BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Full Inspection

NAME OF INSTITUTION:　　　Tobias School of Art and Therapy

ADDRESS:　　　Coombe Hill Road
East Grinstead
West Sussex
RH19 4LZ

HEAD OF INSTITUTION:　　　Ms Gillian Mary David

DATE OF INSPECTION:　　　10 & 13 July 2020

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for one-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE:　　　20 August 2020

PART A – INTRODUCTION

1. Background to the institution

Tobias School of Art and Therapy (the Institution) is a privately owned college and a registered charity. It provides courses in arts for health and well-being, and transpersonal arts in therapy. Established in 1979, the Institution moved to its current premises in East Grinstead, West Sussex in 1981.

The Institution aims to provide professional training in relation to the transformative power of artistic processes, for well-being, personal growth and social change.

Tobias School of Art and Therapy is led by Gillian David, Head of the Institution. She is supported by a General Manager who acts as Company Secretary, along with a Senior Lecturer and Office Manager. Overall governance of the Institution is provided by six Directors who form the Tobias Trust Board.

Originally founded in 1979, the Institution follows the developmental and spiritual philosophy known as anthroposophy. Established by Rudolf Steiner, an Austrian philosopher, playwright and artist, Anthroposophy is a spiritual path that respects the freedom of each individual, through a holistic understanding of body, soul and spirit.

2. Brief description of the current provision

The Institution offers an accredited course in transpersonal arts for heath, wellbeing and therapy at levels 5 and 7. The Transpersonal Arts for Health and Wellbeing qualification, at level 5, is a one-year, full-time programme delivered face to face at the Institution's premises. The course can also be studied on a part-time, modular basis over two years, with students attending intensive teaching blocks twice each year in November and February.

On successful completion, students may be eligible to progress to the Transpersonal Art Counsellor course at level 7. Students are enrolled on a face-to-face, full-time programme over two years, attending classes for two days a week, with a further day in a community clinical placement. Students can also study on a part-time, modular basis during set intensive teaching blocks over four years.

Both courses are accredited as professional recognition awards by the City & Guilds of London Institute.

The Institution also provides a programme of short courses, ranging in duration from one to four days, in portrait painting, storytelling through art, sensory perception and running your own therapy business.

At the time of the inspection, there were 50 students enrolled. A majority of the students are enrolled on full-time courses. All students are aged over 24 and most are female. The majority of the full-time students are United Kingdom (UK) nationals, with around a third coming from other European and international destinations, including Hungary, Peru, Saudi Arabia, Finland, Ukraine, the United States of America (USA) and France.

On the part-time course, a minority of the students are UK nationals. The majority are from other European and international destinations, including the USA, Ireland, Russia and Spain. Around 14 students are currently booked to attend the next part-time modular level 5 course. The Institution has a total capacity for 70 students to be enrolled at any one time, based on a mix of full- and part-time delivery.

Students on full-time programmes are enrolled in September each year. Admission onto the part-time modular programme is once every three years, commencing in the Autumn term. Students must meet published entry requirements to enrol on each course. These typically include a first degree or relevant life experience, and evidence of sufficient English language competency.

3. Inspection process

The inspection took place remotely over two days using online communication methods. It was undertaken by one inspector, who met with the Head of the Institution, General Manager, Office Manager, the Chair of Trustees and other senior leaders. The inspector observed online teaching sessions, and held online meetings with students, tutors and the Placement Coordinator. The inspector carried out a virtual tour of the premises, including residential accommodation, and scrutinised relevant documents and electronic systems. All requested information was made available. The Institution cooperated fully with the inspection.

PART B - JUDGEMENT 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff.	☒ Yes	☐ No

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

Comments

The Institution has a clearly defined and effective management structure. The senior management team consists of the General Manager, Head of School, Senior Lecturer and Office Manager. The senior managers have worked closely together for many years, providing a very effective and consistent level of strategic and operational leadership and management.

The members of the senior team are very experienced and professionally qualified. They have a deep understanding of their different roles and responsibilities to ensure the Institution is professionally managed.

As well as the senior management team, over 20 visiting tutors are also regularly contracted to support the delivery of the curriculum and to support and assess the students. The Head of School and Office Manager meet regularly with all tutors to disseminate important information. Written visiting tutor guidelines are frequently updated and made available through the Institution's website. As a result, the communication between the core team and visiting tutors is effective and efficient.

