



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Delamar Academy

ADDRESS: 40 The Mall
London
W5 3TJ

HEAD OF INSTITUTION: Mrs Leda Shawyer

DATE OF INSPECTION: 6–8 December 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- ☐ Award of accreditation to be withdrawn

DATE: 18 May 2023

PART A – INTRODUCTION

1. Background to the institution

Delamar Academy (the Academy/Institution) is a private limited company. The Managing Director (MD) and her brother, who is also the company accountant, are joint owners of the business. It was established in 1986 and is a small, private, specialist academy providing professional training in the art and practice of make-up for theatre, opera, television, fashion and film.

The Academy's registered office is located in central London in the United Kingdom (UK), while its administrative headquarters are in Ealing, West London, where courses are delivered in a four-storey period property.

The main aim of the Academy is to teach students the core skills and theory of make-up artistry, combined with business skills and knowledge, in order to allow them to work professionally in the make-up and hair industry. It also aims to instil in the students an ability to approach a make-up or hair brief from a position of knowledge.

Oversight of the Institution is provided by the MD. She is supported by the Academy Manager (AM), who is responsible for the day-to-day running of the Academy, an additional Administrator and an Administrative Assistant. Additional support is provided by temporary workers and those who are undertaking internships during busy periods.

Since the previous inspection, the Academy has moved from its premises in Ealing Studios to The Mall, Ealing.

2. Brief description of the current provision

The Academy offers two main study programmes, both of which are in-person courses. One programme is a one-year course leading to a Higher Education Certificate (Cert HE) in Professional Make-Up Design at Level 4. This is validated by the University of West London (UWL) through a collaborative partnership dating from 2014.

The Academy also offers a 16-week programme, which is called the Complete Make-up Artist, as well as a 22-week Advanced Complete Make-up Artist programme. These programmes lead to the award of an internal diploma. The Academy also offers a five-week Beauty and Fashion course in the summer, plus various other modular courses for students wishing to upskill in specific areas.

The Cert HE in Professional Make-Up Design is structured so that it covers the practical, research and design skills needed to work in the television, film, theatre and fashion industries. Students are encouraged to develop their own style and to understand the skills of problem-solving, decision-making, evaluating their own work and working under pressure to a deadline. The course's philosophy is to teach students the core skills and theory of make-up artistry, combined with business skills and knowledge. By the end of the course, students have a portfolio of work. They are also given support in securing work placements and work experience through the Delamar Agency, which is part of the Academy and has the same owners.

Appropriate modules from the main courses can also be offered as short courses, often to meet the needs of more mature students, including those seeking to change their career. Single modules or courses for smaller groups can be arranged to provide continuing professional development opportunities. The majority of the modules run for one or two, weeks while the advanced modules run for four to six weeks.

At the time of the inspection, a total of 33 students were enrolled on courses. The majority of students are female and all are over the age of 18. The majority of students are from the UK. Other countries represented are India, Austria, Spain, Canada, Italy and Turkey.

All students must be aged at least 18 years old. The enrolment process includes an interview. Where English is not a student's first language, prospective students have to provide an International English Language Testing System (IELTS) certificate at an appropriate level. In addition, students' English language skills are assessed at the

interview stage. Entrants to the Cert HE in Professional Make-Up Design course must have a minimum of 48 Universities and Colleges Admissions Service (UCAS) points.

The Cert HE in Professional Make-up Design course has one start date each year, in September. The Complete Make-up Artist course has two start dates a year, in February and August. The Institution's other courses are based on continuous enrolment.

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 the Academy's premises in Ealing for one day. Meetings took place with the MD, the AM and the Premises Manager (PM). Various classes were observed. The inspector held meetings with a group of tutors and a group of students. The premises were inspected, and documentation was scrutinised. The Academy's residential accommodation premises were also visited. The Institution's staff co-operated very well throughout the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	19–20 October 2009
Interim	30 November 2010
Re-accreditation	12–13 December 2013
Interim	17 December 2015
Re-accreditation	19–20 October 2017
Interim	15 January 2020

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 Institution.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The management structure is clearly documented and is communicated to staff through a staff handbook. There are clear definitions of the roles and responsibilities of managers and the owner outlined in job descriptions.

