

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Delamar Academy

**ADDRESS:** Block D  
2nd Floor  
Ealing Studios  
London  
W5 5EP

**HEAD OF INSTITUTION:** Mrs Leda Shawyer

**DATE OF INSPECTION:** 19-20 October 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 14 Dec 2017

### 1. Background to the institution

Delamar Academy (the Academy/College) is a private limited company. It is a family run business. The Principal and her brother, who is also the company accountant, are joint owners of the business. It was established in 1986. It is a small private specialist academy, providing professional training in the art and practice of make-up for theatre, opera, television, fashion and film. The founder of the Academy is the author of a highly regarded textbook on professional make-up, which underpins the teaching and learning.

The College is well known as a make-up training establishment and, therefore, attracts award winning make-up artists, such as those who have had Oscar and British Academy of Film and Television Arts (BAFTA) awards, to deliver its courses. As a result, the students are taught by industry leading practitioners. They also have opportunities to undertake extensive work placements.

The main aim of the College is to teach students the core skills and theory of make-up artistry, combined with business skills and knowledge, in order to allow them to work as a professional in the industry. It also aims to instill in the students an ability to approach a make-up or hair brief from a position of knowledge.

The College's registered office is located in Palladium House in London, whilst the administrative headquarters are in Ealing Studios in West London. The courses are delivered at Ealing Studios. The Academy occupies most of two floors of a modern office-type building within Ealing Studios. The premises include seven classrooms and good storage space for equipment and materials. Part of the ground floor is used for all training in prosthetics.

### 2. Brief description of the current provision

The Academy offers two main study programmes. One programme is a one-year course leading to a Certificate in Professional Make-Up Design at level 4. This is validated by the University of West London (UWL) through a collaborative partnership dating from 2014. The College also offers a short 16 or 22-week programme, which is called the Complete Make-up Artist. This runs in parallel with the one-year course and leads to the award of an internal diploma. The Academy also offers a five week Beauty and Fashion course in the summer and the subjects can be taken as individual modules throughout the year. The majority of the modules run for one or two weeks whilst the advanced modules run for between four to six weeks.

The Certificate in Professional Make-Up Design is structured so that it covers the practical, research and design skills needed to work in the television, film, theatre and fashion industries. Students are encouraged to develop their own style and to understand the skills of problem solving, decision making, evaluating their own work and working under pressure to a deadline. The course philosophy is to teach students the core skills and theory of make-up artistry, combined with business skills and knowledge. By the end of the course, students have a portfolio of work, which is combined with an understanding of professional etiquette. They also get support in securing work placements and work experience through the Delamar Agency.

The short courses are designed to meet the needs of more mature students, including those seeking to change their career. Single modules or courses for smaller groups can be arranged to provide continuing professional development opportunities.

At the time of the inspection, there were 19 students enrolled on the short courses and 30 on the certificate course. The majority of students are from the United Kingdom. The rest of the student population is from other countries of the European Union, the United States of America, Pakistan, India, Hong Kong, Trinidad, Venezuela and the United Arab Emirates. A large majority of the students are female. The minimum age of students is 18.

Delamar continues to review opportunities for further expansion. In this regard, additional classroom space on the ground floor has been acquired since the last inspection in 2015.

### 3. Inspection process

The inspection was conducted over two days by one inspector. The inspector met with the Managing Director who is also the Course Leader, the Finance Director, the Student Welfare Officer, the Enrolment Manager, the Marketing Manager, the administrative team and five tutors. A meeting was also held with seven students. A tour of the premises was carried out. Six classes, which were delivered by tutors in different specialisms, were observed. The Academy provided all the information and documentation that was required for the inspection.

#### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	19-20 October 2009
Interim	30 November 2010
Re-accreditation	12-13 December 2013
Interim	17 December 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 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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The joint owners have a good insight into the working of the academy and are engaged in its strategic development and provide clear educational direction.

Day to day operations are run by the Principal, who has a hands-on approach and ensures that the other managers are well qualified and experienced so that the education provided to the students is of a very high quality.

Managers are effective in sharing ambitious plans with the staff. They provide appropriate support and stimulus for growth and improvement in order to maintain the high standards. The owners have regular formal and informal meetings and communication between the management and the staff is good.

#### 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="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 institution. | <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 institution.        | <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 |

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

#### Comments

The administrative team is suitably trained and supported in order to implement effectively the administrative policies and procedures throughout the College.

