BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: The Interior Design School

ADDRESS: 22 Lonsdale Road
Queens Park
London
NW6 6RD

HEAD OF INSTITUTION: Ms Iris Dunbar

DATE OF INSPECTION: 23-24 January 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☐ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☒ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 28 March 2019

PART A – INTRODUCTION

1. Background to the institution

The Interior Design School (IDS/the Institution) was established in 1991. It provides intensive, short-course vocational education, which is focused on professional skills leading directly to employment in interior design and the allied creative industries. IDS is set up as a private limited company.

The Institution aims to provide a responsive programme of studio-based professional training for people who want to explore through creative practice.

It has occupied premises in north London, since 2000, on a four-year renewable lease. The two storey premises, which were converted to IDS's specification, are situated close to an underground station, cafeterias and restaurants. IDS can accommodate the needs of mobility-impaired students within the ground floor library.

The Managing Director (MD)**,** who also founded the Institution, has responsibility for the overall management and ownership of IDS and the co-ordination of the courses. Financial oversight is provided by the Company Secretary and an external advisor. Whilst overall responsibility for quality assurance lies with the MD, day-to-day academic management is handled by the Operations and Marketing Manager (OMM). The MD has been active for over 20 years within national and international professional bodies and is closely associated with movements to raise the status of the interior design profession and in the defining of its educational standards. She was the founding President of the British Institute of Interior Design (BIID) and has been President of the International Federation of Interior Architects, based in the United States of America (USA).

The IDS's marketing strategy, which is managed by the MD and OMM, includes the use of social media sites, regular open days and one-day Inspiration Days where prospective applicants are able to participate in taster activities that showcase a range of design techniques.

2. Brief description of the current provision

The programme consists of two courses. These are the Professional Certificate in Interior Design and the Professional Diploma in Interior Design. Both courses lead to internal awards and are delivered face-to-face. The inclusion, in 2015, of the word Professional in the titles of each course reflects the focus of the curriculum and underpins the positioning of IDS's curriculum within the context of the commercial sector of the interior design industry.

The modules, which form part of the part-time Certificate, are Interior Basics, Interior Planning, Interior Detailing and Professional Practice. In 2015, IDS changed the study mode so that currently the four modules do not have to be taken sequentially, allowing students to negotiate their personal timetable with IDS. Classes are taught over 20 evenings, with two Saturday workshops. The Interior Basics module is also run as a stand-alone Summer One Week Course.

The modules, which are taken as part of the one-year Diploma course, include part one, which is Residential Design, part two, which is Commercial Design and part three, which is Career Preparation. Teaching takes place on five days a week, over 34 weeks with the course starting in September each year.

The modules, which must be taken sequentially, combine creative, technical and professional components as well as historic studies and computer aided design. Teaching methods include classroom-based, demonstrations, lectures from external specialists and numerous study visits. The intensive pace of studio teaching simulates effective design practice and classes are timetabled to ensure that project objectives can be achieved within the taught day. All students completing the course receive a Diploma.

The first-floor classroom and studio are presented to simulate a professional studio, with the use of an adjacent area for model-making. Students are allocated a work station, with a laptop computer.

In recent years, total student numbers have consolidated close to the classroom capacity of 16 with current student numbers standing at 10 full-time and 29 part-time. All students are aged 21 or over. The student intake is predominantly mature and female. The course runs from September to June. There are no formal entry requirements to join the course. However, the Institution does require that applicants have a passion and an interest in interior design and a desire to pursue a career in this industry.

IDS attracts a high proportion of international students, with United Kingdom (UK) residency or from the European Union (EU) or European Economic Area (EEA). The current cohort of students originate from a number of countries which include Russia, Iceland, Spain, Germany, Portugal, Colombia and Japan.

3. Inspection process

The inspection process involved one inspector for two days. Meetings were held with the Managing Director, Operations and Marketing Manager and the Office Administrator. Further meetings were held with two teachers. A meeting was also held with a group of students. A tour of the premises was carried out and the inspector observed the teaching. The Institution provided their full support and cooperation throughout the inspection and ensured that the requirements of the inspection process were fulfilled.

