to ensure that the student who enrolls is the student who receives the credit and include verification of identity documents and in-person or remote interviews.

The Communications Manager provides support to staff and students, backed up by a contract with a firm supplying Information Technology (IT) services, cyber-security, and cloud and virtual solutions to ensure that systems are operative at all times and provide support to staff working remotely and on site. Consequently, students are supported effectively and receive prompt and helpful support.

3. The institution employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The institution has a robust teaching staff recruitment system that is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	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

Appropriate managerial and administrative staff are employed. Effective procedures for staff recruitment include an application process with person specifications and job descriptions, in-person or remote interviews, and, at times, the opportunity to work in the college for half a day to assess suitability.

References are taken up and experience and qualifications are verified before employment.

There is an appropriate annual appraisal system to review managerial and administrative staff performance. The appraisal process is effective and includes the identification of strengths and areas for development.

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

- | | | | |
|-----|---|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <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

Publicity material provides an accurate and comprehensive depiction of the Institution. The Institution's website is clear, attractive and up to date.

Text and images, online and in marketing materials, give an accurate picture of the Institution and its facilities. Photographs taken of the premises represent a clear reflection of the premises and services offered.

Course information is comprehensive, clear and detailed, and is regularly updated. Consequently, potential students have the information they need to make informed choices about which course is suitable for them.

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

- | | | | |
|-----|--|---|--|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3 | Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries are responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.5 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the courses on which they are enrolling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.6 | Students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Institution takes reasonable care to ensure that suitable students are enrolled on courses that will meet their needs. Some programmes are designed for existing practitioners, for example, the course in anthroposophic medicine is for doctors and medical students, and Anthroposophic Psychology, Psychotherapy and Psychosomatics is for practising psychotherapists and psychiatrists.

Appropriate entry requirements are stated clearly in the student handbook for each course and on the relevant application form. Course leaders assess the suitability of potential students. The formal application process includes a personal statement, the verification of any claimed qualifications and an interview. As a result, student retention is high.

Application enquiries receive a response within a maximum of two or three working days by e-mail or, if appropriate, with a telephone conversation to clarify salient points. This process effectively ensures that students receive appropriate additional guidance.

The language ability of potential students is assessed through the personal statement and interview to ascertain whether they have appropriate English language proficiency to benefit from their chosen course and whether the course for which they are applying is a good match for their needs. Initial assessment takes place during the interview process.

Students are provided with clear information on the level of digital literacy needed for programmes, including at the interview stage. They are also sent a letter with detailed information about the online platform, including how to log in and access the modules. This supports access to resources effectively. Technical assistance is also provided by the Communication Manager as required.

The Institution makes the requirements of the course clear to applicants and states that they must be competent users of the English language. Information packs and webpages clearly state the skills and knowledge required. For the hybrid courses, applicants will be advised explicitly that they have responsibility for checking that they have the required skills and knowledge to study on their chosen course.

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

- | | | | |
|-----|---|---|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on student attendance and punctuality. | <input 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 students, collated centrally and reviewed at least weekly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate policies and procedures to ensure high levels of student attendance and punctuality. These are clearly stated in the student handbook.

Records of attendance and punctuality are secure and accurate, collated centrally and reviewed weekly.

Students inform teaching staff in advance if they are unable to attend. If staff had not heard from an absent student, they would be followed up promptly.

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

- | | | | |
|-----|--|---|-----------------------------|
| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Regular stakeholder feedback is obtained, and appropriate action taken in response as required. Written quantitative and qualitative evaluations are collected from students for all courses and include feedback on the provision of learning facilities.

Written and spoken feedback is obtained from students through feedback forms, surveys, one-to-one tutorials, discussion groups and group check-ins. Staff provide feedback in monthly meetings with managers, annual appraisals, and through course reviews. Feedback is also obtained through partner institutions and relevant accreditation bodies.

Feedback is reviewed firstly at course level and then by the relevant managers and directors within the education and operations teams. Analysis is completed at course level and appropriate actions are then taken to improve the provision.

Actions taken in response to student feedback are reported to the student body via a useful communication tool and are published on the website and on posters displayed on campus.