The members of the management team have extensive experience and appropriate qualifications and are therefore very well placed to be able to carry out their responsibilities effectively. The MD is highly experienced and qualified in the fields of hair and make-up, as well as in management. In addition, the AM has significant experience in management and administration. They work together as a well-co-ordinated team, ensuring that the Institution is effectively managed.

There are good channels of communication through frequent informal conversations as well as daily administrative staff meetings and weekly tutor meetings. Regular meetings are held between the owners. As a result, effective communication takes place and the Academy's staff and management are well informed about the Institution's priorities.

2. The administration of the institution is effective

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Members of the administrative team have appropriate qualifications and experience. They have a clear understanding of their responsibilities and the roles of other staff.

The administrative team is of a sufficient size for the Academy's current volume of business and covers all aspects of the day-to-day administration effectively. The team ensures that students are well looked after throughout their courses to ensure that they have a good experience and make good progress.

Administrative roles are clearly defined, and team members' responsibilities are allocated appropriately.

There are job descriptions that have been developed to match the needs of the Academy. The administrative structure is clearly communicated in staff and student handbooks, and an administration manual that clearly details the staff responsibilities.

The Institution disseminates human resources, academic and welfare-related policies, procedures and systems effectively through the handbooks to ensure that team members know what is expected of them and that the Institution runs smoothly.

Data collection is effective. Student and staff information is kept up to date in securely stored files, which offer effective scope for data collation and retrieval. Appropriate policies and procedures are in place regarding data protection.

3. The institution employs appropriate managerial and administrative staff

3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. ☒ Yes ☐ No

3.2 Experience and qualifications claimed are verified before employment. ☒ Yes ☐ No

3.3 There is an effective system for regularly reviewing the performance of staff. ☐ Yes ☒ No

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met

Comments

Staff recruitment is managed by the MD and follows appropriate policies and procedures. As a result, suitably experienced and qualified staff are recruited.

Experience and qualifications are appropriately reviewed and verified by the MD. This is carried out through checking staff's curriculum vitae, in-person interviews and by sight of original qualification certificates. Reference checks are also carried out. Details are kept in staff files, ensuring that there are complete records evidencing the suitability of staff for their roles.

Managerial and administrative staff performance is monitored and reviewed and records of performance-related communications are kept on file.

3.3 However, there is not a formal regular staff appraisal process in place where managerial and administrative staff receive feedback, and therefore performance is not evaluated in a clear or consistent manner.

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

4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. ☒ Yes ☐ No

4.2 Information on the courses available is comprehensive, accurate and up to date. ☒ Yes ☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution publicises its courses through its website. The website gives accurate depictions of all aspects of the facilities and courses on offer.

The information on courses is comprehensive and up to date and includes accurate details of the Academy's location, course costs and content. As a result, students are well informed when researching courses and are able to make good decisions about the best course to follow

5. The institution takes reasonable care to recruit and enrol suitable students for its courses

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| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.3 | Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.5 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the courses on which they are enrolling. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Comprehensive course descriptions are published on the website. They include very clear, appropriately set entry criteria for students for each course.

There is a formalised and transparent application process, which includes the submission of an application form and appropriate evidence of qualifications and an interview with the MD. Qualifications are checked and verified to ensure that applicants meet the entry requirements.

Students are clearly briefed on entry requirements during the application process. Enquiries and questions are responded to promptly and within 24 hours. Students commented on the efficiency of the Institution's communication at the application stage.

Students are assessed via their application form, qualifications and interview with the MD. This includes an oral assessment of their language ability, which may be followed up with a requirement to undertake the IELTS for students who do not demonstrate a suitable level of English. Consequently, suitable steps are in place to ensure that the students are capable of completing their chosen course.

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

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| 6.1 | There is an appropriate, clear and published policy on student attendance and punctuality. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action is taken. | <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 clear and documented attendance policy, which is effectively communicated to students during their induction and in their handbook. There is also an appropriate reference to student attendance and punctuality in the Academy's terms and conditions. Students demonstrated a clear understanding of the policy and procedures for absence.

There is an appropriate, daily sign-in process, and attendance records are stored securely. Students' attendance data is effectively monitored. This results in good levels of attendance and punctuality.