Appropriate administrative policies and procedures are clearly outlined in the staff and student handbooks and on noticeboards throughout the Academy.

The size of the administrative team is suitable for the effective day to day operations. Data collection and collation systems are held both manually and electronically and are effective.

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**

Well maintained staff files contain appropriate information, including copies of qualifications, curricula vitae, previous employment history and appropriate references.

Staff files contain all the documentation necessary to ensure the suitability of the staff. All necessary checks are conducted prior to appointment including appropriate qualification checks.

Regular staff development reviews ensure that staff are suitably trained for their roles and carry them out effectively.

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**

The website has been recently expanded and revised. It provides comprehensive, accurate and detailed information, which is helpful to prospective and existing students.

The information on the courses, which is on the website and in the publicity material, is up-to-date and accurate.

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 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

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

**Comments**

Course entry requirements are clearly outlined in the prospectus and supporting publicity material.

All students have to be proficient in English and are clear about the level of English required. Initial information, advice and guidance are of a good standard and enable students to make informed choices about the course that is right for them and will enable them to progress to suitable employment.

Students learn about the College through their personal research, word of mouth and through the website. No agents are employed.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No  NA
- 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  NA
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

**Comments**

Accurate admission and attendance registers are effectively maintained. Staff are aware of the whereabouts of all students on the register.

Registers are taken twice daily. Student absences are followed up promptly by the administrators on a daily basis.

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**

Formal feedback is obtained at the end of each teaching session and at the end of the course. In addition, there is an open door policy and students can approach any member of staff with any issues.

This feedback is reviewed by management and discussed during staff meetings. Appropriate action is taken if necessary. Written records of the action taken and by whom are maintained.

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**

There are satisfactory systems to review standards and to identify areas to improve. External moderation and verification procedures result in reports that set out observations about the standard of the instruction. Student progress and achievement data are maintained and used effectively to evaluate the provision and to bring about improvements. The reports confirm the high success rates achieved by students.

8.2 Annual course monitoring and reporting is not carried out systematically so that an analysis of year-on-year results in terms of student satisfaction, retention, achievement and completion rates can be carried out coherently.

The outcome of the action, which is taken following a moderation visit, is reviewed by both management and the reviewer from the University of West London.

## 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. | <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 teachers to classes provides for a consistent learning experience.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The academic personnel have both appropriate qualifications and experience. As a result, they are able to allocate staff and resources appropriately to each course. Courses are timetabled with suitably qualified teaching staff.

The Academy provides students with appropriate materials including a textbook and students can make use of the UWL's library and support facilities. The collaboration with the UWL provides appropriate additional external study facilities. This includes a wide range of e-resources, books and a discovery tool online to help find resources easily.

### 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 which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 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 |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Courses are designed to teach students the practical, research and design skills needed to work in the television, film, theatre and fashion industries.

The specification of learning outcomes and assessment processes for the Certificate programme is overseen by the UWL and follow their requirements.

External moderation reports confirm that the assessment of students' work is timely, reliable and consistent. On-going practical and formative assessments are appropriate. All students work at their own pace and are assisted on a one-to-one basis should they require additional support.

Students are encouraged to work independently and collaboratively and to be able to use their knowledge and abilities to problem solve, make decisions, adapt to limitations in resources or environment and to respond to and work with other professionals in the industry.

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, pedagogic and communicative skill 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 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**

Teaching and learning are of a high quality. As a result, students make very good progress. The use of practical activities in sessions motivate and engage all students.

Teaching staff's developmental reviews include classroom observations. As all the teachers are working in the film industry, they are able to make use of up-to-date and relevant techniques and current trends in order to enhance learning.

Practical skills are taught through lectures, demonstrations and practical workshops. Class activities are focused on meeting individual students' needs and preparing them adequately for a career in a competitive and demanding industry.

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**

Excellent specialist resources are used well. Students have access to the library at the UWL. All students are automatically members of the library.

Academic Support Librarians provide help and support throughout the learners' courses. They run training sessions, on a regular basis, on topics such as database search strategies and referencing software. They offer appropriate specialist one-to-one advice on finding resources for assignments.

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="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.    | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.                                   | <input checked="" type="radio"/> Yes | <input type="radio"/> 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="radio"/> Yes | <input type="radio"/> 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.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

The assessment of students' work is timely, reliable and consistent. The results inform the students on how they can improve and make progress. The assessment criteria are clearly set out in the module study guides.