Effective oversight of the Institution is provided by the experienced Board of Trustees, whose members meet regularly each year to support and challenge senior managers on academic, financial and regulatory matters. An external examiner also works closely with senior managers to provide additional academic oversight and assessment rigour. The annual External Examiner's report is not routinely reported at Board meetings, which would ensure that trustees have regular updates on current academic standards.

2. The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective.	☒ Yes	☐ No

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

Comments

Administration duties are shared among the experienced and professionally qualified senior management team. Senior managers have a very clear understanding of their specific administration roles and responsibilities. They carry these out effectively in order to ensure the efficient running of the Institution.

Policies and procedures are regularly reviewed and updated by senior managers and are approved by the trustees. They are effectively shared with students and visiting tutors by means of the website.

Most of the data collection and collation systems are manual. The systems are very well organised and are used effectively. As a result, managers have access to accurate and reliable administrative and management information. Owing to the manual nature of the data systems, the collation of key statistics and data for review and reporting purposes is performed manually. This can be overly time consuming and labour intensive.

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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.	☒ Yes	☐ No
3.2	Experience and qualifications claimed are verified before employment.	☒ Yes	☐ No
3.3	There is an effective system for regularly reviewing the performance of staff.	☐ Yes	☒ No

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

Comments

Managers recruit suitably qualified and experienced staff. Recruitment and selection processes include appropriate checks on identification, the right to work, qualifications and the taking up of verified references. This ensures that the Institution employs appropriately qualified and experienced staff.

Relevant and appropriate staff appraisal documentation and processes are in place. Appropriate appraisal report templates are available for formally reviewing staff performance and setting future targets. Informally, the senior management team meets regularly to discuss performance and any areas of development required. As a result, the staff know what they do well and what they need to do to improve.

Senior managers recognise the need to formally appraise and review the performance of staff more regularly, to help identify and share best practice, and to highlight areas for ongoing enhancement and professional development.

3.3 The existing formal appraisal process has not been fully implemented in recent times due to staff absence.

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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.	☒ Yes	☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes	☐ No

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

Comments

Printed and electronic publicity material is clear, and accurately represents the Institution's premises, location, facilities and curriculum.

Detailed course information provides students with a clear and accurate summary of the format, composition and duration of each course. Publicity materials set out clearly the modules of study in each course, associated fees and

teaching methods. This ensures that all prospective students have detailed information and guidance to inform their study choices.

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.	☒ Yes	☐ No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes	☐ 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.	☒ Yes	☐ No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No ☐ NA	

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

Comments

Application and enrolment processes are clear and effective. Students have access to information about the entry requirements which are clearly listed on the website and in printed course information. The entry requirements are appropriate for the level of study and demands of each course.

The formal course application process is rigorous and includes completion of an application form and personal biography, individual interview, review of the applicant's artistic portfolio and, where relevant, independently verified checks on their level of English language capability. Students' existing qualifications, life experience and emotional robustness are all carefully explored and verified, to ensure students are well prepared to undertake higher level study in arts therapy. These measures ensure that students are recruited with integrity onto courses that meet their educational goals and aspirations.

The Institution provides regular open days, taster events and information guides. These help students understand the requirements of each course and to gain information about the learning environment and work-based therapy placements, where relevant. During the inspection, students confirmed that they had received high levels of information, advice and guidance that had helped them to make effective study choices. Any enquiries or questions they had prior to enrolling were dealt with very promptly and professionally. Inspection findings confirm this view.

Initial assessment arrangements are robust and effective. The Head of School conducts individual meetings with each student to learn more about their starting points, motivations for completing the course and any specific learning needs. International students benefit from online video-conferencing meetings to explore their individual needs. Tutors use this information effectively when planning teaching, learning and assessment opportunities, and organising community clinical placements.

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
6.3	Student absences are followed up promptly and appropriate action taken.	☒ Yes	☐ No

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

Comments

The attendance policy is clear, appropriate and effectively disseminated and communicated to staff and students. Students must meet published minimum attendance levels to be eligible for externally accredited qualification awards.

