BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 inspection

NAME OF PROVIDER: The Iver Make-Up Academy

ADDRESS: Pinewood Studios

                                 Pinewood Road

                                 Iver Heath

                                 Buckinghamshire

                                 SL0 0NH

HEAD OF PROVIDER: Elizabeth Tagg-Wooster

DATE OF INSPECTION: 7, 9 & 10 February 2022

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full one-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 24 March 2022

PART A – INTRODUCTION

1. Background to the provider

The Iver Make-Up Academy (IMA/the Provider) is a make-up and hair academy providing industry-based courses in film, television (TV), theatre and fashion. Courses run all year and include TV, film and theatre make-up and hair, prosthetic make-up, fashion and beauty make-up and airbrushing, as well as more advanced specialist courses.

Most graduates go on to join the Iver Academy Agency, which supports them in finding work in the film, TV or theatre industries. IMA leases a 2,000-square foot space in Pinewood Studios near Iver in Buckinghamshire.

IMA aims to deliver training programmes that enable individuals to work successfully in the film, TV or theatre industries as professional make-up and hair and special effects artists.

The Board of Directors, made up of the Principal, Vice-Principal and Finance Director, reports to a board of shareholders, which is made up of all of the shareholders. The senior managers are supported by an Operations Manager and an Administrative Assistant.

IMA was founded as a private limited company in September 2015 by several of the staff of Greasepaint Makeup School, a well-established media make-up school located in Ealing.

2. Brief description of the current provision

IMA offers four main full-time courses, which are delivered as modules. The courses comprise a Beginners' Certificate in Make-up and Hair Artistry, which lasts for 12 weeks, a Foundation Certificate in Make-up and Hair Artistry, which takes a further two weeks, a 21-week Intermediate Certificate in Make-up and Hair Artistry and an Advanced Certificate in Make-up and Hair Artistry, which takes a total of 30 weeks.

IMA also offers short courses in Fashion & Beauty Make-up and Hair Artistry, Advanced Hair Artistry and Further Prosthetics, and regularly runs two-day taster courses and open days.

At the time of the inspection, there were 36 participants enrolled, all on full-time courses. Participants start courses at the beginning of the autumn, spring or summer terms. All participants at the time of the inspection were over the age of 18, with the majority being aged 18–25. Most of the participants were female. The majority were from the United Kingdom (UK). Other countries represented were Iceland, Spain, South Africa and Guatemala. A total of 34 participants were booked on future courses. IMA's total capacity is 36 participants.

Courses start in September, January and April, and participants can begin at any of these points, having submitted a portfolio, which is the main entry requirement, as well as having an interview or attending a taster course.

IMA intends to run a three-day course for a maximum of eight participants aged under 18 in the summer.

3. Inspection process

The inspection was carried out over three days by one inspector. The inspection took place remotely for two days and the inspector visited IMA's premises at Pinewood Studios for one day. Meetings took place with the Principal, Vice-Principal, Financial Director and Administrative Assistant. During the site visit, classes were observed. The inspector met with two instructors and a group of participants. The premises were inspected and various documentation was scrutinised. The Provider's staff co-operated very well throughout the inspection process and the organisation of the inspection documentation was exemplary.

4. Inspection history

Inspection type	Date
Full Accreditation	24–25 May 2016
Interim	29 June 2017
Spot Check	22 February 2019
Supplementary	21 August 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The management structure is well documented and communicated to staff through a staff handbook and induction. There are clear definitions of roles and responsibilities, which include overlaps to ensure that key team members can cover for one another. The extent of the authority of the Directors and shareholders is clear.

The members of the management team have been working in the field for a long period of time and are therefore very experienced in carrying out their responsibilities. Members of the team are highly experienced in areas including management, the TV and film industry and as make-up artists and tutors. They work together as a highly coordinated team, ensuring that the Provider is effectively managed.

There are effective channels of communication, both through frequent informal conversations and daily staff meetings, quarterly Director meetings and annual shareholder meetings. Effective communication takes place with staff working on site and remotely.