4. Inspection History

Inspection Type	Date
Full Accreditation	8 November 1999
Re-accreditation	1 December 2005
Interim	20 July 2009
Re-accreditation	18 January 2011
Interim	10 April 2013
Re-accreditation	4 - 5 February 2015
Interim	16 January 2017

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 institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The institution is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ No
1.2	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff.	☒ Yes ☐ No

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

Comments

IDS has a clearly defined management structure which is documented in an organisation chart. The organisational structure is communicated to staff and students and clearly identifies the remit and responsibilities for each role within the structure. Job descriptions are clearly documented and identify the level of authority and the interconnection with other members of the team. Consequently, there are clear channels of communication across the Institution which are effective.

The MD has a comprehensive knowledge of both the strategic and operational aspects of the business. She has extensive experience of working across the interior design sector and brings this currency and a network of contacts to the business to provide informed leadership and direction. The MD is supported by two other team members who also demonstrate an extensive and sound knowledge of the operational management of the business.

Communication is managed on a day-to-day basis through staff meetings and discussions and also through methods such as e-mail and other electronic software facilities to share key messages. Strategic updates are communicated by e-mail and operational elements are usually communicated orally in the first instance and then followed up by an e-mail communication. Communication with the tutors is by e-mail and telephone and tutors have a developed a communication network between themselves to share student progress and concerns to ensure continuity of delivery and the student experience.

2.   The administration of the institution is effective

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

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

Comments

The administration team comprises two staff members who work alongside the MD with specific responsibility for studio operations, office administration and finance respectively. The administration team is sufficient to support the size of the business. Both members of staff are appropriately qualified. One is an alumni of the IDS's Diploma course and the other is currently studying the Certificate route in the evening. Both members of staff have a sound working knowledge of the courses offered and an understanding of what students experience on the IDS courses.

The MD and administration team work closely and effectively together and provide a backup infrastructure if one member is not available.

Job descriptions are available to identify roles and responsibilities and both members of administration staff are clear as to the requirements and expectations of their roles.

Policies and procedures, such as Equality and Diversity and Health and Safety, are updated on an annual basis. This activity is led by the MD who then communicates the updates to all members of the support and academic tutors.

Day-to-day data collection and collation activity is efficiently and effectively controlled using an electronic central storage system in the office. This system is only accessible by the MD and the administration team. As a result, there are effective security measures in place for data storage.

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

Appropriate policies and procedures are available and clearly documented to both support the recruitment of staff to the business and also to provide clarity on the expectations whilst they are employed. Policies include Health and Safety, Equality, Inclusion and Diversity as well as a policy for the termination of employment. The policies and procedures are clearly articulated in the Staff handbook, which is distributed to new members of staff on joining. Updates to policies and procedures are communicated to tutors and the support team by e-mail.

There is a rigorous recruitment and interview process for new staff.

3.2 Qualifications are not verified before employment for both existing and new staff.

3.3 Staff are informally appraised throughout the year through the use of non-documented meetings. As a result, there is no formal system for the regular review of the performance of staff that is documented and can be referenced to identify targets, strengths and areas for development.

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

4.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	☒ 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 is well-presented and provides an accurate representation of the ethos of the Institution, the courses available, staff expertise, alumni and graduate success stories.

Although the website is outsourced, the Institution has the ability to make changes in-house. There is a recognition that the website needs to be refreshed to extend and develop the content to promote the business and how it supports the student experience, especially for international students who are new to the UK.

The Institution is also currently exploring a change of premises so there will be a need to amend the images on the website when this happens. This activity is scheduled for the coming year.

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 ☐ NA	

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

Comments

The Diploma and Certificate course do not require any formal entry requirements as it aims to target those wishing to either change direction with their career or develop and foster their passion for interior design. Students joining the course originate from a varied subject background with many do not necessarily have an art-based profile. The publicity makes it clear that the courses offered have a professional development focus and that no formal subject-based expertise or qualifications are needed as a pre-requisite for the course.

5.1 5.2 Since there are no entry requirements, these key indicators are not applicable.