Each of the course modules has one formal assessment or assessed project. Some assessments are in the form of presentation, portfolio work and team tasks.

The external moderation reports confirm that the Academy's standards are in line with national benchmarks. Assessment processes are robust and rigorous as evidenced by the broad range of marks and feedback comments.

Classes are small enough to allow tutors to give good oral feedback to students on their work throughout the course. At the end of each module the tutor provides further feedback and discusses students' strengths and areas for development.

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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> 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="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments**

The validating university for the level 4 Certificate is the University of West London.

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 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**

The correspondence from employers requesting students for work placements, apprenticeships and for employment confirms that the courses on offer at the Academy are accepted for the purposes of employment.

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**

The Academy follows the examination procedures set by the UWL.

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 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**

The careers support is excellent and enables the students to secure work placements. A large majority of students have already secured appropriate employment upon successful completion of their course.

Students have access to the careers and employment service at the UWL, where useful advice and guidance are given on a wide range of careers issues and students can access information about current employment vacancies.

Support for students is excellent. Highly effective, impartial advice and guidance are provided to ensure that students make the right choices about their progression to higher levels of study or employment.

## 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 18.2 | Students receive appropriate advice before arrival.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |

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

#### Comments

Detailed oversight and co-ordination of the welfare support for students is effectively provided by the senior managers.

Students report that they received an appropriate induction and that they all feel safe and secure at the Academy. On the first day, they receive all the information they need including the course handbook, Module Study Guide and the textbook. The course leader explains the structure of the course, its aims and what is expected of the students.

The relationships between staff and students and amongst the students themselves are good.

Appropriate anti-bullying, discrimination, victimisation and harassment policies are in the Student Handbook. Students confirm that they have read and understand the policies.

### 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="radio"/> Yes | <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

#### Comments

International students receive an appropriate and comprehensive induction, which enables them to settle into their course quickly.

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 own complaints procedure.  Yes  No

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

**Comments**

20.3 While BAC is referenced as part of the complaints process in the Student Handbook, there are no details of how to proceed with the process.

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 which 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 security of students and their property.  Yes  No
- 21.4 A level of supervision is provided 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**

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 is 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**

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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 which 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 for 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**

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The students are provided with appropriate information on local exhibitions relating to health and beauty, up-coming films, and beauty shows. Visits to the Victoria and Albert Museum are arranged. As most of the students are from the UK and living locally, the information provided meets the students' needs well.

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## 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

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The Ealing studios premises are secured under a lease, which expires in 2027.

### 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 of the premises and notice boards 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

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Highly effective arrangements are in place to ensure the health and safety of students and staff. Access to Ealing Studios is closely monitored by security staff and has keypad access control.

The premises are well maintained and decorated to an appropriate standard. The premises are kept in a clean and hygienic state, which is appropriate for the courses offered.

The course leaders explain the health and safety guidelines at induction.

There is an appropriate number of toilets for the number of students enrolled. Heating, lighting and ventilation is adequate.

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 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
- 26.3 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**

Classrooms are well maintained.

Furniture and fittings are appropriate and suitable for conducting practical assessments. The specialised teaching areas are well equipped.

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**

A sufficient proportion of the private study space is equipped with computer workstations. Wireless access is available throughout the Academy.

The UWL library offers additional services to support teaching, learning and research. In the library there are areas to cater for group and individual quiet study.

Individual offices are adequate in size 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 senior managers provide clear educational direction, as reflected in the care of the students and the quality of the education.

Actions required	Priority H/M/L
8.2 The College must implement a more effective approach to course annual monitoring and reporting, which brings together an analysis of the year-on-year results in relation to student satisfaction, retention, achievement and completion rates and use this appropriately to improve action planning.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Teaching, learning and assessment are excellent in enabling students to make progress and to develop the necessary skills to follow their chosen career.

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

### STUDENT WELFARE

#### Institution's strengths

Support for students is outstanding especially the support to help the students secure suitable employment.

Actions required	Priority H/M/L
20.3 Contact details for BAC and the BAC complaints process must be included in the Academy's complaints policy. The Academy should draw student's attention to this during induction.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### PREMISES AND FACILITIES

#### Institution's strengths

An excellent range of facilities, which includes the additional and high quality external study facilities at the UWL.

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

### RECOMMENDED AREAS FOR IMPROVEMENT

None

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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