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

- | | | | |
|-----|--|---|--|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually, which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, examination results, and retention, achievement and completion rates. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution utilises effective systems to review its own performance. Regular reports are made to the Board of Trustees, including educational reports on courses and enrolments, student satisfaction, and operational reports dealing with aspects such as accommodation and facilities. An overview report is compiled once a year for the Annual General Meeting (AGM) and presented to an Association that comprises past and present staff and other stakeholders.

8.2 Opportunities are missed to base self-evaluation on data that includes analysis of year-on-year results on student satisfaction, qualification success rates, and retention, achievement and completion rates.

Feedback from stakeholders is reviewed at course level and appropriate actions are then taken to improve the provision.

8.3 Because the reviews are carried out at course level only, opportunities are missed to incorporate actions into a whole-organisation action plan for improvement that includes wider issues and clear, specific and measurable action points that are regularly evaluated and reviewed.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | | |
|-----|---|---|-----------------------------|
| 9.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic management is effective. The Education Manager has responsibility for teaching, learning and assessment, and the management of the teaching staff and is appropriately qualified and experienced, including in ODBL. The Education Manager is effectively supported by the Communications Manager and Director of Operations.

Classes are timetabled appropriately and suitable rooms and facilities are allocated as required.

Teachers are highly qualified in their areas of expertise and, therefore, provide a consistent learning experience.

There are suitable budgets and policies for the acquisition of academic resources, and the Institution has organised a download and print facility for materials to support staff and students' access to resources.

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

- | | | | |
|------|--|---|-----------------------------|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.8 | The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the students and to enhance instructional and educational services. | <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 in ways that meet the needs of the students. As a result, they develop the skills and knowledge they require to successfully achieve the assessment requirements. Teachers ensure that all the criteria for accredited programmes are met.

There is a good range of teaching aids and learning resources such as handouts, booklists, slide presentations, videos and reference material, which are used effectively to support student learning.

Accredited courses are designed to meet the necessary criteria, and assessment procedures are effective in preparing students for summative assessment opportunities. External quality assessors confirm that processes are effective in helping students in developing the necessary knowledge and skills.

Students are encouraged to develop independent learning skills and to participate in a study skills seminar at the beginning of the course. Tutors encourage students to set goals and complete individual projects, and to monitor and evaluate their own development, so they can manage their own learning. Students on in-person courses enjoy experience days, where they work on their own projects with teacher support as necessary.

Assignments and assessments are scheduled in advance and are clearly set out in the course handbook.

Students are asked to disclose any particular learning and support needs during the application and interview process to enable individual needs to be taken into account. Students also benefit from one-to-one tutorials to support their learning.

The Institution has trialled different learning technology software programmes and has responded to student feedback in adopting a learning management system that students find user-friendly. This enables effective peer-to-peer interaction and effectively enhances learning opportunities.

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

- | | | | |
|------|---|---|-----------------------------|
| 11.1 | Teachers are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

11.2	Teachers have a level of subject knowledge and pedagogic and communicative skill that allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering in-person learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Teaching staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.10	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic staff are appropriately qualified and experienced for the courses they teach. They have highly specialised subject knowledge, coupled with pedagogic and communication skills that enable students to learn effectively.

Suitable staff with specialist knowledge are allocated to classes and delivery is monitored through regular in-person or online observation to ensure a consistent learning experience. Observation reports include areas for development. Student feedback confirms their satisfaction with teaching and learning and inspection findings confirm this.

Delivery methods are effective in ensuring that students meet the learning outcomes and make good progress. The move to greater ODBL delivery has resulted in a steep learning curve and staff have researched and shared best practice very well. There has been considerable investment in technology, together with a trial-and-error mindset, which has resulted in the Institution using more effective programmes to improve the student experience. Consequently, teachers have gained a good understanding of the special challenges of ODBL.

Teachers' feedback to students is monitored effectively through the internal quality processes. All teachers have received training and support on how to move their lessons online. Their experiences have also given them great insight into what works and what does not, enabling them to provide students with a high-quality learning experience in hybrid and blended learning scenarios.

Teaching staff are encouraged to participate in Continuing Professional Development (CPD) in their chosen fields. Teachers particularly valued the opportunity to share best practice at an annual conference. Teachers also receive training on assessment processes, standardisation and accreditation. They are also updated regarding institutional policies, which are contained in tutor handbooks.

Students disclose individual learning needs during the application and interview process. Reasonable adjustments are made when additional needs are identified, and teachers use a multi-sensory approach to meet the differing learning styles of students.

In the most effective sessions, teachers use a variety of strategies to involve students and check understanding, including break-out rooms for small-group discussion, question-and-answer techniques, videos, slide presentations, roleplay, storytelling, art, craft and singing.

Assignments and assessments effectively check students' understanding of course content and their skill development. In a minority of lessons, opportunities to monitor understanding on an ongoing basis, through the use of specific, targeted questioning techniques and breaking up listening sessions with more interactive student activities, are missed.

12. The institution provides students and teachers with access to appropriate resources and materials for study

12.1	Appropriate resources and materials for study are available to the students and teachers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution makes appropriate learning resources available to students and teachers. Rooms are well prepared with necessary materials and equipment, and even fresh flowers, ready for classes. An online student portal has been set up with access to sessions and learning resources.

A whole new range of ODBL course materials has been developed and the process has been managed very effectively, with ongoing improvements and revisions in response to feedback. The quality of the content and materials are monitored by course leaders and managers through observations, teaching staff collaboration and the student portal.

Learning materials are designed for each specific course and level and detailed in the course handbook. They include additional resources to support learning. The materials are well presented and comprehensive and enable students to meet their learning objectives. As a result, students make good progress.

Course materials are accurate and reflect current practice. The student portal is very effective in providing easy access to learning sessions and supporting resources and reference materials. Provision has been made to enable students to download copyrighted material through a Copyright Licencing Agreement (CLA). Students who are on site at the Institution also have access to a library with a wide collection of books.

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

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and to prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 13.5 | Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.6 | Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive appropriate assessment and feedback on their performance. Courses are well-planned and the course handbooks contain details of assessment criteria and assignment dates.

Assessment outcomes are effectively monitored by course leaders and tutorials are provided for students who are struggling or need additional clarification and support. Regular tutorials and feedback sheets are provided for each student on accredited courses. As a result, students know how well they are progressing and what they need to do to improve.

The Institution has a clear policy on plagiarism and cheating, which is detailed in the student handbook.

Students who are experiencing difficulties are supported through tutorials or signposted to more suitable alternative courses.

Regular written and spoken feedback is provided for students in a supportive way. Teaching staff are very accessible outside class time. They are available by telephone, in person and by e-mail, and students confirmed that they found the support from teaching staff very valuable.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Holistic Baby and Child Care Level 3 course is accredited by NCFE/CACHE and recognised by the regulator.

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

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

There is a clear rationale for courses leading to unaccredited or internal awards. Where appropriate, there is a clear statement of the level of CPD courses, for example postgraduate courses for doctors and psychiatrists or psychotherapists.

Doctors who successfully complete the CPD Level 7 courses in Anthroposophic Medicine or Anthroposophic Psychology, Psychotherapy and Psychosomatics, which is accredited by the medical section of the Goetheanum in Switzerland, fulfil the requirements of the guidelines for the Accreditation of Anthropological Physicians Training.

Care is taken to ensure that students who achieve internal awards successfully meet the learning outcomes. There are thorough and effective assessment and internal quality assurance processes, and, as appropriate in meeting awarding body requirements, external moderators assure the quality of assessment decisions.

16. There are satisfactory procedures for the administration of examinations and other means of assessment

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

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

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

Comments

There are thorough and well-organised systems in place to ensure the validity of the assessment processes. Accurate records are kept that demonstrate valid assessment decisions. The systems include effective internal quality sampling plans and processes. External quality assurance reports confirm the accuracy and effectiveness of the process.

For internal awards, there are also high-quality processes in operation. Clear procedures are detailed in the student handbook if students wish to appeal against their assessment results.

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

17.1 Students have access to advice from an appropriate staff member on further study and career opportunities. Yes No

17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

There is appropriate provision of advice for students wishing to progress further. Vocational courses have units that include careers advice.

Course leaders also provide careers advice in tutorials. Course handbooks include a section on next steps and employability.

INSPECTION AREA – STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No

18.2 Students receive appropriate advice before arrival. Yes No

18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No

18.4	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.5	Students are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.9	The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the institution's responsibility.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.10	The institution supports and encourages peer-interaction through a variety of communication channels including social media.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive excellent pastoral support. The member of staff with responsibility for student welfare has received appropriate counselling training, and is available to support students and provide advice and guidance.

Prior to arrival, students receive appropriate advice through the initial enquiry, application and interview process. This is supplemented by the written information provided to students.

On arrival, students receive relevant information at induction, which includes introductions to all staff and information on facilities and health and safety. They receive input from their course leaders and teachers on the demands of their course and the support systems available, and how to study effectively. This ensures that students settle quickly into their course of study.

Students receive an out-of-hours emergency number, which is posted in all student houses, classrooms and the main house. Policies to avoid discrimination and deal with abusive behaviour are published in student and staff handbooks.

There are effective arrangements in place to protect students from the risks of radicalisation and extremism, which include a policy, training completed by all staff and a risk assessment.

The Institution has good arrangements to ensure that students understand system requirements and know how to access appropriate technical advice. Effective support and troubleshooting are built in at an early stage and the Communications Manager provides ongoing help and advice very efficiently.

The learning management platform adopted by the Institution successfully enables peer interaction in a secure environment and provides a safe online space for sharing information, creativity and collaboration.

19. International students are provided with specific advice and assistance

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Specific advice and assistance are provided for international students. Prior to travelling, they receive helpful information as part of the application process. They are provided with travel and visa advice, information on health regulations and requirements, and on the weather, and what to expect and what to bring with them.

On arrival, students receive information at induction on the local area as well as such issues as medical and dental appointments, public transport, shopping and local walks. Ongoing information and advice are constantly available through students' course of study. As a result, international students are able to settle into their course quickly. Students are able to access advice as needed throughout their course.

Religious and cultural considerations are taken into account and appropriate support, advice and facilities are provided. Staff come from a wide range of cultural backgrounds and are able to empathise effectively with students. Many languages are spoken and understood, and it is often possible to connect international students with a first-language speaker.

20. The fair treatment of students is ensured

- | | | | |
|------|---|---|-----------------------------|
| 20.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Students 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

Students are treated fairly. Fair contractual terms and conditions are made clear in application forms and handbooks, together with information on the complaints procedure. Students are also advised of BAC's complaints procedure.

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

- | | | | |
|------|--|---|--|
| 21.1 | Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for the security of students and their property. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided that is appropriate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The residential accommodation is clean and safe and meets the needs of students very well. It is fit for purpose and appropriately supervised. There are four residential blocks with a total of 58 single bedrooms. An appropriate number of toilets, showers and washbasins are provided.

Students have access to kitchens with storage facilities, tables and chairs and other suitable facilities, including a refrigerator, oven, a kettle and a toaster. All meals can be taken in the dining room or there is an option to provide one's own breakfast and supper. Bedrooms contain suitable furniture.

There are clear rules and fire, health and safety procedures. Good arrangements are in place to mitigate the risk of fire and other hazards.

The level of supervision is appropriate to the age and needs of adult students. The House Manager provides oversight and checks cleanliness and whether students are happy. She also instructs and supervises the housekeepers who are responsible for cleaning. The House Manager, Maintenance Manager and teachers are in close contact with students and flag up any issues.

A weekly facilities meeting, involving the Director of Operations, Events Manager, Reception staff, Maintenance Manager and House Manager, is used to agree actions on any major questions. The person responsible for health and safety regularly visits all buildings and raises issues with students. Students are informed that the House Manager is available Monday to Friday during the morning coffee break for conversations without prior appointment.

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- | | | | |
|------|---|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

- | | | | |
|------|---|---|---|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution 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

An appropriate social programme and clear information on events and leisure activities are provided. Most students are in residence for short periods and have access to evening lectures and any events that are scheduled that week.

Useful Information is posted on notice boards. Public lectures and concerts are part of the Institution's offer and open to students. A weekly storytelling evening is offered for around 20 weeks of the academic year. There is also an Emerson College Choir that students may join.

The programme is responsive to the needs and wishes of students, who can request a specialist lecture on their area of interest. Students choose the events that interest them.

Most activities are free of charge. When an event is organised by the Institution, a staff member is present, and first-aid cover is also organised.

