

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** The Covent Garden Academy of Flowers

**ADDRESS:** St. Martin's Courtyard  
9 Slingsby Place  
Covent Garden  
London  
WC2E 9AB

**HEAD OF INSTITUTION:** Ms Gillian Wheeler

**DATE OF INSPECTION:** 28-29 January 2019

**ACCREDITATION STATUS AT INSPECTION:**

**DECISION ON ACCREDITATION:**

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 28 March 2019

## **PART A – INTRODUCTION**

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

The Covent Garden Academy of Flowers (the Academy/the Provider) is a privately owned organisation which offers non-accredited courses in flower design. The Principal and staff of the Provider originally worked at the London College of Communication (LCC), which is a constituent college of the University of the Arts London (UAL). The Principal was the Course Director for LCC's floral design course.

In November 2009, the Principal was offered financial backing from a private investor. The financial backing was for the establishment of the Covent Garden Academy of Flowers as a private college of floral design. The private investor provides financial and technological assistance to the Provider and maintains a close link as a Director and business mentor. However, he is not involved in the day-to-day running of the Provider. The Provider was incorporated as a private limited company on 6 September 2010.

The company has four Directors, including the Principal and the private investor. The day-to-day management team consists of the Principal who is supported by the Head of Quality and Head of Retail. There is also one part-time administrator. All the management team members teach on the courses.

The aim of the Provider is to bring flowers and design together in an educational way.

The Provider is located in premises in a small shopping centre in Upper St Martin's Lane, Covent Garden in London. The premises consist of a flower shop, which is on the ground floor and extensive training facilities in the basement of the building.

The Provider has a second premises in Chipping Campden, Gloucestershire. These premises were not inspected and are not included in the BAC accreditation. BAC accreditation applies to the Provider's provision and premises in Covent Garden only.

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

The Provider offers face-to-face tuition. The courses are not accredited. Participants receive a certificate of attendance at the end of their courses.

The Provider offers floral design courses of between one day and twelve weeks in length. The courses include Diplomas in Flower Design as well as courses for special occasions, for example Bridal flowers, Mother's Day and Christmas.

The courses being held at the time of the inspection were the four-week Flower Design Diploma with six participants and the Classic Flower Design Diploma, Module Two, with seven attending. Most-of the participants were female and all were over the age of 18. All the participants were UK residents.

During 2018, a large majority of the Provider's participants were female. The majority of the participants came from the United Kingdom (UK), with a minority from Poland, Italy, Spain, Ukraine, Hungary, the United States of America, the Philippines, China, Korea and Japan.

There are no specific entry requirements for the courses.

### 3. Inspection process

The inspection was completed by one inspector over two days. The inspector met with the Principal, the Head of Quality and the Head of Retail. Two lesson observations were carried out and a meeting was held with a group of participants. The premises were also inspected and a wide range of documentation was scrutinized. All members of the management team co-operated fully during the inspection.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	24-25 November 2010
Interim	7 February 2012
Re-accreditation	24-25 February 2015
Interim	11 October 2016

## PART B - JUDGMENT AND EVIDENCE

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

### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

An organisation chart clearly defines the roles of the members of the management team.

The management team is well established and most of the team worked together at LCC before moving to the Provider. Having worked together at LCC, they are experienced in carrying out their roles within the Provider and work well as a team.

The members of the management team are also experienced, qualified trainers with a wide range of industry experience. The Provider has a small management and teaching team. This facilitates immediate and effective communication between the staff. This takes the form of informal oral dialogue and e-mail, which is also used between different members of staff to ensure that all are aware of the issues arising. The Principal also meets with the other Directors on a monthly basis to keep them informed about the Provider's progress. As a result, the staff are up-to-date with the current priorities.

#### 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="checkbox"/> Yes | <input type="checkbox"/> No            |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The management team is well established and, as part of their roles, they carry out the day-to-day running of the organisation effectively and efficiently. Due to the small size of the team, managers share the administrative responsibilities between them. This ensures continuity in the completion of administrative duties, for example, the Head of Quality and the Retail Manager share the role of responding to applications and enrolments.

The policies and procedures are included in the staff handbook.

2.4 The staff handbook is in hard copy only and is not available to staff online. It has not been clearly disseminated to members of the staff.

Data collation systems are effective and are continually updated electronically by members of the management team to show ongoing enrolments. A daily sales report is also shared between the Principal and the Proprietor and this immediately identifies issues regarding the Provider's finances including current sales and whether its targets have been met.

### 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Provider has appropriate policies and procedures in place for the recruitment and employment of suitably qualified and experienced staff. Ancillary staff are recruited through advertisements placed on the website. The Provider also uses a trade website to advertise for staff who are experienced in working with flowers.

The management team verifies applicants' experience and qualifications prior to their employment. Applicants for the retail team are interviewed by the Head of Retail to ensure they have experience of working with flowers. Applicants to join the teaching staff are asked to complete a floral demonstration before their employment. Their experience is verified by the Principal.

3.3 The Provider does not have a formal system of appraisal for its staff. The Principal gives informal oral feedback to all staff on an ongoing basis. However, this cannot be reviewed and followed up effectively as it is not documented.

### 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. | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Information on the Provider's website is detailed and up-to-date. It includes information about the Provider's location, premises and the courses offered. The information about the courses includes the fees and start dates.

4.1 At the time of the inspection, the Provider's website showed that BAC accreditation was attributable to the provision in both London and Gloucestershire, rather than just London.

In addition to maintaining a professional website, the Provider has an active profile on a number of social media sites with photographs of current floristry projects. There is evidence of positive feedback from participants on the sites.

**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. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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.                               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The courses are practical in nature and involve a practical demonstration at the beginning of each session. There are no specific entry requirements for the courses. The majority of participants apply and enrol through a social media platform where entry to courses is open to all. Others apply for subsequent courses when attending a course or through the flower shop on the ground floor of the premises.

If participants have limited English ability, they can bring their own translator. In the past, the Provider has delivered a course for a group of Japanese participants with translation being given by a Japanese flower teacher.

The Provider responds to all application enquiries in a timely manner, normally within 24 hours on working days.

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

- |     |   |   |  |                             |
|-----|---|---|--|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |                             |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Provider has a clear and published policy on attendance.

6.1 The policy does not include information about the need to be punctual for courses. This is important as demonstrations for the floral designs are given at the beginning of each lesson and, if a participant is late, they will miss vital instruction.

Accurate and secure records of attendance are maintained by the Head of Quality and these are regularly reviewed by the management team.

Non-attendance is followed up in a timely manner by a member of the management team after participants have missed the first hour of their course.

- 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

Feedback from the participants is obtained on an ongoing basis. The feedback is acted upon promptly and appropriately. Participants also give feedback on the Provider's social media profile pages and the Principal and the Head of Retail respond to feedback through social media.

The Provider receives feedback from its clients by e-mail. Members of the management team and the teaching staff have face-to-face meetings with clients. Any requirements and concerns that are raised are addressed immediately and effectively.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans.           | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed.   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

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

**Comments**

There are effective systems for monitoring and reviewing the provider's performance. Members of the management team meet with the teaching staff in informal meetings at the end of each course to review the Provider's provision. In addition, meetings are held with the Directors on a monthly basis. Areas for further development are identified and reviewed at subsequent meetings.

8.2 8.3 The outcomes of the meetings are not recorded and reports are not compiled. Action plans are not developed, implemented or reviewed to ensure there is a log of the decisions taken that are followed up appropriately.

**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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No  NA

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

**Comments**

The management team consists of highly qualified, experienced floral design trainers, all of whom know the requirements of each of the courses offered by the Provider and are, therefore, able to ensure the consistent high quality of the course design and delivery. Their shared knowledge ensures that participants receive a consistently high standard of training that meets their needs.

All necessary resources are provided for the participants and the trainers. Trainers inform the management team of the resources they require for their sessions and these are obtained by the Principal, the Head of Retail or the Head of Quality.

**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.  Yes  No  NA

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  NA

10.3 Formative assessments appropriately reflect the nature and standards of summative examinations.  Yes  No  NA

10.4 Participants are encouraged and enabled to develop independent learning skills.  Yes  No  NA

10.5 The academic backgrounds and particular needs of participants 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**

The courses are well designed to meet the participants' requirements to create a professional floral design.

Participants are encouraged and enabled to develop independent learning skills throughout the course as this is embedded into the course activities.

Due to the brief nature of the courses offered by the Provider, trainers ask the participants at the beginning of each course if they have any specific needs they wish to be taken into account during their studies. Appropriate steps are then taken to ensure that the delivery of the courses in the classroom meets the individual needs of the participants.

**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  NA

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**

Teaching is of a high quality. All staff apply their professional expertise, extensive experience, pedagogical skills and love of floristry to ensure that participants develop the skills required to complete floral designs to a high standard.

The trainers have an in-depth knowledge of their subject and demonstrate practical application effectively as part of the courses. This is combined with ongoing support throughout the sessions, offering participants the opportunity to work with the trainers on a one-to-one basis while developing their floral displays. Expert guidance is offered on the range of flowers that can be used and the importance of structure when creating a display.

Informal feedback is given to the trainers about their delivery on an ongoing basis by the Principal.

11.3 However, the Provider does not have formal appraisal procedures for the trainers that incorporate regular classroom observations.

The trainers are very experienced and have detailed practical knowledge. They teach on the full range of the Provider's courses and are able to adapt their teaching to suit the needs of the participants as part of the course delivery.

There are no documented lesson plans, showing clearly how trainers respond to the different learning needs and styles of participants in the planning and delivery of their lessons.

Trainers give a demonstration of floral design, after which participants complete their own example of the same design using the skills the trainer presented. Participants are encouraged to ask questions and contribute to a discussion which takes place during the demonstration. The trainer also offers support and expands on the content while the participants complete their own displays. At the completion of each display, the trainer undertakes a critique of each participant's work in plenary. The comments made by the trainer are constructive and informative. As a result, the participants are fully engaged in classes and make good progress.

**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 Provider maintains a wide range of appropriate books in its library. Participants are provided with all the flowers and equipment necessary for the designs they undertake. Trainers have access to the necessary resources and materials for study.

**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**

The trainers give on-going oral feedback to the participants while they are constructing their floral designs. The trainers also give a detailed critique of the participants' designs at the end of each session. Participants report that the trainers invest time in their development and that they appreciate the trainers' guidance and expertise.

There are no formal assessments on the courses.

Participants are monitored throughout their course and are offered one-to-one support and coaching as required.

Participants have access to trainers during break times on the shorter courses. On the longer courses, participants have access to the trainers though e-mail outside class time.

**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 (this does not apply to the provision of certificates of attendance only)**

15.1 There is a clear statement of the level claimed relative to the RQF 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**

**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.  Yes  No  NA

For internal assessments and awards, there are effective systems in place for  Yes  No  NA

16.2 Examination security and administration, and clear procedures for participants to appeal against their marks.

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

### 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	Participants receive appropriate advice before the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

This standard is judged to be:

Met  Partially Met  Not Met

Comments

The Head of Quality is the main point of contact for participants' welfare. However, the Principal, the Head of Retail and the Lead Tutor also share this role as and when required. Participants informed the inspector that their personal support needs were met comprehensively. Inspection findings confirm this view.

The website provides applicants with detailed information about course content, costs and intended outcomes prior to their enrolment on courses.

Participants receive a detailed induction on the first day of the course. The induction includes general health and safety information and floristry cutting techniques.

All participants are provided with an out-of-hours contact number at the beginning of their courses.

The student handbook contains a clear published policy to avoid discrimination and an appropriate procedure for dealing with any abusive behaviour. Participants are given a copy of the handbook during induction.

17.7 At the time of the inspection, the Provider did not have any arrangements in place to protect participants from the risks associated with radicalisation and extremism, for example, a suitable policy wording, a risk assessment and appropriate staff training.

#### 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

International participants are provided with the same good pastoral support as those from the UK. The levels of support meet their needs well.

18.1 Participants from outside the UK are already in the UK, often on holiday, when they decide to do a course at the Provider. Therefore, there is no need for the Provider to provide any advice prior to enrolment and this key indicator is not applicable.

Appropriate advice and guidance are provided to international participants throughout the course and appropriate consideration is given to specific cultural and religious 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Participants are advised of BAC's own complaints procedure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Fair and transparent terms and conditions, under which participants are enrolled on the courses, are appropriately communicated through the website.

Participants are informed about the fair complaints procedure during induction. Participants also receive a copy of the student handbook which contains detailed information about the procedure.

19.3 There is no information about BAC's complaints procedure on the website or in the student handbook. As a result, the participants are not informed about their ability to have recourse to BAC's complaints procedure.

**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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	A level of supervision is provided appropriate to the needs of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Separate accommodation blocks are provided for participants under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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.                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 22.2 | The social programme is responsive to the needs and wishes of participants.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.                    | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.                       | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

**Comments**

Participants take part in some suitable off-site activities that are linked to their course. On the Provider's longer courses, participants are taken to the New Covent Garden Market by one of the trainers as part of their course. The trainer shows them the flowers which are seasonally available and how to select flowers from the wholesalers on-site and provides participants with useful practical knowledge.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
|------|---|---|-----------------------------|-----------------------------|

23.2 Where required, the provider 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 Provider has a lease on its premises until September 2020.