The Provider has a clear mission and has been developing additional goals to guide its activities. However, the plan and goals would benefit from a greater strategic approach that places more emphasis on the steps required to achieve goals and making timeframes clearer and outcomes more measurable.

The Provider has assessed risks to the business, and has developed a clear risk management strategy that is regularly reviewed. As a result, risks are clearly identified and effective plans for mitigation are in place.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No

2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

Administrators have a clear understanding of their own and other's roles. While the roles are clearly defined and team members are allocated appropriately, there is also an appropriate ethos of shared responsibility for the administration of the organisation to ensure the effective running of the Provider at all times.

The size of the team is sufficient for the current courses offered. The administrators make sure the participants are well looked after throughout their course and effectively cover all aspects of the Provider's administration effectively.

There are detailed job descriptions that have been developed to match the needs of the organisation. The administrative structure is clearly communicated to staff and is reinforced at regular briefing meetings that are attended by all.

The Provider has excellent administrative policies, procedures and systems. These are disseminated effectively through handbooks and guides, which are shared with staff, ensuring that these are clearly understood. As a result, the administrative team members know what is expected of them and managers understand what administrative support is available.

Data collection is effective. Detailed participant and staff data are kept up to date on a cloud-hosted database that offers very good scope for data collection and retrieval. The system is secure and robust and appropriate policies are in place regarding data protection.

3.   The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☐ Yes ☐ No ☒ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Staff recruitment is managed by the Principal and follows appropriate policies and procedures. Staff and instructors are suitably experienced. All staff sign a code of conduct declaration, which ensures that the Provider's professional standards are clearly understood.

Experience and qualifications are verified by the Principal, through checking staff Curriculum Vitae (CVs) or working portfolios, and all staff recruited have a minimum of one face-to-face interview. As a result, staff are very clear about IMA's expectations and the processes employed ensure that staff are appropriately qualified and experienced.

There is an effective staff performance appraisal system that involves appropriate reviews of the performance of permanent staff annually. Tutors' teaching delivery is observed twice a term and they are given feedback at least once a year, resulting in effective reviews of their teaching and performance.

Management and administrative staff are supported in their Continuing Professional Development (CPD). They are offered access to online and in-person professional development covering a range of areas from statutory training to job-specific opportunities, including in finance, technology and marketing training.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☐ Yes ☒ No
4.3	The provider's key policies are accessible through the website.	☐ Yes ☒ No

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

Comments

The forms of publicity include the IMA main website, which has been recently redeveloped, an open-day website and a social media presence that publicises course offers and presents participants' and tutors' work.

Both websites are attractive and easy to navigate, and provide accurate depictions of all aspects of the courses on offer. The information on courses is comprehensive and up to date and includes accurate details of location, costs and content.

4.2 However, there is no information on the potential course for participants aged under 18, which is planned for summer 2022. This course must be included on the website prior to the start of the admissions process.

4.3 While the IMA main website makes most key policies available through the website, these are not available on the open-day website, which may be the first point of contact for prospective participants. The safeguarding policy is not currently published. It must be published prior to the summer courses for those aged under 18 taking place.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA

5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

The registration of participants is managed very closely by the Principal, ensuring that participants' needs are matched to the courses for which they are registered.

Comprehensive course and module descriptions are published on the website with very clear entry criteria for participants. Each application is monitored by the Principal.

There is a very clear and personalised application and selection process managed by the Principal. The process is formalised and transparent, with prescribed steps that participants must complete in order to enrol. In addition, the process is personalised and the Principal advises participants individually on their suitability for, and choice of, programme.

Participants commented on the excellent responses to enquiries, general information and personalised advice and support available at the application stage. This was confirmed by examples of application enquiries and responses observed.

The Provider asks participants to declare any additional needs on the application form. The Principal reviews all applications in detail and assesses if there are any learning support or additional learning needs. This ensures that additional learning support needs are identified and planned for where appropriate.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider has a clearly documented attendance policy that is communicated to participants during their induction. There is a clear reference to participant attendance and punctuality in the terms and conditions.