There is a defined mechanism to respond in a timely manner to application enquiries from students, which is coordinated from the administration office. The MD and the administration team have access to a centralised enquiry and application system. Student feedback was very positive regarding the whole process and they also felt that the communication was very effective with the Institution both during the application and enrolment stages. Inspection findings confirm this view.

The Institution has recently engaged the services of an overseas recruitment agency to promote and target publicity to markets overseas to increase applications. The agency was selected by the Institution and brief on their requirements. The Institution has monitored and evaluated the impact of the agency involvement and has seen a notable increase in enquiries.

The interview process is used to gather a wealth of detail and information that is in addition to that supplied by the application form. The MD uses this process to check the suitability of a student to join the course and personally leads all interviews. Computer skill ability is captured during the application process and through a Learner Agreement form so that specific support and development needs are identified.

The interview is also used to gauge and assess students' language ability to ensure that they are able to engage effectively with the course. This process has, to date, been effective in identifying any language ability concerns. However, language expectations are not currently referenced clearly on the website and promotional literature which would ensure they are understood by applicants.

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

6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	☒ Yes	☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	☒ Yes	☐ No
6.3	Student absences are followed up promptly and appropriate action taken.	☒ Yes	☐ No

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

Comments

The student handbook clarifies the requirements for both attendance and punctuality. This information is also covered during the induction. Student feedback demonstrated that attendance and punctuality is critical for their success on the course and there is an excellent record of attendance and punctuality for the current cohorts.

Attendance and punctuality are accurately recorded and monitored by staff in the administration office and a student is able to request authorisation for a pre-planned absence. Unauthorised absences are followed up with a telephone call in a timely manner.

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

There are open communication channels that provide good opportunities to provide feedback for both the tutors as well as the students. Tutors make good use of e-mail to provide feedback on any aspect of the business, course content or student matters and this system works well.

Formal student questionnaires are used for the Diploma group on a termly basis and on a modular basis for the Certificate groups. Results are reviewed by the MD who then provides feedback directly to the student. Students were very positive about the different ways that they could provide feedback, especially through informal channels such as individual or group conversations with the MD, administration team and tutors. The principle of an open-door policy is adopted by the Institution which ensures that feedback is responded to in a timely manner.

Feedback is acted upon as it arises and used effectively to monitor performance. However, there is a lack of formality around the collation of the comments. The systematic collation of this feedback and the respective responses and actions would allow for them to be recorded within the annual review process to demonstrate how feedback is managed by the Institution.

Although student representatives are not formally identified, there are members who take the lead on putting forward collective feedback on behalf of the group.

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

The Institution has introduced an annual report, which provides factual detail on operational performance and provides an overview of the current picture of the course and comments on areas such as student numbers and income.

An external industry advisor evaluates all the Diploma work which is presented at the end-of-year exhibition. The advisor prepares a written report, copied to each student, which contributes to IDS's annual academic review. The feedback from the external advisor is used as a developmental tool to provide an industry perspective on the student design work.

8.2 The annual report does not include a rigorous and inclusive review of all aspects of the business. The Institution has no formal annual system to review its own standards and performance or a mechanism to establish future annual targets. The development of a robust annual review process would allow the Institution to record centrally all key aspects of the business which would include applications, enrolments, withdrawals, achievement, student progression detail and course developments.

8.3 Clear action points would then be identified following this review process that are clearly documented so that they can be reviewed on a regular basis to support continuous improvement.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. **Academic management is effective**

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

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

Comments

The responsibility for teaching, learning and assessment is effectively led by the MD who works closely with the administration team and tutors to ensure that the courses are well planned, deliver on the professional requirements as well as providing appropriate opportunities for assessment that are updated annually with different design briefs.

Communication between tutors is facilitated through the use of e-mail and electronic document sharing systems to provide progress updates to ensure that there is continuity and consistency of the students' learning experience from one tutor to another.

Class sessions are well planned with clear timetabling detail communicated to both tutors and students.

There are defined and effective processes to ensure that specific resource requests are accommodated and appropriate resources are acquired.