**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 Provider maintains a flower shop on the ground floor of its premises and this is open to the public. Access to the teaching space is by means of a staircase behind the retail area and, therefore, entry to the Academy is monitored by staff in the flower shop.

The premises are well maintained, clean and attractively decorated.

General guidance on health and safety is on display on the noticeboard in the office. Participants are informed about the Provider's health and safety procedures during induction.

There is adequate signage inside and outside the premises and there are noticeboards in the administration offices displaying useful information for staff. However, at the time of the inspection there was no noticeboard accessible to participants for general information.

The training area has sufficient space for staff and participants to circulate. There is also a well-situated seating area adjacent to the teaching area where visitors can be received.

There is an adequate number of toilets, including a disabled toilet, and they are clean and well maintained.

The teaching area is deliberately maintained at a low temperature to prevent the flowers wilting. Participants are advised to dress in warm clothing before attending the Provider's courses and woollen wraps are provided for participants who are cold. The Provider has four air conditioning units over the worktables.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are facilities suitable for conducting the assessments required on each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

The classroom space consists of one large suitable equipped teaching area in the basement of the premises. This area can be divided to create smaller teaching areas. The studio contains storage for vases and equipment used by both trainers and participants and the Provider's library.

Twelve large worktables, each seating four participants, can be moved into different shapes to provide workspace for a range of different class sizes. There is also a seating area with sofas. Participants sit at the worktables to watch demonstrations and can then stand or sit to construct their floral displays. The teaching area is well designed and meets the needs of staff and participants completing large floral displays very well.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

Participants have access to wireless connectivity should they need to do any individual research. They also have access to printing and photocopying facilities.

Trainers can use the information technology facilities in the administration offices and the teaching area to prepare resources for their lessons.

The Provider is well placed in a courtyard in central London which offers numerous restaurants and coffee shops for refreshments and relaxation. Participants and staff also have access to tea and coffee making facilities, a fridge and a microwave for food preparation. Both participants and staff can use the open plan teaching area at lunch and break times.

Academic staff and senior management hold private meetings in the administration office next to the teaching area. Staff meetings are held in the teaching area.

The administration offices are adequate in size, with appropriate numbers of desks and computers.

**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

The Provider has a well-established, professional management team.

Communication between all members of management is effective and immediate, ensuring that any matters arising are handled quickly and satisfactorily.

Actions Required	Priority H/M/L
2.4 A copy of the staff handbook must be disseminated to each member of staff and the date of receipt must be recorded.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.3 A formal documented appraisal system must be introduced by the Provider to regularly review the performance of its staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.1 The Provider must amend its website to show that BAC's accreditation is in respect of its London provision and premises only.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
6.1 The Provider must expand its attendance policy to include information about the need to arrive for classes punctually.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 8.3 The Provider must establish a suitable method to ensure that all members of the management team are fully informed about issues which may arise within the Provider and to identify and allocate action points to specific relevant members of staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

The teaching staff are well qualified and have extensive experience in the floral design industry.

The teaching staff are enthusiastic about their subject and this creates a positive learning environment for the participants.

The courses provide participants with the skills required to create a range of professional floral designs.

Actions Required	Priority H/M/L
11.3 The formal appraisal procedure must include classroom observation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
17.7 The Provider must ensure that effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's Strengths

Participants' needs are taken into account well in their courses. They are encouraged to share their experiences and ideas during the demonstration component of the lessons.

The Provider is responsive to participants' feedback and takes good account of the feedback in the design of the courses.

The teaching staff offer a high level of support to participants, ensuring that their personal objectives are met and if possible surpassed. This has led to a significant number of participants returning to the Provider to take further courses.

Actions Required	Priority H/M/L
19.3 The Provider must inform participants of BAC's complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

**PREMISES AND FACILITIES**

**Provider's Strengths**

The Provider's premises are expertly designed to meet the requirements of its courses. The teaching area is adaptable and can seat a large number of participants.

The teaching area is outstanding and includes a wide range of facilities.

The premises are centrally located and easy to access.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

It is recommended that the Provider develops lesson plans and schemes of work showing how trainers respond to the different learning needs and styles of participants in the planning and delivery of their lessons.

It is recommended that, in addition to the notice boards in the administration office, the Provider should provide a noticeboard with general information for participants in a suitable location.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**