Unexplained absences are followed up promptly and appropriately by the administrative team, ensuring that all students are accounted for each day.

7. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

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| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met

Comments

Student feedback is collected through student representatives, who provide feedback on a termly basis during course committee meetings, which are held with UWL. In addition, staff and student feedback is collected orally through daily contact with the management team.

Student representatives' feedback is obtained, recorded and analysed on a termly basis. The feedback is reviewed by the management team to direct future improvements. Appropriate action is taken accordingly and fed back to student representatives in meetings.

The management team feeds back to students its responses to the issues raised through the course committee meetings, ensuring that they have an understanding of the Institution's response to the feedback collected from student representatives.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

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| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually, which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met

Comments

The management team has regular meetings to discuss and review the Institution's performance. These meetings are focused on the outcomes of course committee meeting reports, as well as feedback from examiners and accrediting bodies, and they incorporate all aspects of the Institution's performance.

The Institution compiles annual monitoring report for UWL which includes data from termly course committee meetings, retention and achievement and completion levels. It is recommended that the Institution considers ways of ensuring that student satisfaction levels are included in annual reports.

A variety of effective mechanisms are used to regularly monitor and report on the courses. These include annual monitoring reports to the University of West London and end of year meetings, e-mails and discussions with staff and tutors. Course Committee meetings include a review of the student satisfaction feedback and students' suggestions for improvements. A recent analysis of year-on-year data, that includes the number of students enrolling, attendance levels and completion and success rates, has been carried out. This provides a useful indication as to how the Institution is performing against some key performance indicators. This does not yet form part of an overarching annual report so that it is used as a basis for determining improvement actions and to set qualitative targets to ensure continuing improvement across the provision.

8.3 There is no review, implementation or reporting on action plans, meaning that there is a lack of transparent, strategic improvement planning.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

There is an effective academic management structure led by the MD and supported by two Lead Tutors. The academic team has suitable qualifications and experience to manage the courses and tutors.

Courses are clearly timetabled and planned effectively. While timetables are fixed in advance, they can also be flexible to adapt to tutor and student needs where appropriate.

Tutors are carefully allocated to courses and modules according to their specialist skills and experience. This ensures that the courses meet student needs well and provide the skills and knowledge needed for employment in the make-up and hair industry.

Core course materials are managed and checked by the AM, ensuring that they are consistent and provide a high quality of resources that meet course aims and objectives.

Students are provided with an extensive set of materials at the beginning of the course, as well as specific materials that are ordered by tutors prior to the beginning of a course.

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

10.1	Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Courses have been designed by the academic management team to ensure that students develop the knowledge and skills required for their assessments. Furthermore, the delivery of courses reflects industry standard practices, which form the basis of the assessments and examinations.

Course design is based on clearly stated learning outcomes, which are set by the academic management team and outlined clearly in the student handbook. These outcomes reflect the skills and knowledge required by the make-up and hair industry and the external awarding body.

There are clear links between formative assessments and summative examinations in terms of assessment conditions, procedures, content and standards, ensuring that students have a clear understanding of the assessment and success criteria.

Courses objectives are clearly focused on the skills and knowledge required to work independently within the make-up and hair industry. Students learn these, as well as receiving techniques, tips and advice that support them in developing their practice and skills independently.

Students are required to produce coursework and projects and to prepare for assessments. Their handbook clearly outlines schedules for these, and they are further advised on schedules by their tutors and the academic management team.

Class sizes are small, and tutors give personalised feedback and advice, which supports students' individual needs and academic backgrounds very effectively. This ensures that all students' needs are well met.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

11.1	Teachers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.2	Teachers have a level of subject knowledge, pedagogic and communicative skills, which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.5	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met

Comments

All tutors are industry experts with extensive and recognised experience and qualifications in their specialist fields. Some are also trained teachers.

Tutors demonstrated their subject knowledge, pedagogic and communicative skills during observed classes. In addition, students confirmed that the tutors had excellent subject knowledge, and sound pedagogy was evident in course planning. Inspection findings confirm this.

11.3 Tutors are not regularly appraised and do not undergo classroom observations nor receive regular feedback on their performance. As a result, opportunities are missed for tutors to receive useful feedback that would help them to build on their teaching and pedagogic skills and techniques.

Tutors used effective questioning, eliciting and checking techniques in order to involve all students, ensure their active participation and verify their understanding of concepts and content.

Tutors maintain and update their subject knowledge through working as leaders in their specialist fields and are well informed about industry standards and practices. They are also able to develop their pedagogic skills through working collaboratively with colleagues.

Students are asked about their specific learning needs during the application process. They discuss their needs with the MD, who then has discussions about supporting their needs with the tutors, who in turn discuss those needs with the students themselves. In addition, tutors give a lot of individual attention and feedback to students on a daily and weekly basis. This ensures that students' needs and requirements are well supported.

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution provides students and teachers with access to appropriate resources and materials for study. Course materials are made up of a student handbook, handouts for specific modules and techniques, and practical equipment.

The materials are well presented and comprehensive. Students reported that the course materials are extremely useful and help them to meet the course objectives. This is confirmed by the inspection findings.

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

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.5	Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

All training courses are planned to include a schedule of assessments that is available in writing and distributed to students and tutors in advance.

Assessment outcomes are monitored by tutors and the MD using a standardised marking system, which includes weekly written feedback for students. This system, combined with high levels of individual attention, ensures the early identification of students who are not making satisfactory progress. In these cases, prompt intervention is made in the form of additional support, including one-to-one meetings with tutors.

Students have numerous formative assessments, ensuring that they have a clear understanding of how their progress relates to their targeted level of achievement. They also receive personalised feedback from tutors and attend frequent meetings with the MD to review their progress. This approach ensures that students are well aware of their progress.

Students receive full guidance directly from their tutors, and there is also clear and effective guidance in the student handbook to prevent and discourage cheating and plagiarism. This includes information relating to penalties.

When a student's progress or achievement is unsatisfactory, tutors take prompt action, offering additional feedback to support students to rectify the situation quickly in all cases.

Students receive daily, individual, spoken feedback and weekly written feedback, as well as having frequent meetings with the MD to review their progress. The feedback is highly personalised and developmental in its nature and delivery.

Tutors are available to students throughout the day, ensuring excellent access to them outside the scheduled course delivery times. Students commented favourably on tutor and management availability.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. ☒ Yes ☐ No ☐ NA

14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. ☐ Yes ☐ No ☒ NA

14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. ☐ Yes ☐ No ☒ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The validating university for the Level 4 Cert HE in Professional Make-up Design is UWL.

15. There is a clear rationale for courses leading to unaccredited or internal awards

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. ☐ Yes ☐ No ☒ NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. ☒ Yes ☐ No ☐ NA

15.3 External moderators are involved in the assessment process where appropriate. ☒ Yes ☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Cert HE Year Course content, work submitted and marks obtained are all reviewed by an external examiner appointed to the Institution by UWL.

There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. The Institution holds data that demonstrates that the vast majority of students gain employment in the sector on graduation.

In addition, students are often offered short-term employment opportunities during their studies, demonstrating that the skills and knowledge learned on the courses are valued by the industry.

External examiners monitor examinations on a spot-check basis to ensure that assessment processes are appropriately moderated.

16. There are satisfactory procedures for the administration of examinations and other means of assessment

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. ☒ Yes ☐ No ☐ NA

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Academy follows the examination procedures set by UWL, which sends external examiners to moderate the process. Annual reports from the external examiner confirm that all examination security and administration requirements are complied with. Inspection findings confirm this.

For internal awards, students follow the same guidelines in relation to work and submissions. They are also given guidance prior to submitting work, through their handbook, by emails from the team, and verbally by the tutors.

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

17.1 Students have access to advice from an appropriate staff member on further study and career opportunities. ☒ Yes ☐ No

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

All tutors are industry professionals and give guidance on career opportunities throughout the courses. Tutors and the MD are also well connected in the industry and recommend students to pursue particular career opportunities, as well as further study opportunities.

In the final weeks of the courses, there are a number of workshops focusing on specialisations, career opportunities, contacts and networks.

Students reported that they felt that there were excellent opportunities to discuss career progression with the Academy's staff. Inspection findings confirm this to be the case.

