



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION

CHANGE OF PROVISION – TO INCLUDE PARTICIPANTS UNDER THE AGE OF 18

(Short Course Provider)

PROVIDER: The Iver Make-Up Academy

ADDRESS: Pinewood Studios
Pinewood Road
Iver Heath
Buckinghamshire
SL0 0NH

HEAD OF PROVIDER: Ms Elizabeth Tagg-Wooster

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 21 August 2019

ACCREDITATION COMMITTEE DECISION AND DATE: 28 November 2019

PART A – INTRODUCTION

1. Background to the provider

The Iver Make-Up Academy (the Academy/the Provider) is a private limited company with three directors and seven shareholders. The shareholders include the Academy's Principal and Vice-Principal. It was incorporated in April 2015. The Provider aims to give its students access to the newest techniques and skills required to carve out a professional career in their chosen field.

The Principal, who is responsible for the day-to-day management of the Academy, is supported by two Office Administrators, one of whom is also the Social Media Administrator, and two part-time Course Coordinators. The part-time Course Coordinators each work for three days a week. Professional support is provided, on a part-time freelance basis, by the Vice Principal, the Financial Director and the Business Advisor.

The Academy is based in premises on the Pinewood Studios complex, near Iver in Buckinghamshire. The premises are accessible to those with mobility impairment. At the time of the last inspection, work was underway to build an additional dedicated prosthetics studio opposite the main premises. However, a building adjacent to the main building became available for occupation and a decision was taken to make use of these premises instead of the studio. The new premises are more accessible than the studio given their location. They include a good-sized classroom and other appropriate facilities for staff and participants.

In August 2019, the Academy achieved endorsement of its provision by ScreenSkills. ScreenSkills is the industry body for the screen sector that includes film, television, animation, visual effects and games. As a result of this endorsement, the Academy can use the ScreenSkills quality mark to differentiate itself within the sector. In addition, the Provider's participants have access to ScreenSkills' trainee finder portal so that possible employers can see their curricula vitae for employment purposes. In addition, participants can apply for upskilling bursaries in order to go on to participate in higher level courses.

2. Brief description of the current provision

The Academy provides industry related training for participants studying make-up, hair and prosthetics for the film, television, theatre and fashion industries.

The specific courses offered include modules on television, film and theatre make-up and hair, prosthetic make-up, fashion and beauty make-up and airbrushing. These modules are offered as part of the Academy's internal Beginner's Certificate and Advanced Certificate programmes as well as on a standalone basis to enable the participants to upskill specific areas of expertise. The Academy also offers two-day taster courses. The length of the courses ranges from a few days to 30 weeks and the number of participants on each course is capped at twelve.

In August 2019, the Academy introduced a three-day summer school for participants aged from between 14 and 17 years. The focus of the summer school is special effects in make-up. The number of participants on the summer school is capped at eight.

The majority of the participants that attend the Provider's courses are in the age range 18 to 25 and the very large majority are female. No students under the age of 18 are currently enrolled. Some participants are aiming for a career change, usually after working in the hairdressing or beauty therapy industries. The majority of participants are from the United Kingdom (UK). At the time of this inspection, there were eight participants enrolled on the summer school. They were all female and aged from between 14 and 17. The vast majority were from the UK with one was from Sweden.

The courses, other than the summer school, commence at three points in the year, which are January, April and September. The application process requires a participant to complete an enrolment form and to attend an interview where they present a portfolio of their work. Essential qualities for a successful application are the demonstration of artistic and design skills as well as a determination to persevere and succeed in a career in the media make-up industry. The summer schools commence at specific start dates that are advertised on the website. There are no specific entry requirements for the summer school.

3. Inspection process

The inspection was carried out over one day by one inspector and focused on the summer school. The inspector had meetings with the Principal, the summer school's tutor and the participants. A training session that formed part of the summer school was observed and various documentation was scrutinised.

