



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF GENERAL MANAGEMENT (Independent Higher Education)

INSTITUTION: Stadio School of Fashion

ADDRESS: 6 Eileen Road
Corner Geneva Road
Blairgowrie
Johannesburg 2192
South Africa

HEAD OF INSTITUTION: Mr Leonardo Snyman

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 10 February 2021

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 27 May 2021

PART A – INTRODUCTION

1. Background to the institution

The Stadio School of Fashion (SSF/the Institution) was formerly known as LISOF (PTY) Ltd. The Institution was established 26 years ago as a privately owned higher education institution providing accredited courses in fashion, digital marketing practice and business administration in retail management accredited within the South African National Qualification Framework (NQF) at Levels 5 to 8. The Institution also offers a portfolio of unaccredited short courses in various fashion and make-up disciplines. The Institution has two campuses, in Blairgowrie and Hatfield.

The aim of SSF is to widen access to post-school learning opportunities for South African school-leavers and adults. The primary goal of SSF is to deliver higher education of an excellent quality in the realm of fashion and to develop graduate students who are employable and relevant to the marketplace and the world of fashion.

Until October 2017, LISOF was owned by Shana Rosenthal (PTY Ltd). In January 2018, an agreement of sale was signed between Shana Rosenthal and Stadio Holdings, which resulted in the acquisition of the LISOF brand by Stadio Holdings. Stadio Holdings is an investment company with a focus on private higher education. In October 2020, Stadio (PTY) Ltd was registered with the Department of Higher Education and Training (DHET) as a private higher education institution. The Stadio School of Fashion is part of Stadio (PTY) Ltd.

SSF forms part of the Faculty of Art and Design within the wider Stadio structure and operates within the Stadio (PTY) Ltd's governance structure. The leadership team at the Stadio level includes the Chief Executive Officer (CEO), the Chief Academic Officer, the Chief Operations Officer, the Registrar, the quality assurance team, the Chief Finance Officer, the Director of Human Resources and the Head of Instructional Design.

The strategic and operational leadership and management of SSF is undertaken by the Institution's CEO. The strategic and operational academic management of SSF is undertaken by the Head of School. These roles are supported by the Programme Co-ordinators, the Module Co-ordinators, the Deputy-Registrar, the Finance Manager, the Human Resource Officer, the Campus Managers, and the administrators and the general support team.

2. Brief description of the current provision

The Institution offers a number of full-time educational programmes that provide students with the choice to specialise either in the design and technology areas of the fashion industry, or the business of fashion. The qualifications offered by the Institution are regulated by the South African Qualifications Association (SAQA), the DHET and the Council on Higher Education (CHE).

Seven accredited learning programmes are currently offered, including a Higher Certificate in Fashion at NQF Level 5, a Higher Certificate in Fashion Retail at NQF Level 5, a Higher Certificate in Digital Marketing Practice at NQF Level 5, a Diploma in Fashion, Design or Commercial at NQF Level 6, which is being taught out, and a new Diploma in Clothing Production which has been submitted to the South African regulators for accreditation.

A Bachelor of Arts in Fashion at NQF Level 7, a Bachelor of Commerce in Fashion at NQF Level 7 and a Bachelor of Arts Honours in Fashion at NQF Level 8 are also offered. All the programmes are available at both campuses. The Institution also has an accredited Bachelor of Business Administration in Retail Management as part of its offerings, but a decision has been made by the Institution not to roll out this qualification at this stage.

SSF also offers a series of unaccredited short courses on a Saturday morning at both the Blairgowrie and Hatfield campuses. These courses are 12 weeks in duration. The portfolio of courses includes Pattern Making, Garment Construction, Creative Design, Principles of Styling, and Make-Up at Levels 1 and 2.

SSF is in the process of developing short courses that will be offered to the general public and current students as a winter school offering. These short workshops will be skills based and will focus on modelling, make-up,

influencing and styling. SSF is also in the process of developing five short online courses that will ultimately be offered through the customised Virtual Learning Environment (VLE) platform.

The Institution's academic cycle is of 30 weeks' duration and runs from February or March through to December of each calendar year. All full-time students register and start at the beginning of the academic cycle. The Institution enrolls full-time students onto the accredited qualifications, and part-time students are only enrolled on short courses. At the time of the inspection, enrolment had not taken place and no students were on courses. Enrolment is scheduled for March prior to the commencement of the academic year.

All students are over the age of 18 and the student intake is predominantly female. The majority of students are of African nationality, mainly from South Africa. They also come from countries such as Namibia, Zimbabwe and Swaziland. A minority of students come from other areas, which include the United States of America (USA), South America and Europe.

The students are admitted in compliance with the Higher Education Act 1997. This outlines the statutory minimum admission requirements for entry to higher education. The Institution also requires that applicants have a passion and an interest in fashion and a desire to pursue a career in the industry.

3. Inspection process

The inspection was carried out over one day by one inspector. Meetings were held with the Institution CEO, Head of School, Deputy-Registrar, Finance Manager, Human Resource Manager, Sales and Marketing Manager, Hatfield Site Manager and Blairgowrie Site Manager. Meetings were also held with academic managers, and teaching and support staff. A meeting with alumni was also arranged. Virtual tours were undertaken of both campuses. A wide range of documentation was made available both before and during the inspection. The Institution provided full support and co-operation throughout the inspection.

4. Background to the supplementary inspection

Since the last inspection, there has been a change in management structure. Both the Institution's previous CEO and Academic Head have changed job roles within Stadio. The overall governance of SSF now falls under the remit of Stadio (PTY) Ltd, with the implementation of SSF's strategic and operational management devolved to SSF's Institution CEO and the Head of School.

SSF now forms parts of the Faculty of Art and Design.

5. Inspection history

Inspection type	Date
Full Accreditation	24–26 February 2020

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

There has been a change in the name of the Institution, from LISOF to the Stadio School of Fashion (SSF). The rebranding of the Institution is a result of an organisational restructure at Stadio Holdings, which has resulted in the formation of five faculties and which places SSF within the Faculty of Art and Design.

As a result of this change, the staffing structure has undergone a change, with leadership and management responsibility lying with the Institution CEO and the Head of School. The Institution CEO works with the Stadio management structure, which has a focus on business acquisition and financial oversight. The restructure has also seen a number of new personnel join the Institution to lead on areas such as quality assurance, and sales and marketing.

The number of tutors has been extended to provide a greater range of skills and expertise to deliver the portfolio of courses effectively.

The Institution has moved to an online delivery model. It is anticipated that a blended approach to teaching will remain in place while current restrictions are in place. This approach has enabled the business to continue to function and deliver its education courses effectively.

2. Response to action points in last report

1.4 2.3 26.1 LISOF must effectively canvas and record the views of external stakeholders to inform and support the strategic direction of the Institution and the development of its policies and processes.

The infrastructure for gathering feedback from external stakeholders, including colleagues from the fashion and media industries, has been reviewed and updated. This formal feedback system is supplemented by regular and supportive conversations with these stakeholders to elicit input regarding the strategic direction of the Institution and the development of its policies and procedures. These areas are also discussed at Academic Committee meetings.

1.8 LISOF must ensure that there are clear, documented channels of communication between the Senate, Academic Committee, Management Committee and external stakeholders.

The Institution has reviewed its committee structure and membership and identified key individuals who are responsible for communicating and disseminating key updates via the Institution's intranet. The channels of communication have improved. This is evidenced through documented minutes of meetings.

2.4 LISOF must conduct a regular and systematic review of the performance of the whole Institution and measure performance against strategic targets.

Responsibility for conducting a review of performance is now assumed by the Senate. The purpose of this annual review is to measure the performance of the Institution against clearly identified targets. The Institution has developed a series of targets and key performance indicators across areas of the business, which will be used to measure progress. However, there are further metrics, such as student outcomes, external moderator reports, application data, and feedback on the teaching and learning experience, that are needed to provide a complete indication of performance.

The targets identified reflect the overarching draft strategy of the Institution and the clearly identified performance indicators and targets that would facilitate and support a systematic institutional review. Further work is required to reference, analyse and monitor the strategic targets within the institutional review.

7.2 Learning outcomes must be clearly articulated at programme level and made publicly available.

A review of programme-level documentation has been undertaken, resulting in a template for all programmes to implement. This template is operational and makes clear reference to learning outcomes.

7.3 LISOF must introduce a schedule of recorded meetings where all academic staff can review academic programmes, which can then feed into the institutional review.

A schedule of meetings has been introduced to provide the opportunity for teaching staff to discuss and review programmes of study. The implementation of this schedule has been hampered by the current national restrictions so, at the time of the inspection, it was not clear how these discussions would feed into the institutional review, which is currently under development.

9.4 LISOF must develop a suitable research policy that includes a workable system to enable staff to meet regularly to share and discuss their current research activities.

The Institution has developed and implemented a suitable research policy and this has resulted in an increased uptake of research activity.

14.3 LISOF must provide appropriate provision of emergency support out of the normal opening hours.

Documented emergency contact details are shared with all students as part of their induction and are also clearly displayed around the campuses.

14.8 LISOF must develop formal mechanisms to manage the risks associated with radicalisation and extremism.

The Institution has initiated the development of a radicalisation and extremism policy. However, there is further work needed regarding the reporting procedures, risk assessment and also training for all staff to provide effective arrangements for protection from the risks associated with radicalisation and extremism.

17.1 17.2 17.3 17.4 LISOF must introduce and implement a punctuality policy.

The Institution has not yet introduced a punctuality policy. In the light of the current national restrictions, the majority of teaching and learning has been transferred to an online delivery model. As a result, a punctuality policy has not been identified as a priority by the Institution, but it has confirmed that one will be in place once face-to-face delivery resumes.

27.4 27.5 27.9 27.10 LISOF must define clear and appropriate performance indicators and compile regular reports that present the results of the Institution's reviews and incorporate action plans.

The change in senior leadership and management has seen a revised strategic direction for the Institution and this is currently being launched and introduced across the Institution. The Institution has a framework to undertake a review of its operations. However, there is a need for further refinement to include how performance is monitored regularly and systematically. Performance indicators and targets are not clearly defined in all areas, which does not fully support the measurement of year-on-year performance.

27.8 27.12 28.2 A nominated programme leader must compile an annual programme report that is reviewed to produce programme-level actions to include opportunities for enhancement.

The Institution has undertaken a review of programme-level documentation, which has resulted in annual reports supported by metrics and a narrative on performance that is being used to drive forward improvements at this level.

28.1 LISOF must introduce a mechanism to identify and disseminate good practice across the Institution.

The Institution has introduced a range of forums to support the sharing of good practice, which has been enhanced by the use of video technology.

28.3 LISOF must introduce enhancement action plans to be routinely reviewed through the Institution's committee structure.

Although action plans are in place at both programme and institution level, there is further development work needed to discuss, review and document updates to these actions so that they reflect the performance indicators specified by the institutional review.

3. Response to recommended areas for improvement in last report

LISOF is recommended to review the terms of reference of all its committee structures and identify clear channels of communication to ensure the effective dissemination of information.

Committee structures and membership have been reviewed and shared across the Institution. Clear channels of communication are identified, and staff reported that these are working effectively. Inspection findings confirm this view.

LISOF is recommended to review the roles and responsibilities of staff to ensure that these are clearly delineated and equitable and reference key performance areas within job descriptions to inform the appraisal process and identify areas of professional development and training.

The change in leadership and management structure has provided the opportunity to review the roles and responsibilities of staff across the Institution. The Human Resources (HR) team is currently in the process of reviewing and updating all job descriptions to clearly articulate the role and responsibility requirements. This detail is intended to support staff, and provide a framework for discussion during the appraisal process later in the academic year.

The Institution is recommended to ensure that learning outcomes for assessments and subject guides are explicitly mapped to subject outlines and subject curriculum statements.

The mapping of learning outcomes within assessment and subject guides has been undertaken as part of the review of programme-level documentation. Subject guides clearly articulate the learning outcomes, along with the assessment requirements for each module of study.

LISOF should provide staff training in identifying students with individual learning needs and preferred learning styles and develop formal documented processes to support the provision of appropriate reasonable adjustments.

All students undertake an initial assessment on joining the Institution, where their individual needs and preferred learning styles are ascertained. Teaching staff also identify students who need additional support. Specific training to help staff recognise and support individual learning needs or preferred learning styles is still underdeveloped, but SSDF recognises this as a development priority and is currently exploring ways of enhancing staff skills and awareness.

LISOF is recommended to review student access to in-class teaching materials and online resources, including through the full implementation of a VLE, as well as opportunities for interaction and peer collaboration across the Institution.

Since the Institution has moved to an online delivery model at short notice, there has been little time to evaluate the effectiveness of the access to in-class teaching materials and online resources, including the current learning platform. The experiences of teaching and learning online will be reviewed to drive forward the discussion around the future plans for an updated VLE. The online experience has brought examples of good

practice as well as lessons learned, which will provide key insights to support the discussion of the VLE going forward, both as a tool for teaching and learning and for collaborative opportunities.

LISOF should consider providing more detailed pre-arrival information about living and studying in South Africa to its international students and be more proactive and structured in providing ongoing advice and guidance throughout their programme of study.

The Institution has reviewed and enhanced the pre-arrival support information for international students wishing to live and study in South Africa. Feedback from the cohort intake scheduled for March 2021 will be used to evaluate its effectiveness and usefulness and also provide intelligence regarding the ongoing support needed for this group of students.

LISOF is recommended to review the accommodation for staff and students to ensure appropriate capacity is available with the planned expansion of the Institution, including the opening times of the libraries.

As a result of current national restrictions, the Institution has not made use of the house it owns at the Blairgowrie campus, which provides residential accommodation for a small number of students. Discussions are currently taking place regarding the revised use and purpose of this building.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff (including those working remotely), students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clearly defined management structure, which is clearly documented in an organisation chart. The organisational structure is effectively communicated to staff, students and external stakeholders. It clearly identifies the remit and responsibilities for each role within the structure.

The structure, function and scope of the Senate and Academic Committee are well defined. Key managers are represented on each of the committees to ensure a consistent and clear channel of communication across the Institution. The Institution makes effective use of these committees to discuss, debate and ratify institutional decisions that reflect its strategic direction.

Policies and procedures regarding the governance and management of the Institution are documented in the comprehensive policy and practice manual, which is updated annually and circulated to all staff. Considerable work has been undertaken to align and update the previous LISOF policies and procedures to reflect the changes in organisational structure.

The risk management process is explicitly referenced within this manual and articulates the risk assessment process as well as the key personnel tasked with monitoring and updating the risk register. Risk assessment is a standing item on the agenda of Academic Committee meetings, where risks are discussed, reviewed and updated. The committee structure within the Institution provides an effective mechanism to identify, manage and monitor risks.

SSF aligns all its provision with the South African regulators, the South African Qualifications Association (SAQA), DHET and CHE. As a result, the Institution has to balance the requirements of the workplace with the regulations and legislation governing higher education in South Africa. SSF maintains effective relationships with its regulators and this is defined formally within the programme management documentation.

There are established modes of communicating and disseminating key information across the Institution through a structure of meetings and informal discussion. This supports opportunities for accessibility and collaboration. The communication channels are effective across both campuses through regular and informal updates and are also supported by the formal messages disseminated.

2. The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution continues to follow the strategic vision and direction of LISOF as it makes its transition to the new brand of Stadio School of Fashion. The strategic direction is driven by the CEO, supported by the Head of School. It will be driven forward by the Senate and the Academic Committee, which provide the forums for management, staff and students to discuss and inform the strategic direction of the Institution.

The strategic vision had been shared by the CEO through an Institution-wide communication. A revised and updated strategic plan has been developed and a dissemination exercise has been scheduled to share this

with the wider Institution. The views of internal and external stakeholders have been canvassed to help inform the strategic direction.

2.1 The strategic plan is not, however, formally documented to provide a clear and comprehensive account of the mission, vision and core values that underpin the Institution. There is little documented detail of an implementation plan, or processes for monitoring and accountability.

2.3 There is currently no defined mechanism for communicating the finalised strategy outside the Institution or to external stakeholders.

The Institution undertook a review of institutional and academic practices, which was aligned with the proforma stipulated by the CHE and DHET. This reporting mechanism has a specific focus on regulatory requirements and is undertaken every two to three years. There has been initial work undertaken to develop a systematic review process that can complement the regulatory considerations and that also draws on metrics such as student outcomes, external moderator reports, application data, and feedback on the teaching and learning experience.

2.4 The institutional review requires further analysis of additional data. The process of analysing, measuring and monitoring targets needs to be clarified within the documentation, along with evidence of this activity.

3. Financial management is open, honest and effective

3.1 The institution conducts its financial matters professionally, transparently and with appropriate probity. Yes No

3.2 The institution's finances are subject to regular independent external audit. Yes No

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

Comments

The Institution conducts all its financial matters with full transparency and appropriate probity. All audited financial reports are signed off by the executive team. Annual financial audits are conducted by independent external auditors.

4.2 General Management and Administration (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.

4. The institution is effectively managed

4.1 The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students. Yes No

4.2 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. Yes No

4.3 There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making. Yes No

4.4 Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning. Yes No

4.5 The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose. Yes No

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

Comments

A clearly defined and documented management structure and organisation chart are in place, which are effectively communicated and understood by staff and external stakeholders.

The review of job descriptions has clarified the specific responsibilities aligned to individual roles and also the reporting structure arrangements. The composition of the management team at institutional, departmental and programme level is also communicated to all students through the learner orientation manual, which is distributed annually at induction.

The committee structure is clearly defined and comprises the Senate, which oversees the strategic planning and direction of the Institution, and the Academic Committee and the Management Committee. Each committee has a well-documented structure and remit with an identified membership.

The Senate holds responsibility for regulating and directing teaching and research within the Institution. It is chaired by the CEO, supported by the Head of School, and has membership drawn from across all appropriate stakeholders, including student and industry representatives.

The committee structure acts as an effective arena to discuss both operational and strategic matters. The Academic Committee focuses on the operational agenda and the Management Committee has a specific focus on academic quality assurance, moderation of feedback, academic results, ratification of marks, teaching staff feedback, and teaching and learning.

The Academic Committee and the Management Committee meet on a weekly basis to discuss ongoing academic progression across all cohorts. Meetings are minuted and disseminated to the relevant committee members. A Student Council provides a forum for the student voice to be heard and to inform decision-making.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on the programme and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.14 There is a policy on the collection of and refund of students' fees which Yes No implemented effectively.

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

Comments

The administrative team provides effective and valuable support to both the teaching staff and the student body. SSF has reviewed the job descriptions and roles, resulting in clearly defined responsibility remits for administrative staff that are aligned to business needs.

Administrative policies and procedures are well documented and complement the policy and practice manual. These are reviewed and updated regularly to ensure their currency and are shared with both the staff and the students. The alignment of LISOF policies and procedures with those of SSF is currently nearing completion.

Timetabling and room scheduling are effective, across both campuses, to allow for fair and equitable access to classroom and workshop spaces. The online delivery model has provided the opportunity to explore and consider the scope for delivering sessions at one campus which are accessible to students at the other campus. The implementation of a blended learning delivery model is currently under consideration as the Institution balances the space limitations at both campuses and the anticipated growth in demand for provision and subsequent increased student numbers.

The Institution is effective at collecting and collating data from a variety of sources, including surveys, sales leads and student assessment outcomes. Analysis of this data is presented at Academic Committee meetings for review.

Administrative processes and systems are well established and ensure that all records are effectively organised and stored securely. Student and staff records are appropriately maintained and updated to reflect the currency and accuracy of data.

The educator manual documents the conduct and protocol of examinations and assessments, including the authentication of a student's identity so that it matches their assessment outcome. Internal and external moderation processes are well defined through a robust framework that draws on the expertise of both SSF subject experts and industry representatives to ensure impartiality across the moderation process. The regulations and requirements regarding assessment submission, feedback and examinations are available to students in the learner orientation manual.

SSF has a clear policy on the collection and refund of student fees, which is communicated to students before application and is documented in the learner orientation manual.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the learners. Yes No

6.2 All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. Yes No

6.3 There are clear and appropriate job specifications for all staff. Yes No

6.4 There are effective procedures for the induction of all staff. Yes No

6.5 All staff are treated fairly and according to a published equality and diversity policy. Yes No

6.6 Staff have access to an appropriate complaints and appeals procedure. Yes No

6.7 Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff. Yes No

6.8 The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution operates effective mechanisms for the recruitment of suitably qualified and experienced staff, underpinned by relevant recruitment policies and procedures. SSF remains committed to recruiting staff with the necessary qualifications and experience to undertake their role, but also with a clear focus on their practitioner experience within the industry. Staff joining the Institution are subject to a rigorous recruitment and interview process and are required to engage with an informative and comprehensive induction programme.

Job descriptions have recently been reviewed and revised to provide greater clarity on the specific scope, responsibilities and expectations of the individual role. Further detail has been appended to include key performance areas and indicators for each role, which will be used to support the staff performance appraisal process.

The Institution has published an appropriate equality and diversity policy to ensure that all staff are treated equitably. The successful implementation of the policy is evidenced by the diversity of the workforce that is employed by the Institution.

The policy and practice manual includes the complaints and appeals procedures. Staff are aware of the procedures and know how to make a complaint and an appeal. The outcomes are communicated in a timely manner to staff and records are appropriately maintained.

An annual appraisal system for staff has been introduced to review performance and identify targets and training. The teaching staff praised the opportunity to discuss personal and professional development requests during the appraisal process and highlighted research activity as being clearly supported.

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

- | | | | |
|-----|---|---|--|
| 7.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Information on the programmes available, and their assessment and progression is comprehensive, accurate, readily accessible and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | There are effective procedures to update information on a regular basis to ensure its relevance and accuracy. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 7.4 | The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.5 | Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has revised and reviewed its publicity material to reflect the change of identity and has launched a website that is both informative and visually stimulating. Detailed and current programme overviews are provided to support the application process, providing information regarding the specific areas of study, fees, additional costs and assessment opportunities.

7.3 Opportunity to discuss and review programmes of study has been hampered by the current national restrictions so it was not clear at the time of the inspection how these discussions would feed into the institutional review, which is currently under development.

The campuses and facilities are presented accurately and showcase the workspaces and resources that are aligned to represent those of the fashion industry. Feedback from the alumni meeting with the inspector confirmed the clarity of the publicity material on the website and highlighted that testimonials had played a key role in their choice to study at the Institution.

The website is further supported by additional publicity materials, including the prospectus and flyers.

All publicity content is developed by the Marketing Department and then verified and approved by both the CEO and the Head of School to ensure accuracy.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has a focus on employing teaching staff who bring experience of the fashion industry as well as demonstrating the necessary subject and pedagogic knowledge and skills. Students confirmed that staff were knowledgeable, taught at an appropriate level, and could communicate well. Inspection findings confirm this view.

Class sessions are well planned, with clear timetabling detail communicated to both staff and students. Teaching and learning are monitored effectively by the Academic Managers through both formal and informal class observations and also student survey feedback.

Programmes are well planned and supported by an overview document that identifies the learning outcomes, the scheme of work and the assessment strategies. The programme descriptors inform teaching delivery and are underpinned by subject curriculum statements that are agreed with the accrediting body and the CHE. The programme and module descriptors are overseen by the Academic Managers and authorised so that a weekly teaching plan can be devised. Alumni students could provide valuable input to programme design, based on their experience post qualification.

Teaching sessions are planned to provide an appropriate balance between theory and practice through a mixture of individual and group activities. This approach supports effective student engagement and learning. Students and staff have access to appropriate learning materials and workspaces, as well as subject guides that provide a week-by-week schedule, including assessment handouts, briefings, and hand-in details. Students confirmed that they were informed clearly about key assessment dates.

Assessment strategies and practices provide variety and are tailored to ensure relevance to the subject area. Assessments are subject to a robust process of approval, which ensures that they are clearly written and articulate the learning outcomes. There are clear policies relating to plagiarism and this is reinforced on all assessment briefs.

The Institution adopts the use of rubrics as a feedback mechanism in both spoken and written format. The students confirmed that the assessment feedback they received was informative, supportive and developmental. An appropriate appeals and complaints policy is in place and is highlighted to all students at induction.

Course materials and teaching plans are agreed prior to delivery between the lecturer and Academic Leader to ensure their suitability to the level of study and are updated for currency and accuracy on a regular basis. Students confirmed that the course materials are suitable for the content and level of study of the class and that lecturers made effective use of teaching aids and learning resources.

Electronic materials used in class and recommended for extra study outside class are made available through an online communicator, via the Academic Managers. In class, physical resources are made available and students confirmed that they had been provided with adequate access to all required resources.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Registrar is effective in providing academic advice, counselling and support to all students. Students are provided with a comprehensive induction and orientation programme to introduce them to the Institution and to encourage peer interaction. Out-of-hours contact details are provided in the student handbooks.

The learner orientation manual and the policy and practice manual clearly document the policies for discrimination and abusive behaviour. Stadio adopts zero tolerance of discrimination.

The Institution provides a range of services to support student study. This includes assisting students with technological queries and general support on using the resources within the workshops. There are examples where teaching staff have identified individual students who need additional support, and this has been put in place.

14.8 There are currently no risk assessment, finalised policy or procedures to manage the risks associated with radicalisation and extremism, and staff have not received any training.

Students have access to teaching staff outside sessions. Requests to meet with a member of staff are followed up in a timely manner and students confirm that this arrangement works well. Established intervention initiatives are in place to identify, monitor and support students who are not making satisfactory progress with their studies. Students view this as a supportive measure and commented that the Institution provides high levels of care that is both inclusive and discrete.

The Registrar provides advice through individual meetings with all final-year students to discuss and support their progression, as well as providing links to industry placements to help prepare the student for the world of work.

The learner orientation manual provides advice and support for students on academic preparedness. It references the policies and procedures that are pertinent to students, including an appropriate complaints procedure. Students confirmed that they had been issued with the BAC complaints procedure.

International students have access to specific services to support their initial transition to the Institution, as well as access to advice on accommodation and opportunities to meet and socialise with their peers. The Institution takes careful account of the religious and cultural needs of its students.

The Institution articulates the requirements regarding attendance through its published attendance policy. Attendance is monitored closely, and any unexplained absences are followed up promptly.

17.1 17.2 17.3 17.4 There is no policy regarding punctuality. Punctuality is not formally recorded, with teaching staff adopting varying approaches to deal with students arriving late for class.

The Institution, through its online communications platform, promotes extra-curricular events such as fashion shows. The Student Council, in conjunction with the Registrar, leads on the organisation of the social programme. Student feedback shows that they value and enjoy the extra-curricular social programme as it enhances their experience and provides an opportunity to network.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution has a secure tenure and the legal right to use both the Blairgowrie and Hatfield campus premises for the delivery of higher education. A certificate of registration is a requirement of DHET.

The Institution has access to additional external premises, when needed, including for the annual fashion show. Different venues are used each year to promote and engage with the current theme.

Both campuses are well maintained and retain the creative identity associated with the study of fashion. A secure access system is operated to ensure good levels of security.

Health and safety signage and guidance are clearly displayed throughout the premises. Sufficient space and facilities are provided for the number of staff and students.

Classrooms and studio space are well appointed and showcase both physical fashion artefacts as well as imagery on the walls to provide an environment that is conducive to study. Teaching and learning spaces are well resourced, and suitably equipped. Dedicated Information Technology (IT) suites are equipped with hardware and software that are appropriate for the fashion industry. Staff are provided with appropriate work areas and meeting spaces.

Students have access to a small library space for private study at both campuses. The library has facilities for IT access, as well as a book and journal stock and access to extensive online resources. Students have access to other communal areas to work in, such as the canteen. In addition, students are able to request access to a specialist room to work.

Students and staff have access to a canteen and inside and outside seating areas at both campuses. Staff also have access to a staff room, which includes a full kitchen and dining area. Both campuses have open reception areas with seating for visitors.

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

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution has developed and enhanced the opportunities for external stakeholders to provide their feedback. In addition, both the Senate and Academic Committee meetings provide a forum to canvas views and record discussions.

There is a robust and effective mechanism to elicit student feedback through the survey structure within the Internal Quality Management System (IQMS). The Student Council provides an additional forum where views and comments can be gathered. Students confirmed that they received updates on actions taken in response to their feedback.

Staff feedback is gathered formally through the recorded Management Committee meetings, as well as through informal opportunities for staff to approach their academic line manager directly. Staff and students were complimentary about the opportunities for open communications and confirmed that this provides a conducive opportunity to raise any concerns and receive a timely response.

Policies and procedures are clearly detailed within the policy and procedure manual, which is issued to staff and students. The documents are also available, as appropriate, to other stakeholders. Students and staff are aware of the existence of key processes and polices and where to find them.

The quality management of the Institution is currently undertaken by the Management Committee, which is appropriately informed by the Institution's quality assurance policies, procedures and practices.

27.4 27.5 27.9 27.10 The Institution has a framework to undertake a review of its operations. However, there is a need for further refinement to include how performance is monitored regularly and systematically. Performance indicators and targets are not clearly defined in all areas, which does not support the measurement of year-on-year performance.

The Institution places a strong focus on ensuring the quality of the student learning experience. This is evidenced through a review of student feedback and student achievement. The review report is presented for approval to the Academic Committee.

The Institution has introduced initiatives to support the sharing of best practice across the subject areas. This is due for further expansion once teaching returns to campus.

28.3 Action plans do not specifically reference performance indicators and do not provide a measure of achievement and any remedial action required.

4.7 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The industry-focused, engaged and aligned curriculum prepares students well for the world of work.

A highly qualified academic team contributes both industry and practitioner experience.

The proactive and integrated administrative team focuses on supporting students very effectively whilst they are studying at the Institution.

ACTIONS REQUIRED

2.1 The Institution must develop and document a clear and comprehensive strategy document, which is supported by an implementation and monitoring plan.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
2.3 The Institution must communicate the strategy to all internal and external stakeholders.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
2.4 The Institution must conduct a regular and systematic review of the performance of the whole Institution and measure performance against strategic targets.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
7.3 The Institution must evidence how programme reviews feed into the institutional review.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
14.8 The Institution must develop formal mechanisms to manage the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
17.1 17.2 17.3 17.4 The Institution must introduce and implement a punctuality policy.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
27.4 27.5 27.9 27.10 The Institution must define clear and appropriate performance indicators and compile regular reports that present the results of the Institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
28.3 The Institution must put in place appropriate mechanisms to discuss, review and document updates to action plans so that they reflect the performance indicators specified by the institutional review.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low

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

The Institution is recommended to provide staff training in identifying students with individual learning needs and to develop formal documented processes to support the provision of appropriate reasonable adjustments.

LISOF is recommended to review student access to in-class teaching materials and online resources, including through the full implementation of a VLE, as well as opportunities for interaction and peer collaboration across the Institution.

The Institution is recommended to undertake a review of the implementation and effectiveness of the blended delivery model, with a view to informing future curriculum developments.

The Institution is recommended to review the role of alumni in supporting curriculum delivery to enhance the industry element of the curriculum.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