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

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

The course structure is well planned so that learning is built upon from one session to the next and students develop the knowledge and skills needed to fulfil the assessment requirements. The course is unaccredited so there is no requirement to adhere to specific awarding body regulations. However, lessons have clear intended learning objectives and defined outcomes and assessment opportunities, which are formative. These assessment opportunities are well planned, and the requirements are communicated in advance to the students. Assessments are not formally graded but provide an opportunity for the provision of feedback and suggestions to the student on the work they have submitted. Lesson plans reflect the development of independent learning skills through both group and one-to-one sessions.

The course delivery and the formative assessment opportunities are well planned and scheduled in advance and are communicated to tutors and students to allow them to undertake preparation tasks.

The Learner Agreement and professional relationship between the tutor and the students provide an appropriate mechanism to identify individual student needs and determine how they will be supported throughout the delivery of the course.

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

IDS has an established team of 16 part-time teachers for the Diploma and a further group of six part-time teachers for the Certificate, all of whom are self-employed.

Tutors are appropriately qualified with curricula vitae (CVs) demonstrating a high standard of professional experience and also subject and pedagogic knowledge and skills. The majority of the tutors are practicing professionals within their own field of expertise. The course has been planned and organised to draw upon this knowledge and industry currency to deliver a high standard of student experience. Student feedback confirmed that the links to industry played a key role in preparing them for the world of work.

The appraisals of tutors undertaking delivery is well managed on an informal basis by the MD.

11.3 There is not a formal recorded classroom observation system.

As tutors are self-employed, the responsibility for maintaining their personal and professional development lies with the individual. However, there is the opportunity to peer observe another tutor to support development and confidence and this is particularly encouraged when new tutors join the Institution. These opportunities, therefore, enable the sharing of best practice and discussion of the expectations regarding how the course should be delivered.

In the lessons observed, the tutors were effective in adapting their teaching strategies to reflect individual student learning style. Open and direct questioning was used well to encourage participation and to also check for understanding of concepts and assessment requirements.

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

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

Comments

The Institution is very well-resourced and provides good facilities and materials for the tutors and students to fulfil the requirements of the course.

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

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.	☒ Yes	☐ No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	☒ Yes	☐ No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	☒ Yes	☐ No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
13.5	Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.	☒ Yes	☐ No

13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	☒ Yes ☐ No

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

There is an effective mechanism for the scheduling of formative assessments and the plan is communicated to tutors and students in advance of the start of the course.

Tutors liaise with both the MD and the administration team to identify students who require additional support or are not making satisfactory progress. This process is underpinned by regular communication between tutors who work sequentially so that the hand-over process can be effectively managed and also any concerns regarding student progress identified. Intervention processes are in place to support knowledge and skill development or to make decisions on putting deadlines of assessments back, if appropriate. Cases of cheating or plagiarism would be subject to the appropriate policy. To date the Institution has not needed to invoke these procedures.

Informal oral feedback is provided on a daily basis so that students have individual updates on their progress. This is well established, and the students identified this as a particular strength of the course. Written feedback is formalised at the end of a project, which is individualised and provides clarity on the positive aspects of the students' work and also identifies areas for improvement. The Institution is highly proactive in ensuring access to staff and help outside of class hours and adopts a flexible and supportive infrastructure.

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

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

15.	**There is a clear rationale for courses leading to unaccredited or internal awards**	
15.1	There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level.	☐ 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 Institution offers unaccredited, internal awards that confirm satisfactory completion of the course.

The courses offered by the Institution are unaccredited and not aligned to the Regulated Qualifications Framework (RQF) and no stated level is claimed.

The Institution has an excellent success rate for students to progress into employment. The Diploma course incorporates a work experience element that has provided employment opportunities for students, post-course. There are strong and established links with employers, industry and interior design bodies which support the courses and recognise their credibility and value within the sector.

External advisors are effectively engaged for part of the assessment of the final project. Their assessment feedback provides a professional perspective which the students find valuable and feel supports their professional development.

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 Institution has effective systems for the storage and recording of assessment decisions. Course outcomes of students are retained to enable the analysis of trends in the successful course completion statistics.

The Appeals Policy is clearly documented within the student handbook and presented during induction. Students are fully aware of the procedure.

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

17.1	Students have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No
17.2	If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes ☐ No ☒ NA

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

The courses provide a number of opportunities to develop work skills and support students' progression into employment. In particular, the work experience element is effective in preparing the student for the world of work.

To date, students have not chosen to progress to higher education. However, there is expertise within the Institution to support students to follow this path of study.

INSPECTION AREA – STUDENT WELFARE

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

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

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

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

Comments

The MD has responsibility for ensuring student welfare and is the initial point of contact for advice and counselling. Pre-course information is communicated in advance to students before they start their course and provides them with specifics such as course and assessment structures, attendance and punctuality requirements, points of contact as well as information regarding accommodation agencies for those needing to secure a place to stay.

Local information is also provided with details of places to eat, exhibitions and galleries and also a recommended reading list. Student feedback was extremely positive regarding the infrastructure around their welfare and wellbeing and they feel well supported by the Institution and inspection findings confirm this view.

All students undertake an induction on the first day of the course which is appropriately planned to ensure that key information is disseminated. Late arrivals to the course receive the same induction from one of the team to ensure that they have the same information as the other students. Students are issued with a handbook, which is informative and provides details of the relevant policies and procedures as well as emergency contact details.

The Institution has a comprehensive set of policies and procedures which include Health and Safety, Equality and Diversity and Attendance policies that are documented and communicated to all parties.

18.7 There is currently no mechanism to manage the risks associated with radicalisation and extremism. There is no risk assessment, policy or staff training.

19.   International students are provided with specific advice and assistance

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

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

Comments

Information and induction packs are standardised for both home and international applicants with specific and individual queries from international students handled effectively by e-mail and telephone.

19.1 There is no formal and separate mechanism to provide additional guidance and support for international students. The website would provide an effective means of providing information and support on living and studying in

the UK. A bespoke induction session and regular meetings with international students throughout their course would provide a more supportive infrastructure.

The feedback from the international students interviewed was particularly complimentary regarding the advice and support they received whilst on the course, but they did comment that more detailed information about living and studying the UK would help prepare them more effectively for this transition. Inspection findings confirm this view.

The Institution takes careful account of the religious and cultural needs of its students.

---

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

The enrolment process is undertaken in a fair and transparent manner.

Student are made aware of the complaints procedure during induction and have clear mechanisms to raise any concerns. Any complaint is recorded centrally and managed promptly and comprehensively by the MD.

The BAC complaints policy is specifically referenced in both the Student Handbook and the induction.

---

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

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

| During the induction process and also throughout the course, students are made aware of key exhibitions, events and galleries to visit to support their learning. These social activities are formally scheduled into the course where appropriate.

The Institution does not provide a formal social programme but rather the responsibility for the promotion and organisation of social activities is devolved to the student body. Student feedback was very positive regarding the social aspect of their course and they were able to name a number of extracurricular activities that they had organised and benefited from. |
|---|

INSPECTION AREA – PREMISES AND FACILITIES

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

24.1	The institution has secure tenure on its premises.	☒ Yes	☐ No	☐ NA
24.2	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☒ Yes	☐ No	☐ NA

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

Comments

| The Institution has a secure tenure in the form of a lease which is due for renewal this academic year.
IDS is currently exploring options of a move to new premise but, at the time of the inspection, this was not confirmed. |
|---|

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

The premises are secured by means of a keypad entry system that is only activated when a member of the team is on-site.

The building is well maintained and decorated in a style that reflects the design ethos and identity of the Institution.

There is clear guidance regarding health and safety that is communicated to all parties through e-mail as well as being available and visible on notice boards.

The premises have appropriate signage outside and provide a conducive environment to learn. The premises comprise an administration area, kitchen area, library which can be used as an additional classroom, design studio as well as satisfactory toilet facilities. The space and facilities are appropriate to support the number of people accommodated at any one time.

Heating, ventilation and toilet facilities are appropriate for the size of the building and number of staff and students on the premises at any one time.

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

26.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	☒ Yes ☐ No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level 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

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

Comments

The studio and library, which is convertible into an additional classroom, provide a well-resourced space for classes, with both providing access to a stock of books and Information Technology (IT) facilities. Both spaces provide appropriate accommodation for teaching sessions.