The Senior Lecturer has responsibility for maintaining overall student attendance and punctuality records. Manual records are accurate, securely stored and well maintained. They are regularly collated and reviewed by the senior management team to monitor individual and overall attendance and punctuality levels.

Any student absences are swiftly followed up by the Office Manager, and appropriate action is taken where required.

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.	☒ Yes	☐ No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes	☐ No
7.3	The feedback is reviewed by management and action is taken where necessary.	☒ Yes	☐ No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	☒ Yes	☐ No

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

Comments

Effective systems are in place for the collection, recording and review of student feedback throughout the course. Written feedback forms are completed on a termly and annual basis. The forms are used to enable individual students to provide general as well as module- and tutor-specific feedback. This enables senior managers to identify key strengths, as well as any areas requiring development relating to the quality of the education and the standard of facilities and resources.

A formal course consultation system is also in operation, through which nominated student representatives from each course meet with senior managers to provide oral feedback on behalf of their respective groups. Line managers and supervisors, from students' clinical placement providers, also submit regular written reports and valuable stakeholder feedback at the end of each student placement.

Managers carry out regular audits and analysis of all the student and stakeholder feedback obtained, including any anecdotal oral feedback. This ensures that managers are able to take swift action, where required, to make the necessary improvements or enhancements. The Institution's response to the feedback is documented and shared with student course representatives, to ensure that all students are clear about the actions taken in response to the feedback.

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.	☒ Yes	☐ No
8.2	Reports are compiled at least annually, which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates.	☐ Yes	☒ No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	☒ Yes	☐ No

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

Comments

Managers have put in place a range of effective systems for monitoring and reviewing the Institution's performance. These include the audit and review of student and stakeholder feedback, scrutiny of the External Examiner's report, regular faculty review meetings for the senior management team, and analysis of student data. The resulting performance information is reviewed by the senior team and actions for improvement are identified and implemented promptly as necessary. The General Manager prepares reports for the Board of Trustees that include details of student numbers and future bookings.

8.2 Managers do not compile a formal annual report to present the outcomes of the monitoring and review arrangements and to enable a detailed year-on-year analysis of student satisfaction, retention, achievement and completion rates.

Senior managers carry out a strategic review process that considers the current strengths, weaknesses and threats to the Institution and its success. As a result, senior managers are able to use existing performance monitoring information to identify future actions and opportunities for growth and improvement. Managers recognise the value of a more formal, overarching quality improvement plan in helping them to prioritise and monitor the effectiveness of the actions taken over time.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9.   Academic management is effective

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	☒ Yes	☐ No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	☒ Yes	☐ No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	☒ Yes	☐ No

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

Comments

The Head of School has overall responsibility for academic management, supported by a Senior Lecturer and other members of the senior management team. The Head of School is appropriately qualified, with a higher degree in therapy and education and additional postgraduate qualifications in creative supervision and art therapy. She is also very experienced, having been in post at the Institution for over 20 years, and also works as a play and art therapy supervisor.

The Head of School provides highly effective and consistent academic management of the courses and effectively manages an extensive programme of visiting tutors. This ensures that the students benefit from the diverse expertise of a range of tutors, who are recruited and allocated effectively to modules based on their significant professional skills and experience in a range of art, therapy and well-being areas. These skills and experience include counselling skills, building therapeutic relationships, practical art skills, storytelling, working with children, adolescents and the elderly, palliative care, and supporting clients with mental health needs or special needs.

Classes are timetabled effectively and allocated to appropriate teaching and learning spaces, for example an art workshop or studio, or a classroom space that allows students to discuss, debate and share their experiences.

Appropriate arrangements are in place for the acquisition of academic resources, for example art materials and library book stock. A dedicated annual library budget is available for academic staff and visiting tutors, to ensure that academic resources are current and fit for purpose.

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.	☒ Yes	☐ No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	☒ Yes	☐ No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	☒ Yes	☐ No
10.4	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
10.5	Any required coursework and revision periods are scheduled in advance.	☒ Yes	☐ No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	☒ Yes	☐ No

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

Comments

Course planning is effective and ensures that students develop the knowledge, skills and professional behaviours they need to achieve their qualifications and successfully progress in their chosen development path.

The curriculum is effectively sequenced and constructed to develop students' practical art and therapy skills incrementally, along with their confidence, reflexive thinking and academic writing ability. Formative assessments are aligned well to the published learning outcomes of each module. Students complete a wide range of assessment activities, such as ongoing reflective journals, projects and presentations, which helps to ensure that they are well prepared to meet the awarding body's standards.

Students are actively encouraged to develop their independent learning skills through research, case study assignments, and clinical work placements in the community. Lessons and supervision sessions actively encourage students to reflect on and evaluate their individual therapeutic orientation, style and philosophy, as these develop throughout the course.

The Placement Coordinator works effectively to match students appropriately with a range of suitable clinical placements, in a wide variety of different art therapy disciplines. Community placements provide students with excellent opportunities to apply their developing knowledge, understanding and skills in art therapy in different contexts and settings, for example in schools, charities and hospices.

The student handbook and course timetable provide a clear schedule of coursework assignments and placement arrangements that apply to each course. This helps to ensure that students are able to manage their study, research and placement activities effectively.

Teaching staff use information gained through the course application, initial assessment and induction processes to understand, plan for and meet the particular needs of the students they teach. Tutors make appropriate reasonable adjustments to their delivery, for example by providing students with access to learning resources in different formats or providing additional time for completing assessments.

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

11.1	Teachers are appropriately qualified and experienced.	☒ Yes	☐ No
11.2	Teachers have a level of subject knowledge, and pedagogic and communicative skills, which allows them to deliver the content of courses effectively.	☒ Yes	☐ No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	☒ Yes	☐ No
11.4	Teachers are supported in their Continuing Professional Development (CPD) and enabled to develop further pedagogic techniques to enhance the learning of students.	☒ Yes	☐ No
11.5	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	☒ Yes	☐ No

11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Students benefit from well-qualified and experienced vocational tutors who use their skills, expertise and subject knowledge well to deliver engaging course content. Visiting tutors are recruited from a wide range of professional disciplines that complement the course content and learning outcomes. Most visiting tutors are current art and therapy professionals, who continue to practise in their related professional fields as child and adult psychotherapists, therapeutic art counsellors and artists.

Tutors use their significant vocational backgrounds and experience to deliver engaging teaching and learning sessions. For example, students developing their counselling skills benefit from the expertise and guidance of a very experienced lecturer, accredited counsellor and registered Gestalt psychotherapist. Students developing their practical art skills in stone carving benefit from the significant expertise of a professional international artist and sculptor.

The Head of School carries out regular peer and joint observations of teaching and learning, providing detailed written feedback to tutors that highlights good practice and provides practical suggestions to guide improvements where required.

Full-time staff have access to an appropriate budget to support the costs associated with their CPD activities. All tutors are invited to attend the regular evening guest lectures. These cover a range of classical and contemporary art and therapy topics and take place throughout the academic year. Most visiting tutors also maintain their professional skills as current practitioners, working in a range of art and therapy settings, or running their own private practice.

Tutors use their skills well to plan learning sessions that fully engage and motivate students and meet their individual needs and preferences. The tutors encourage students to apply their skills in different contexts, making use of case studies and scenarios to help students link theory with practice. For example, in a session on therapeutic orientation and modality, students were encouraged to practise their communication skills through role play with potential employers. This enabled students to develop their confidence and clarity in articulating their professional style and therapeutic approach.

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

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

Comments

The Institution provides students and tutors with the necessary resources, learning materials and study spaces required for each course. Where relevant, students are provided with art materials, such as clay, oils, inks and paper. They also have access to an on-site art shop, which provides a broad range of art materials at wholesale prices.

International students on the part-time modular course are set independent learning tasks to complete between their intensive teaching blocks. They are provided with copies of useful handouts and resources before returning to their home countries. Academic support is provided through online individual and group tutorials using video-conferencing tools. Managers have identified that additional access to a greater range of online learning resources would be helpful for part-time international students, to better support their studies between on-site, residential teaching blocks.

The visiting tutors benefit from the support of the Office Manager with regard to the printing and collating of any teaching resources required for classroom sessions. While on placement, the placement providers are required to pay for, or provide, all materials and equipment required by the students to carry out their work.

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.	☒ Yes	☐ No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	☒ Yes	☐ No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	☒ Yes	☐ No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	☒ Yes	☐ 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.	☒ Yes	☐ No
13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes	☐ No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	☒ Yes	☐ No

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

Comments

The student handbook provides a clear written schedule of the formal course work assessments that apply to each module and programme. The handbook also provides specific details of the criteria, at pass, commended and distinction level, for the assessment of artistic projects, academic essays, case studies and dissertations, where applicable.

Students' progress is carefully monitored through ongoing assessments, and group and individual tutorial sessions. Additional support and guidance are promptly provided, where required, to help students catch up and achieve. On occasion, where students are judged not to be making sufficient progress to succeed, they are informed about appropriate alternative provision available through other providers.

Students' progress while on clinical work placements is carefully monitored by the Head of School, supported by the Placement Coordinator. Workplace line managers and mentors submit regular written feedback, which allows students and staff to monitor progress, set challenging targets and provide or receive ongoing support where required.

Managers are aware of the risks of student malpractice related to formal accredited qualifications. Most assessments include a significant proportion of practical activity that cannot be easily plagiarised, such as live presentations, practical art projects and significant clinical placements. Written assignments require personal interpretation and reflection, and therefore need to be individual and personalised. Managers and tutors have a clear policy and procedure to deal with any formal cases of malpractice, maladministration or plagiarism, should these occur.

Tutors provide regular oral feedback to students, both in individual lessons and through tutorials and workshops, to help them understand their progress and where improvements are required. Students also benefit from constructive, supportive and detailed written assessment feedback, which highlights areas of good practice and recommendations for development where needed.

Students receive good levels of support for developing their higher level study skills, for example academic writing and referencing, structuring a dissertation or formal report, and completing an applied case study project. As a result, students' assignment work is well presented, professional and suitably scholarly for the level of study.

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

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

Comments

The Transpersonal Arts for Health and Wellbeing qualification, at level 5, and the Transpersonal Art Counsellor course at level 7, are accredited as professional recognition awards by the City & Guilds of London Institute. City & Guilds is an awarding organisation recognised by the UK regulator, the Office of Qualifications and Examinations Regulation (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 Regulated Qualifications Framework (RQF) and evidence that students who receive the award meet the stated requirements for that level.	☐ Yes	☐ No	☐ NA
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes	☐ No	☐ NA
15.3	External moderators are involved in the assessment process where appropriate.	☐ Yes	☐ No	☐ NA

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

Comments

16.	**There are satisfactory procedures for the administration of examinations and other means of assessment**			
16.1	The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes	☐ No	☐ NA
16.2	For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.	☐ Yes	☐ No	☐ NA

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

Comments

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

Students benefit from appropriate advice and guidance on progression opportunities from academic staff, including visiting tutors, the Senior Lecturer and the Head of School. Students are signposted to relevant opportunities to continue their studies, for example postgraduate qualifications in a range of applied and clinical-related disciplines. The External Examiner is also able to provide individual advice and guidance on doctoral-level study and routes into related clinical roles.

Clinical work placements also help to support students' progression into employment. Placement mentors provide useful advice and guidance on entry routes and opportunities in different art therapy disciplines. When interviewed, students said that they highly valued the opportunity to undertake a range of different community placements and commented on the positive impact of these in shaping their specialism and next steps. Inspection findings support this view.

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	Students are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes ☐ No
18.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
18.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

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

Comments

The pastoral and welfare support for students is effective. The appropriately trained and experienced Office Manager has overall responsibility for the welfare of the students. The Office Manager communicates regularly with both residential and non-residential students and provides effective support for both academic and non-academic related matters.

Students benefit from clear advice and guidance before arrival, to ensure they are well prepared to commence their studies. On arrival, students complete a comprehensive induction and orientation, which includes a tour of the premises and support sessions on how to care for their practical arts materials. All students are provided with emergency contact numbers that can be used outside normal office hours. When interviewed, students confirmed that they receive high levels of care and support from friendly staff who understand their individual needs very well. Inspection findings confirm this view.

A range of useful policies and procedures is made available to students through the website, including those on equal opportunities and anti-discrimination, and a personal grievance procedure. The Institution has a clear code of ethics that sets out specific guidelines on expected behaviour and professional conduct.