4. Background to the supplementary inspection

The Provider has introduced a summer school for participants aged between 14 and 17. This course focuses on the knowledge and skills associated with special effects make-up. It is designed to enable the participants to assess if the film, television and theatre industries are where they would like to have a career or to further their career prospects in those industries. This course was introduced because the staff at the Provider recognised that there was a demand for such a course to be run during the school holiday period. Depending on the success of the first summer school, a second school may be organised in late October during the school half-term holidays with a Halloween theme and a maximum of two similar schools may be held in 2020.

5. Inspection history

Inspection Type	Date
Full Inspection	24-25 May 2016
Interim Inspection	29 June 2017
Random Spot Check	22 February 2019

PART B – JUDGEMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Compliance with BAC accreditation requirements

1.1 Teaching, Learning and Assessment (full inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report

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.	<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 overall management of the summer school is effective and ensures that it meets the aspirations and goals of the participants. The summer school makes very good use of the existing skills of the staff and is tailored well to meet the specific needs of a young audience.

The summer school is timetabled when the other courses are not running so that all the learning spaces and other available facilities can be used by the summer school's participants and tutors. There are two large studios in the main building. These are very well equipped and are set up so that the participants are able to work at individual workstations when they are practicing the make-up techniques. This ensures the high quality of the participants' learning experience.

Tutors are allocated to the summer school from the Academy's standard tutor team. All the tutors work regularly for the Academy and the same tutors are allocated to the summer school to ensure consistency. They have been trained by the Principal and are observed as part of the quality control process.

All necessary resources are made available for the participants to ensure the effective delivery of the summer school. The stock of materials is regularly checked to ensure sufficiency and supplies are obtained from a regular supplier to ensure consistency in quality. The Principal signs off all orders to make sure this process is effectively managed.

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

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.5	The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The summer school is well designed and delivered so that it meets the participants' requirements to enable them to decide on and/or further their future careers in the screen industry. The course has clear written aims, objectives and outcomes and focuses on the practical skills of carrying out specialised effects with make-up, including wounds, scarring and bruising. It is a well-structured course that enables the participants to develop appropriate skills in a relatively short period of time. The skills are taught and practised over the first two days and the third day focuses on a project that enables the participants to develop their practical skills further.

The sessions include health and safety briefings, tutor demonstrations, opportunities for the participants to practise the skills on each other and to view their finished work on a screen and get feedback. The tutors also assess and provide feedback on the personal skills that participants will need to be successful in the sector such as networking, resilience and self-confidence. Photographs are taken of the work done so that the participants can start a portfolio of work. As a result, participants have a good experience on which to base their future career decisions.

The participants are effectively encouraged to develop independent learning skills. As part of the training sessions, the participants work in pairs and take turns to apply the specialised make-up on each other. Therefore, they are working independently, with appropriate support from the lead tutor and the class assistant, who are moving around the studio and providing advice, guidance and encouragement. In addition, the participants design their own make-up for the project work.

The backgrounds and particular learning needs of the participants, including dyslexia, are identified as part of the application process and through additional information provided by the participants' parents. The application form includes a question about any learning difficulties and the tutors are advised of these so that appropriate support can be provided in the classes. This process is also set out in the tutor code of conduct so that the tutors are aware of this. The participants confirm that they can access the support they need and inspection findings confirm this view.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The tutor and class assistant are very well qualified to deliver the summer school effectively and are highly supportive towards the participants. The focus of the summer school is on the development of practical skills rather than theoretical knowledge and the tutors have a high level of specialised and relevant practical hands-on experience. They have also worked for the Principal over a long period of time. They have very good communication skills and build good rapport with the participants and, as a result, get to know them well.

The Principal carries out regular recorded observations of the classes so that she can effectively assess the suitability of the techniques that are being used. She encourages self-reflection on the part of the tutors and provides developmental feedback which the tutors welcome and value. The tutors also get anonymous feedback from the participants.

Tutors are appropriately supported in their continuing professional development. They are encouraged to attend relevant courses run by the Academy to expand their skills. If they are employed in the screen sector, they are required to maintain their skills and techniques up to date as part of their professional memberships. The tutor code of conduct, which is effectively communicated to the tutors, includes useful tips and techniques on delivering successful sessions and on providing constructive feedback to participants. The code has no review date to ensure that it is up-dated regularly.