There is a comprehensives stock of available material and resources, which is regularly monitored and replenished. The studio space is well appointed and benefits from good natural light and provides appropriate working areas for both individual student design work as well as group sessions.

Assessments are carried out on site with appropriate access to display areas and presentation software.

27. There are appropriate additional facilities for students and staff

27.1	Students have access to sufficient space and suitable facilities for private study, including library and IT resources.	☒ Yes	☐ No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	☒ Yes	☐ No
27.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes	☐ No ☐ NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	☒ Yes	☐ No ☐ NA
27.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes	☐ No
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	☒ Yes	☐ No

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

Students have access to a library space for private study. The library has facilities for IT access as well as a comprehensive book and journal stock. A kitchen area is provided for staff and students to prepare food and drinks. The library areas provide an available space for the consumption of food and drink.

Each student has an allocated work space and is provided with a laptop at the start of the course. Students are encouraged to personalise this space to reflect their current design project. In addition to the teaching and library spaces and relaxation areas, there is an administration office, which is staffed throughout the day and when evening classes take place.

Administrative facilities are sufficient and of an appropriate standard to support the smooth operation of the business.

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

There is a clear commitment of both the MD and the administration team to widen participation and provide the opportunity to develop professional skills in Interior Design based on passion for the subject.

Highly qualified team with tutors bringing excellent industry experience and who are practicing professionals within the field.

Extensive stakeholder and alumni family to draw upon for guest speakers and provide current industry perspectives.

Links to the industry with guest speakers, external advisors and work experience through the network of contacts led by the MD of the Institution.

Actions Required	Priority H/M/L
3.2 Qualifications of all current and newly recruited staff must be formally verified.	☐ High ☒ Medium ☐ Low
3.3 The Institution must introduce an appropriate annual appraisal system for all staff.	☐ High ☒ Medium ☐ Low
8.2 The Institution must develop a comprehensive self-evaluation process which is reviewed annually.	☒ High ☐ Medium ☐ Low
8.3 The Institution must develop an action plan as a consequence of the self-evaluation review with clear targets that are reviewed, monitored and updated regularly.	☒ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The Institution has developed a community of professional practice which has demonstrable success in preparing the students for the world of work.

Courses are well planned and structured with industry-relevant assessment activities that have currency across the interior design sector.

Assessments provide the opportunities for individual students to showcase their creativity and skills enabling a more personalised learning experience.

Learning is led and supported by a highly qualified team of tutors who bring their own professional experience and contacts to the courses to further enhance the student experience.

Actions Required	Priority H/M/L
11.3 The Institution must introduce a classroom observation schedule for all tutors.	☐ High ☒ Medium ☐ Low

STUDENT WELFARE

Institution's Strengths

There is an infrastructure of genuine support and care for the student across the Institution.

Hands on approach by the whole team who are proactive and committed to the ethos of the Institution and ensuring a student-centered approach.

Actions Required	Priority H/M/L
18.7 The Institution must develop formal mechanisms to manage the risks associated with radicalisation and extremism.	☐ High ☒ Medium ☐ Low
19.1 The Institution must provide additional information on their website and in information packs for prospective international students to better prepare them for living and studying in the UK.	☐ High ☒ Medium ☐ Low

PREMISES AND FACILITIES

Institution's Strengths

The Institution provides the highest standards of learning and relaxation spaces to ensure a conducive environment that replicates a realistic design studio experience.

Staff and students are well supported with the availability of and access to a wealth of resources and facilities to support teaching and learning.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Institution undertakes a refresh of their website and use this opportunity to enhance the support for international students as well as to showcase the student work and success stories.

It is recommended that the Institution makes clear reference, in appropriate information, to the English language ability that is required in order to be accepted onto the courses.

It is recommended that the Institution systematically collates feedback and the respective responses and actions and records them as part of the annual review process to demonstrate how feedback is managed by the Institution.

The Institution is recommended to consider mapping its courses to the RQF so that it clarifies the level of study and enables credit transfer should a student wish to progress to a higher level of study.

It is recommended that a more formalised approach is taken to prepare students for further higher education study by providing guidance and support around the application and funding process.

COMPLIANCE WITH STATUTORY REQUIREMENTS