The Institution has appropriate arrangements in place to protect students from the risks associated with radicalisation and extremism. A suitable policy outlines how the Institution meets its duties and obligations in respect of the UK government's Prevent duty, including how to make referrals to relevant authorities if required. A written risk assessment has been carried out to review and mitigate the potential risks associated with radicalisation and extremism, which are rated as low.

Staff have undertaken relevant Prevent duty online training and consequently have a good understanding of their responsibilities to support and safeguard students in this area. Visiting tutors are provided with appropriate written guidance, including access to online training, if this is not already addressed as part of their other clinical, education or support roles.

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.	☒ Yes	☐ No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
19.3	Information and advice specific to international students continue to be available throughout the course of study.	☒ Yes	☐ No
19.4	Provision of support takes into account cultural and religious considerations.	☒ Yes	☐ No

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

Comments

International students benefit from useful advice and guidance on travelling to, and staying in, the UK. A welcome pack is sent to students prior to commencing their course. This includes relevant information to help them settle into their course quickly, for example information on art materials, module guides, preparatory reading and relevant administrative paperwork. The Office Manager provides a range of useful support services that are accessible before and throughout the course of study. These include facilitating local accommodation bookings for modular students who attend in intensive study blocks twice a year.

On arrival, international students benefit from a suitable induction and orientation that includes information specific to the local area. Students have access to a useful file of local information throughout their course. They also have access to guidance on healthcare providers, local restaurants and public transport options.

The Institution is fully inclusive and respectful of individual needs and preferences, including religious and cultural considerations. A quiet and private area is made available for students to undertaken private prayer or worship if required.

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.	☒ Yes	☐ No
20.2	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No
20.3	Students are advised of BAC's complaints procedure.	☐ Yes	☐ No ☒ NA

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

Comments

The Institution has clear, fair and transparent contractual terms and conditions in place. Students receive and sign a formal agreement, along with a contract for professional training. These documents set out the appropriate terms and conditions in relation to participation and attendance requirements, placements, and fees and finance. This ensures that students are clear about the applicable terms and conditions related to their studies and their time at the Institution.

The complaints policy is fair and appropriate and made available to students via the website. It clearly sets out the different stages and process for making an informal or formal complaint.

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

21.1	Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students.	☒ Yes	☐ No
21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	☐ Yes	☐ No ☒ 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.	☒ Yes	☐ No
21.4	A level of supervision is provided that is appropriate to the needs of students.	☒ Yes	☐ No
21.5	Separate accommodation blocks are provided for students under 18.	☐ Yes	☐ No ☒ NA

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

The Institution offers students a range of different and suitable accommodation options. These include three short-stay overnight rooms within the main school building that also provide students with access to shared kitchen and bathroom facilities. In addition, there is an accommodation block that contains two shared flats for longer term accommodation, for a maximum of five students.

The accommodation is clean, safe, secure and comfortable. Fire safety and fire-fighting equipment is in place and regularly serviced. Managers complete regular spot checks on accommodation to ensure it is safe and hygienic and that all health and safety procedures are followed. When interviewed, residential students confirmed that they had access to good-quality and good-value accommodation. Inspection findings confirm this view.

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

22.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.	☐ Yes	☐ 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.	☐ Yes	☐ No
22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes	☐ No
22.4	Appropriate advice and support are given to both hosts and students before and during the placement.	☐ Yes	☐ No
22.5	Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems.	☐ Yes	☐ 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.	☒ Yes	☐ No	
23.2	The social programme is responsive to the needs and wishes of students.	☒ Yes	☐ No	☐ NA
23.3	Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.	☒ Yes	☐ No	☐ NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	☒ Yes	☐ No	☐ NA

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

Comments

A range of appropriate social activities are arranged to meet the needs of both full-time and part-time modular students.

The activities include end-of-term and end-of-year celebrations, hospitality events and the evening guest lecture series.

Activities are supervised by staff when required and are selected to be inclusive and welcoming for all.

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.	☒ Yes	☐ No	☐ 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.	☐ Yes	☐ No	☒ NA

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

Comments

The premises, which include the main school building, the accommodation block and the grounds, are owned by Tobias Trust Limited on behalf of the Institution.