A variety of different materials are used as part of the training sessions. These include visual drawings, that can be colour coded, to ensure that different learning styles and any specific learning difficulties can be taken into account appropriately. All the sessions that form part of the summer school are highly participative with many opportunities for hands-on practice. The participants said that they were enjoying the open and creative atmosphere of the training sessions.

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

All the necessary specialised make-up resources are provided to participants and tutors to ensure the effective delivery of the summer school. The studios are very well equipped and enable high-quality lessons to take place.

The participants confirmed that they were able to make use of very good resources that were readily available on demand. Inspection findings confirm this to be the case.

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

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|------|---|---|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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|------|---|---|-----------------------------|-----------------------------|
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <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 participants receive useful written and oral feedback throughout the course. One-to-one oral feedback is provided by the tutors in the classroom. This takes place as the teaching sessions progress and the participants practise the make-up skills they have been taught. The feedback helps the participants to build up their knowledge and skills appropriately. They also receive written feedback that is encouraging and enables them to know what they need to develop and what they are doing well. As a result, the participants make good progress in their lessons.

There is no formal assessment of the participants' work.

In the teaching sessions, the participants are set target outcomes for their make-up work, for example through the use of pictures of the finished look that they are hoping to achieve. Their finished work is then displayed on a screen so that it can be reviewed by the tutor and feedback provided. If necessary, targeted one-to-one feedback, advice and guidance are also provided outside the group setting and outside the formal classroom sessions. The participants confirm that they receive feedback that lets them know what they need to do to improve their skills and that the tutors are available to provide advice and guidance privately if required. Inspection findings confirm this to be the case.

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)

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|------|---|------------------------------|-----------------------------|-----------------------------|
| 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <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

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

16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

1.2 Participant Welfare

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report

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

17.1 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA

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

Comments

Effective arrangements are in place to safeguard participants and keep them safe. A suitable and well-drafted risk assessment has been carried out that covers appropriate risks associated with safeguarding participants under the age of 18 and provides an overall risk rating. As a result, the staff are well aware of the level of risk associated with the provision for participants under the age of 18.

There are effective policies that are suitably implemented. These include a safeguarding policy and a tutor code of conduct. They set out clearly the role of the Designated Safeguarding Officer (DSO) as well as other relevant information about the Provider's safeguarding arrangements. The safeguarding policy and tutor code of conduct are clear that any safeguarding concerns must be reported to the DSO immediately and the staff are well trained and would know how to handle such concerns. However, the policies and code of conduct do not currently include a detailed process, with timelines, for handling such reports, including passing them to statutory agencies.

Appropriate recruitment checks are carried out on the staff, including Disclosure and Barring Service (DBS) checks, and staff have been appropriately trained in safeguarding. The staff know who to go to if they have any safeguarding concerns and are aware of the risk assessment.

The joining instructions include a reference to the safeguarding policy and make it clear that the parents must accompany the participants to and from the Academy. All the participants are signed in and out of the premises to ensure their safety and are appropriately supervised at all times.

There are effective arrangements in place to protect the participants from the risks associated with radicalisation and extremism. These include a suitable risk assessment, a policy that is available through the website and staff training.

1.3 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The staff, including the tutors, are very well qualified and experienced to deliver high-quality courses to meet the participants' needs.

The Provider takes very good care to ensure that the different learning styles and learning needs of the participants are fully taken into account in the planning and delivery of the courses to ensure that all the participants make very good progress.

High-quality resources are made available for the use of the tutors and participants in the classrooms to enhance the learning experience and to support participants' progress.

There is a strong ethos of care towards the participants to ensure that they are well looked after and feel safe and secure whilst they are studying at the Academy.

ACTIONS REQUIRED

None

High

Medium

Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that the Academy includes version numbers and review dates on all its policies, procedures and codes to ensure they are regularly reviewed and updated.

The Provider should include, in its written guidance, a detailed process for handling reports of abuse or concerns about participants' well-being, including passing them on to statutory agencies.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE