

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Judith Blacklock Flower School

ADDRESS: 4-5 Kinnerton Place South
Knightsbridge
London
SW1X 8EH

HEAD OF ORGANISATION: Mrs Judith Blacklock

DATE OF INSPECTION: 9 & 17 May 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 27 July 2017

1. Background to the organisation

The Judith Blacklock Flower School (the School) is a private limited company, which was established in 2000. The Principal, who is also the sole owner, is supported by an administrator and a technician. The School has grown in response to market demand. It is a small specialised organisation, which offers a range of short courses in floristry, floral design and flower arrangement. It aims to provide teaching in classic flower arranging skills and cutting-edge contemporary floristry. Classes are both theoretical and practical and flowers and greenery are provided, within the course fee, for each session.

The Principal has published 16 books on floristry and has a book on wedding flowers coming out later in 2018. She is the European Correspondent for the American magazine *Florists' Review* and has organised major cut flower events in the UK in 2011 and 2014. She regularly visits many floral events in Europe to keep up to date with the latest trends.

The School offers its courses in attractive ground floor premises, in a mews in Knightsbridge, London. Near to these premises are two stockrooms containing specialist floristry materials.

2. Brief description of the current provision

The School offers a variety of courses ranging from an intensive two week Professional Business of Floristry course to half day sessions that include a visit to the New Covent Garden Flower Market and practical sessions at the school. The professional courses are accredited by the American Institute of Floral Designers (AIFD). Detailed handouts are provided on each course in English, Japanese, Korean and Chinese. The work of each student is constantly evaluated by the tutor. Evidence is provided by a paper-based system for eliciting student feedback, whose product is reviewed by the Principal and staff at the school. Students are most appreciative of the care and attention the school gives to their personal and academic needs at all times. They are invited to contact the school at any time in the future if they need advice.

Work experience is provided to any student on request after the Professional Business of Floristry course whether in the UK, Europe or overseas through the Principal's extensive range of contacts.

In general, the School limits the number of participants to 13. The small numbers ensure that the participants can work close to the tutor and have the necessary space to practise the various floral designs.

A range of floristry magazines from all over the world and a library of over 500 books are available for reference. Brochures of specialist information from the floristry business are provided and a detailed contact list is given out to all students attending the Professional Business of Floristry course.

Participants come from many different countries and there has been a recent increase in numbers coming from China. The student recruitment strategy has a focus on China and it is likely that this will involve students under the age of 18, although there were no such students enrolled at the time of the inspection. A recommended accommodation list is given on request of suitable hotels and B&B's which have been inspected by the team at the school. Students find this information of great value.

The School has developed three on-line courses, which are the Online Professional Floristry course, an Online Wedding Flowers course and an Online Floral Design Diploma. Participants on these courses have access to a personal tutor and are provided with a starter pack of essential materials for flower arranging. They can also access a variety of distance learning resources. Assessment is via an on-line examination and participants receive a certificate on successful completion. It is also possible to order other related items, such as books, videos and materials through the School's on-line shop.

3. Inspection process

One inspector conducted the inspection over a day and a half. The inspection included class observations as well as meetings with the Principal, the Administrator, the Technician, tutors and participants. A review of the website was undertaken and key documentation was scrutinised. A tour of the premises was also conducted.

4. Inspection history:

Inspection type	Date
Full Accreditation	11 March 2005
Interim	19 December 2008
Interim	25 March 2011
Re-accreditation	14 & 22 March 2013
Interim	22 June 2015

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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | |
|-----|---|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Principal is actively involved in the day-to-day management of the business and provides good oversight in line with the School's aims.

2. The administration of the provider is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Administrator has a good knowledge and understanding as to how the School operates. She is effective in exercising a monitoring role in its day-to-day running and in providing effective support to participants.

Documentation relating to the business aspects of the School is appropriately stored and maintained.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. 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

The Administrator and the Technician are appropriately experienced and make useful contributions to the strategic direction of the School. Effective performance appraisal systems ensure that staff are aware of their responsibilities and carry them out effectively.

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

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

The website provides detailed and accurate information, which is helpful and informative for prospective students. Information is provided in English, Chinese and Japanese. It also contains helpful tips on flower buying and arranging as well as student testimonies.

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

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

Participants are assessed on their suitability to complete the course. Good initial advice, information and guidance is provided to the participants, prior to arrival, as part of the enrolment process.

The School has seen a recent increase in the number of participants coming from Japan, Korea and China.

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

- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

Full attendance is required on all courses. Staff are aware of the whereabouts of all students, on the register, at all times.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. 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 provider's response to the feedback to the participant body. Yes No

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

Comments

Feedback from participants is obtained daily. The Principal, Administrator and the Technician engage with all participants regularly and handle any concerns effectively. A very high standard is promoted through a positive and supportive culture.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

The Principal maintains a close scrutiny of the quality of its provision and sets challenging targets. This ensures a sustainable high level of performance.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- | | | |
|-----|--|---|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Principal effectively assigns tutors to courses in order to ensure that the needs of the students are met. Tutors have specialised skills, experience and subject knowledge. The quality of the course delivery is monitored daily.

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

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

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

Comments

The effective use of both theory and practice, in delivery, motivates and engages all participants, whatever their age, ability and cultural background. Therefore, the teaching meets individual learning needs very well.

The assessment of participants' progress is on-going, with an emphasis on participants becoming reflective and independent learners.

Appropriate enrichment activities are offered, which are appropriate to the course, for example visits to Covent Garden market.

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

- 11.1 Trainers are appropriately qualified and experienced. Yes No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Trainers employ effective strategies to involve all participants 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

Tutors are highly skilled and experienced. They show a good understanding of the aptitudes and different cultural needs of the participants and encourage them to apply intellectual and creative effort and to think and learn independently.

The small class sizes make it possible for tutors to monitor participants' progress very effectively.

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

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

Comments

The School Technician is responsible for providing each participant with fresh flowers, foliage and associated materials daily, throughout the course.

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

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

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

Comments

Assessments of progress and understanding are on-going throughout the course. Appropriate arrangements are in place to support individual students. Feedback is oral during the practical sessions. This enables participants to know how well they are doing and what they need to do to improve.

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

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

Comments

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

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

Outcomes for participants are excellent. Most of them progress to relevant employment, including starting their own floristry business or go on to undertake further specialised studies.

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

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. Yes No NA
- 16.2 For internal assessment and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

Assessment is fair, accurate and regularly carried out. All participants make acceptable progress, based on their starting points. They are aware of the appeals procedure.

INSPECTION AREA - PARTICIPANT WELFARE

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

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA
- 17.7 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

Support that is sensitive to cultural and linguistic diversity for participants is made available.

Initial guidance and the induction quickly introduce students to the structure of the course.

Safeguarding arrangements are effective. A suitable policy for child protection, includes staff training, so that any students at risk can be identified and well supported. A designated staff member is responsible for safeguarding arrangements, which include enhanced Disclosure Barring Checks (DBS) checks for all staff and other appropriate recruitment checks.

18. **International participants are provided with specific advice and assistance**

- 18.1 International participants receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study. Yes No
- 18.4 Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. Yes No

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

Comments

International participants receive appropriate information to enable them to choose a suitable course, that meets their needs.

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No
- 19.3 Participants are advised of BAC's own complaints procedures. Yes No

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

Comments

The participants are aware of the terms and conditions of study. They are clear about their ability to raise any issues with the Principal.

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

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

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

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

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

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider 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 _____

INSPECTION AREA - PREMISES AND FACILITIES

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

23.1 The provider has secure tenure on its premises. Yes No NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

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

24.1 Access to the premises is appropriately restricted and secured. Yes No

24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA

24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No

24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No

24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

The School has adequate security arrangements for its outside area and classroom. Access to the School is secure and allows the participants to enter and leave the premises in safety and comfort.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

The classroom is adequately equipped with furniture and fittings, which are appropriately designed and laid out for practical demonstrations and delivery.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

There is space for relaxation in the exterior courtyards.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Highly skilled and experienced Principal, who is renowned for her ability to pass her knowledge to both the amateur and professional flower designer.

Experienced Administrator and Technician, who also make good contributions to the day-to-day running of the School.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Experienced teaching staff, who are both professional florists and qualified tutors.

A flexible timetable and variety of courses to suit all schedules and levels.

Small class sizes maximise the effectiveness of the learning.

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

PARTICIPANT WELFARE

Provider's strengths

Participants are very happy with the one-to-one support they receive from both the Principal and the tutors.

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

PREMISES AND FACILITIES

Provider's strengths

Attractive flower filled premises in the heart of Knightsbridge, London.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

None

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COMPLIANCE WITH STATUTORY REQUIREMENTS

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