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.	☒ Yes	☐ No	
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No	
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.	☒ Yes	☐ No	☐ NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes	☐ No	
25.5	There is adequate signage inside and outside the premises and noticeboards for the display of general information.	☒ Yes	☐ 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.	☒ Yes	☐ No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes	☐ No
25.8	There is adequate heating and ventilation in all rooms.	☒ Yes	☐ No

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

Comments

Students benefit from clean and secure premises that meet their needs well. The Institution is situated in attractive grounds that provide a calm and welcoming environment to support students' personal reflection, therapy studies and artistic expression.

The premises are safe, well maintained and appropriately decorated. Senior managers provide effective oversight of regular checks on fire-fighting, first-aid and other safety equipment. A good range of signage is provided throughout the premises, including relevant health, safety and welfare information provided on noticeboards in key areas. The signage includes specific safety guidance in the practical workshop, where students are required to wear appropriate personal protective equipment when using tools, for example for modelling and stone carving.

The premises are appropriately laid out and there is adequate space for staff, students and visitors. Washroom facilities are clean, accessible and sufficient in number for the capacity of staff and students on site at any one time. Students and staff confirm that the premises are adequately heated and ventilated in all 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.	☒ Yes	☐ No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course.	☒ Yes	☐ No
26.3	There are facilities suitable for conducting the assessments required on each course.	☒ Yes	☐ No

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

Comments

Classrooms, workshops and studios are appropriate for the courses provided and the number of students enrolled onto each course.

Classrooms and a large meeting room provide students with appropriate, well-equipped spaces for lectures, completing classwork, and for delivering formal presentations as part of their assessment.

Three large and well-equipped studios offer students a variety of light and spacious areas for developing their artwork, including fine art, models and sculptures.

27. There are appropriate additional facilities for students and staff

27.1	Students have access to sufficient space and suitable facilities for private study, including library and IT resources.	☒ Yes	☐ No	
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	☒ Yes	☐ No	
27.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes	☐ No	☐ NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	☒ Yes	☐ No	☐ NA

27.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	☒ Yes ☐ No

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

Comments

Students have access to a specialist lending and reference library that includes a good range of literature on a wide range of topics that support students' independent study. The library includes resources covering art, children's therapy, psychology, journaling and research skills, and a range of art books. The library books are indexed, but there is no single library catalogue to help students find specific texts easily.

Students also have access to a personal computer for writing up and printing assignment work, as well as wireless internet access for use with their own portable electronic devices.

Student also have access to indoor and outdoor social spaces, including kitchen facilities for preparing and consuming food and drinks. Secure personal storage is available if required.

Senior staff and tutors have access to a range of appropriate office and working areas for assessment marking, resource preparation and holding meetings. Administrative offices are appropriate and fit for purpose.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's Strengths

The experienced and well-qualified management team provides a consistently high level of strategic and operational oversight, ensuring students receive a high standard of education and support.

The student application and initial assessment processes are rigorous and robust. As a result, students are recruited with integrity onto courses that are well matched to their educational needs and aspirations.

Actions Required	Priority H/M/L
3.3 An effective system for regularly reviewing the performance of staff must be fully implemented.	☐ High ☒ Medium ☐ Low
8.2 Managers must compile a formal annual report to present the outcomes of monitoring and review, including a year-on-year analysis of student satisfaction, retention, achievement and completion rates.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Students benefit from the significant expertise and guidance of a range of experienced vocational professionals. Consequently, they develop the professional knowledge, skills and behaviours required to be successful art therapists.

Community clinical placements are appropriately sourced, well organised and effectively managed. This ensures that students have good opportunities to apply, develop and extend their professional therapy skills in a range of contexts.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT WELFARE

Institution's Strengths

Staff know their students well, providing high levels of individual support, care and guidance. As a result, students' holistic needs are well met, and most students go on to complete their studies successfully.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Institution's Strengths

Students benefit from attractive premises, good-quality facilities and practical learning resources that support effectively the development of their artistic expression and reflective practice.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the annual External Examiner's report is formally reported at Tobias Trust Board meetings.

It is strongly recommended that the Institution considers automating key data collection and collation systems.

Managers should consider implementing a more formal, overarching quality improvement plan.

The Institution should consider providing part-time international students with access to a greater range of online learning resources.

The Institution should compile a library catalogue that lists all current items in the lending and reference library.

COMPLIANCE WITH STATUTORY REQUIREMENTS