There is an appropriate daily registration process and records are kept on a secure database, which ensures that participants' attendance is effectively monitored.

On the rare occasions that there are any unexplained absences, they are followed up promptly by the Principal, who takes appropriate action.

7.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☐ Yes ☒ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	☒ Yes ☐ No

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

Comments

The Provider effectively reviews its performance informally on an ongoing basis through conversations between the management team and the tutors. Performance is then discussed, more formally, during director and shareholder meetings, which are recorded in writing.

The Provider collects feedback from participants during the last week of their course via a feedback form. Staff feedback is collected informally through conversations with tutors and permanent staff. While the Principal is highly committed to using feedback to improve provision and the current methods are effective, the procedures would be enhanced through the collection of participant feedback while courses are in progress, and taking staff feedback more systematically.

All feedback data is collated by the Operations Manager and analysed by the Principal to direct future improvements, following discussions with the Board of Directors. Action taken as a result of feedback is appropriately recorded in minutes and in formal communications.

7.5 There is currently no mechanism for reporting to participants what has been done in response to their feedback.

The Provider compiles annual reports and reviews, which include an analysis of finances, enrolments and participant and staff feedback.

The Directors discuss performance reviews and analyse feedback data, finances and their action plans at their director meetings. The minutes of these meetings then act as a regularly reviewed action plan, which is implemented by the Principal and her team. Actions are recorded appropriately in the minutes.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.	**Course management is effective**	
8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes ☐ No

8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes ☐ No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes ☐ No

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

Comments

The academic management is highly effective. The structure of the team includes the Principal and Vice-Principal as well as operational and administrative staff to provide academic programme support. All permanent members of staff are suitably qualified and highly experienced, enabling them to manage the team of freelance tutors effectively.

All courses are clearly timetabled well in advance and are planned effectively, with appropriately allocated start and finish times and multiple breaks. While timetables are fixed, they can be flexed to adapt to tutor and participant needs where appropriate.

Tutors are allocated to particular courses and modules according to their skills and experience. Tutors are allocated for complete modules to ensure a consistent learning experience. When a new tutor is allocated to a module, they have opportunities to shadow a module with an experienced tutor, and will then be closely monitored and supported in delivery of their first module.

Course materials are managed by the Principal and Vice-Principal. All participants are provided with an extensive set of materials at the beginning of the course, as well as specific materials that may be required for particular modules.

Tutors submit requests for required resources to the Principal for review. Consumable resources are replenished at the end of each module. This system is effective and allows teaching and learning resources to be available in line with the course requirements to meet participants' needs.

9.   The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☒ Yes ☐ No ☐ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

All training courses are standardised by the Provider. The Principal, Vice-Principal and tutors are all practising experts in their subject areas, and they review and revise courses according to changes within the industry. This ensures that courses reflect current standards and practices.

Course design is based around outcomes that are set by the academic management team and the course tutors. These outcomes reflect the skills and knowledge required of participants by the make-up and hair industry.

Course materials are made up of a participant handbook, handouts for specific modules and techniques, and practical equipment. Materials are well presented and comprehensive. Participants reported that the course materials are extremely useful in order to meet the course objectives.

Modules are clearly focused on specific and detailed learning outcomes that are clearly communicated to participants. Assessment objectives are stated in a marking system that is made available to all participants. In addition, every module requires tutors to present individual spoken and written feedback, which ensures that participants receive a personalised assessment of their achievement in relation to the module objectives.

Courses objectives are focused on the skills and knowledge needed to work independently within the industry. Courses place significant emphasis on peer- and self-assessment to encourage participants to develop their practice independently.

Participants are asked about their specific needs during the application process, and courses are adapted by tutors accordingly. The Principal helps tutors to plan for diverse learning needs and supports individual participants through the provision of additional resources.

10.	**Trainers are suitable for the courses to which they are allocated and are effective in their delivery**	
10.1	Trainers have a level of subject knowledge, and pedagogic and communication skills that allow them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

All tutors are highly experienced in their subject area and in teaching and all new tutors have to be practising experts in their fields to be considered for a role. There are excellent systems in place for the induction and monitoring of new tutors, and effective ongoing support and monitoring for the whole tutor team. These systems ensure that the teaching staff are entirely suitable for the courses they deliver and assess.

Tutors maintain and update their subject knowledge through working as leaders in their fields and staying up to date with industry standards and practices. They are enabled to develop their pedagogic skills through regular teaching observations with written feedback from the Principal, and also through working collaboratively with other tutors in the classroom, ensuring that best practice is shared.

Tutors ensure a highly personalised approach to participants' learning. High-quality, individualised constructive feedback ensures that tutors can attend to participants' particular needs. Participants reported that they felt that the

approach to learning was sensitive and personalised, and that their individual needs were met. Inspection findings confirm this.

Tutors frequently use excellent questioning strategies to ensure high levels of participation and to check understanding during the demonstration stages of modules. During the practical stages, participants receive ongoing guidance and feedback and are questioned, which enables checks to be made on their understanding of concepts and content.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☒ Yes ☐ No ☐ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☒ Yes ☐ No ☐ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☒ Yes ☐ No ☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes ☐ No ☐ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☒ Yes ☐ No ☐ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☒ Yes ☐ No ☐ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☒ Yes ☐ No ☐ NA

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

Comments

All training courses are planned to include a schedule of assessments. These are available in writing and distributed to participants and tutors in advance.

Ongoing assessment consists of developmental personalised feedback, which is clearly framed through the content and standards of the end-of-module assessment.

Assessment outcomes are monitored by tutors and the Principal using a standardised system. Assessments are practical and require participants to demonstrate practical skills and knowledge. Assessment is ongoing and takes place on most days after the demonstration of a technique. This enables the identification of participants who are not making satisfactory progress. In these cases, prompt intervention is made by the tutor in the form of additional support or assignments.

Participants have daily feedback meetings with tutors, ensuring that they have a clear understanding of how their progress relates to their targeted level of achievement.

Daily, high-quality individual spoken and written feedback is central to the Provider's teaching and learning methodology.

Tutors are available to participants at break- and lunchtimes and at the end of the day, ensuring excellent access outside the scheduled course delivery time.

Participants' work is stored securely in their own digital folder. Their work is watermarked for identification purposes and they receive guidance from tutors and warnings in their handbook to prevent and discourage cheating and plagiarism.

All activities and tasks are set within the period of one day. Participants receive clear and regular guidance and instructions on what work needs to be completed within appropriate deadlines.

When work is not complete or is unsatisfactory, tutors take prompt action, offering additional support, feedback, and where appropriate, additional work to help participants to rectify the situation quickly. The assessment processes are highly effective, as they assess the specific skills that participants require to be successful in future employment.

12. **The provider offers courses leading to accredited awards granted by recognised awarding bodies**

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

Comments

13.	There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods	
13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

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

Comments

14.	There are satisfactory procedures for the administration of examinations and other means of assessment	
14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☐ NA
14.3	For internal awards, there are 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

15.	There is appropriate provision of advice for participants intending to proceed to employment or higher/further education	
15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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 ☐ NA

Comments

All tutors are experts in their fields and consistently offer participants appropriate advice on career opportunities throughout their courses. During the final module of the course, the Provider brings in visiting industry experts to discuss career opportunities, and participants are given opportunities to visit film and TV sets. Participants reported that they felt that there were excellent opportunities to discuss career progression with staff and other experts.

INSPECTION AREA – PARTICIPANT WELFARE

16.	Participants receive welfare support appropriate to their age, background and circumstances	
16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☐ Yes ☒ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☒ No ☐ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

The management team takes responsibility for participant welfare, led by the Principal. Team members are suitably experienced and trained and are accessible to participants while the Provider is open. Participants reported that they felt very well looked after by the management team and by their tutors.

Pre-course information is detailed, comprehensive and personalised, and participants can contact the Principal directly with any questions they have. Participants commented that pre-course information and guidance were excellent. Inspection findings confirm this.

Participants receive a full-day induction at the start of the course, as well as mini-inductions, to introduce individual modules. Participants reported that the induction was very useful and met their needs at the start of the course.

Participants receive an e-mail address that is monitored much of the time for emergency use.

16.4 However, participants, including those under the age of 18, are not provided with a telephone number for out-of-hours and emergency contact.

The Provider has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and to set out clear expectations of the participants. These are clearly accessible in the staff handbook and the terms and conditions.

The Principal is the Designated Safeguarding Lead and is responsible for ensuring that participants under the age of 18 and any vulnerable adults are appropriately safeguarded. There is a safeguarding policy in place that is shared with all staff. Staff are suitably trained and safer recruitment practices and suitability checks are carried out appropriately.

16.6 However, the safeguarding policy does not include information about staff training, safer recruitment practices or suitability checks to ensure that these are carried out consistently.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks, as well as in a risk assessment. The arrangements include training for staff, as well as highlighting the risks in the code of conduct and in the participant handbook.

There is a detailed staff code of conduct and guidance in the participant handbook and welcome pack covering the appropriate use of social media and technology.

Participants' next-of-kin details are collected by the Provider and stored securely on an online database. The Principal and Vice-Principal have access to the database and can access the contact details easily from anywhere.

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17.   International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes ☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes ☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes ☐ No
17.4	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

Most participants are from the UK, with a small minority coming from overseas. The international participants receive comprehensive pre-arrival information, which includes advice on visa arrangements, arrival into the UK and advice on staying in London.

The induction programme lasts a full day and is personalised to meet all participants' needs, including offering international participants support and guidance specific to the local area.

Information from tutors and the management team is constantly available to participants during their breaks and lunchtimes and via e-mail.

The Provider places great emphasis on diversity to ensure that participants are prepared to work in different and dynamic environments. The Provider actively tries to recruit staff from varying backgrounds and takes into account cultural and religious considerations in its sourcing of models and resources.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ No
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes ☐ No ☐ NA

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

Comments

Terms and conditions are fair, transparent and published on the Provider's website. They include appropriate arrangements for refunds.

The complaints process is clearly described in the terms and conditions and includes reference to BAC's complaints procedure.

19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☐ Yes ☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes ☐ No ☐ NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☐ Yes ☐ No
19.4	A level of supervision is provided which meets the needs of participants.	☐ Yes ☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes ☐ No ☐ NA

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

Comments

20. **The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**

20.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	Clear monitoring procedures are in place with opportunities for participant 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

21. **Participants have access to an appropriate social programme and information on leisure activities in the local area**

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

There is no formal social programme provided by the Provider. However, participants receive appropriate information about local events and other leisure activities through notice boards and social media channels.

INSPECTION AREA – PREMISES AND FACILITIES

22. **The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider has a secure renewable lease in place on its premises. The associated contracts and agreements are securely stored in the Principal's office.

The Provider has access to additional studio and classroom space from the landlord for temporary or occasional use.

23. **The premises provide a safe, secure and clean environment for participants and staff**

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☒ Yes ☐ No ☐ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	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 safe, secure and clean and only accessed by the staff team and participants. Access to Pinewood Studios is monitored by a security team, and all staff and participants report to reception upon arrival.

The facilities are effectively maintained and clean. All spaces are redecorated at least once a year, and maintenance is effectively managed by Pinewood Studios through an online reporting system.

The Provider has clearly documented guidelines for staff, participants and visitors that outline the health and safety requirements, including those for hazardous materials. Visitors' attention is drawn to this information when they sign in upon arrival. There are clear notices regarding fire and health and safety procedures throughout the premises.

Notice boards display relevant general information in common areas, and more specific information relating to courses and modules in classrooms. There is good signage outside the premises.

The facilities are of an adequate size and offer enough space for participants and staff, as well as for receiving visitors. Pinewood Studios has a number of spaces and facilities, including restaurants, cafeterias, bars and outdoor spaces that are used by staff and participants for relaxation.

There are appropriately allocated toilet facilities that are clean and maintained daily.

Heating and ventilation systems including central heating, air-purifying systems and air conditioning, which ensures that spaces are appropriately ventilated and heated.

24. Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	☒ Yes ☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☒ Yes ☐ No ☐ NA

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

Comments

All teaching rooms, studios and other learning areas provide excellent accommodation for the number of participants enrolled and for the nature of the courses that are running.

All teaching rooms and studios are very well equipped, with up-to-date, appropriate resources to ensure that courses are delivered effectively, and that participants are exposed to facilities that meet industry standards.

Spaces are flexible and can effectively accommodate both teaching and assessment activities. Participants and tutors reported that the learning areas are well maintained and effective for all course delivery and assessment requirements. Observations confirmed that learning spaces were very well resourced and used very effectively for conducting ongoing assessments.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Participants are encouraged to bring their own IT devices and use the on-site wireless connectivity. There is a small library available for participants to borrow books.

Tutors prepare most of their practical classes in the classroom or studio. They also have a small staff room, which provides adequate space for preparing teaching and for relaxation.

Staff and participants have access to relaxation areas, including a cafeteria, restaurant and bar within Pinewood Studios, as well as outdoor relaxation areas.

The administration office and staff room provide spaces of sufficient size to hold private meetings and full staff briefings.

The Provider has one administration office. This is of an adequate size and provides good resources to aid the effective administration of the Provider.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards.

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The management team is highly experienced and its members work very well together to ensure the effective operation of the organisation.

There are excellent risk management plans in place, ensuring that risks are clearly identified and that effective plans for their mitigation are in place.

There are excellent administrative policies, procedures and systems in place, resulting in efficient administration of courses and clear roles and responsibilities on the parts of the administrative team and manager.

There is a very clear personalised application and selection process, ensuring that participants receive excellent advice on their choice of programme.

Actions required	Priority H/M/L
4.2 The course for participants aged under 18 must be included on the website prior to the start of the admissions process.	☐ High ☒ Medium ☐ Low
4.3 The safeguarding policy must be published prior to recruitment for the summer courses for participants aged under 18.	☐ High ☒ Medium ☐ Low
7.5 The Provider must put in place a mechanism for reporting to participants what has been done in response to their feedback.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

All members of staff are suitably qualified and highly experienced to manage the team of freelance tutors, resulting in highly effective academic management.

Learning is highly personalised and includes individualised constructive feedback, ensuring that tutors can attend to participants' particular support needs.

Daily, high-quality individual spoken and written feedback is central to the Provider's teaching and learning methodology. As a result, participants have a clear understanding of how their progress relates to their targeted level of achievement.

Participants receive excellent advice and experience in regard to further career opportunities throughout their course.

Actions required	Priority H/M/L
	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

Actions required	Priority H/M/L

16.4 The Provider must provide participants with a telephone number for out-of-hours and emergency contact to ensure their safety and well-being.	☒ High ☐ Medium ☐ Low
16.6 The Provider must ensure that the safeguarding policy contains sufficient information to provide for the safeguarding of participants aged under 18 or vulnerable adults.	☒ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

Learning spaces are very well resourced and used highly effectively for the conduct of the courses.

Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT
To be reviewed at the next inspection

The Provider should consider taking steps to make its strategic and goal planning clearer and to strengthen its capability to measure the achievement of its targeted outcomes within identifiable timeframes. The Provider should consider collecting participant feedback while courses are in progress, and a more formal procedure for the collection of staff feedback. It is recommended that the Provider converts action-planning conversations and communications into a formal written centralised action plan.

COMPLIANCE WITH STATUTORY REQUIREMENTS