INSPECTION AREA – PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.2	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

The Institution has secure possession of its premises. The campus and premises are owned by Emerson College.

The Institution can make use of space in the Rudolf Steiner House in London for some of its residential courses.

25. The premises provide a safe, secure and clean environment for students and staff

25.1	Access to the premises is appropriately restricted and secured.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), which are made readily available to students, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The premises provide a safe and clean environment for students and staff. There is a receptionist on duty in reception and some rooms are kept locked.

The premises are located on an estate covering 22 acres, rather than being close to busy public spaces, and, therefore, they provide a generally safe working and learning environment.

25.1 However, there is open access to the site and the buildings are not locked at any time.

The Institution employs a Maintenance Manager, and the premises are well maintained and in good repair. Everywhere is clean and well decorated, with attractive flower arrangements and beautiful grounds.

General information on health and safety is made available to visitors in reception and to staff and students in handbooks. Visiting staff receive a fire information pack.

Signage is clear, with signposts in the grounds. Notice boards display general information regarding health and safety, courses and events. Signs regarding fire safety and evacuation points are clear, and first-aid information is clearly displayed.

There is a suitable area in which to receive visitors and sufficient room for the number of staff and students to circulate in attractive surroundings. Toilets are clean and there is an accessible toilet for wheelchair users. Ramps and the use of ground-floor classrooms enable good access. Windows ensure there is sufficient ventilation and there is a heating system for all teaching, social and residential areas.

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

- | | | | |
|------|--|---|-----------------------------|
| 26.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Classrooms are large and sufficient in number. They are well prepared for each class before sessions, with appropriate furniture arrangements and materials, fresh flowers and refreshments for students.

Blackboard, screens, projectors, pianos, tables and chairs are all available, together with the resources needed in a particular session.

Learning areas provide an attractive environment that is conducive to learning.

There are suitable facilities for conducting assessments on each course.

27. There are appropriate additional facilities for students and staff

- | | | | |
|------|---|---|---|
| 27.1 | Students have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | Students 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 |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Facilities for students and staff meet their needs very well. There is suitable access to facilities for private study. Students can use their study bedrooms, or the library, which has comfortable chairs and study areas, IT facilities and a printer. Empty classrooms can also be used.

Teaching staff usually choose to do preparation work at home, but desks are also available in the education office.

The reception area is open to all staff for photocopying and access to the internet. There is a common room available for staff and students and sufficient space for relaxation and the consumption of food and drink. Meals are provided in the dining room, and tea and coffee facilities are also available.

Students can store personal possessions in their locked bedrooms and staff have access to lockable storage lockers.

There are rooms suitable for holding private meetings and large enough rooms for staff meetings. Administrative offices are of a suitable size and have sufficient resources for the efficient administration of the Institution.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

The numbering of action points aligns with that of the minimum standards.

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

A strong management team successfully maintains effective communications.

Flexible systems enable students to benefit from a hybrid system where they can access ODBL to supplement in-person learning opportunities.

The effective online student management system that has been developed effectively enhances student learning.

Actions required	Priority H/M/L
8.2 The Institution must analyse year-on-year results on student satisfaction, and retention, achievement and completion rates.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 The Institution must formulate action plans for improvement, with specific and measurable action points that are regularly evaluated and reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The very clear ethos and educational direction enable students to develop skills and knowledge effectively.

The Institution's committed teachers are highly qualified in their specialist areas.

There are well-organised and secure assessment and verification procedures in place.

There are high student satisfaction rates with the level of support they receive.

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

STUDENT WELFARE

Institution's strengths

The warm and friendly atmosphere enables students to feel comfortable and at ease.

Strong team relationships provide effective support for staff and students.

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

PREMISES AND FACILITIES

Institution's strengths

Exceptional attention to detail ensures good facilities and pleasant surroundings that are conducive to learning.

The Institution is set in a beautiful environment, with 22 acres of grounds for students to enjoy.

The Institution's achievement of Biodynamic and Botanic Garden status enhances students' learning and experience.

Actions required

Priority H/M/L

25.1 The Institution must Improve external security, for example through fitting coded keypads to external doors.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution should consider ways of encouraging teachers to check understanding and increase student interaction in online lecture-style sessions that require long periods of listening.

COMPLIANCE WITH STATUTORY REQUIREMENTS

--