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

18.1	There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Students receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Students receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.4	Students are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

The management and administration team, led by the MD, takes responsibility for student welfare. Team members are suitably experienced and trained and are accessible to students, who reported that they felt very well looked after.

Pre-course information is detailed, comprehensive and personalised. Students have an opportunity to speak directly with the MD with any questions they have. Students commented that pre-course information and guidance were very good, and inspection findings confirm this.

The Institution has a detailed plan for student induction covering areas such as health and safety, course objectives, code of conduct and welfare support. Students reported that they received an appropriate induction upon arrival, and are well prepared for their courses as a consequence of this.

Students are provided with a telephone number for out-of-hours and emergency contact if they are accommodated in the school's residential accommodation. Otherwise, students are provided with an email address, which can be used to obtain out-of-hours support. This level of care and security is appropriate due to the context of students living independently, and students receive adequate emergency support.

Appropriate anti-bullying, discrimination, victimisation and harassment policies are in the student handbook. Students confirm that they have read and understand the Academy's policies.

The Institution has developed an appropriate policy to protect students from the risks associated with radicalisation and extremism. A relevant risk assessment has been developed, and staff have been appropriately trained.

19. International students are provided with specific advice and assistance

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

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

Comments

International students receive appropriate general information prior to their arrival, including pertinent advice on staying in the UK and travel arrangements, ensuring that they receive appropriate assistance.

Students have conversations with the MD prior to their arrival, and the induction programme provides international students with appropriate support and guidance that are specific to the local area.

Information for international students is ongoing from the management and administration team, whose members are available to students during their breaks and lunchtimes, as well as through emails. Students are accordingly well advised and have appropriate assistance available to them.

The Institution places great emphasis on diversity to ensure that students are prepared for work in a range of settings and are able to cater for the changing and diverse needs of the industry. It also ensures that students' cultural and religious needs are met by ensuring that the course content includes references to a diversity of student backgrounds.

20. The fair treatment of students is ensured

20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. ☒ Yes ☐ No

20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. ☒ Yes ☐ No

20.3 Students are advised of BAC's own complaints procedure. ☒ Yes ☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Terms and conditions are fair and transparent and are published on the Institution's website. These include appropriate arrangements for refunds.

The Academy's complaints procedure is clearly described in the student handbook and is available in the reception office. It also includes an appropriate reference to the British Accreditation Council's complaints procedure.

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

21.1 Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students. ☒ Yes ☐ No

21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. ☐ Yes ☐ No ☒ NA

21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for the security of students and their property. ☐ Yes ☒ No

21.4 A level of supervision is provided that is appropriate to the needs of students. ☒ Yes ☐ No

21.5 Separate accommodation blocks are provided for students under 18. ☐ Yes ☐ No ☒ NA

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met ☐ NA

Comments

Residential accommodation is clean, safe and comfortable. Students commented favourably on the accommodation and inspection findings confirmed this view.

In general, there are clear rules regarding fire and health and safety in place, including good signage and notices for students, as well as a recently upgraded fire safety system.

The level of supervision is suitable for the needs of the students, who are all aged over 18. A member of staff is available to visit the residential accommodation when requested.

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- | | | |
|------|---|--|
| 22.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

- | | | |
|------|---|---|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

Students are provided with appropriate information on local exhibitions relating to health and beauty, and film and theatre events. As most of the students are from the UK and living locally, the information provided meets the students' needs well. There is no formal social programme.

INSPECTION AREA – PREMISES AND FACILITIES

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

- | | | |
|------|---|---|
| 24.1 | The institution has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 24.2 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has recently acquired the current premises and therefore has secure tenure.

25. The premises provide a safe, secure and clean environment for students and staff

25.1 Access to the premises is appropriately restricted and secured. ☒ Yes ☐ No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. ☒ Yes ☐ No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. ☒ Yes ☐ No ☐ NA

25.4 General guidance on health and safety is made available to students, staff and visitors. ☐ Yes ☒ No

25.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. ☒ Yes ☐ No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. ☒ Yes ☐ No

25.7 There are toilet facilities of an appropriate number and level of cleanliness. ☒ Yes ☐ No

25.8 There is adequate heating and ventilation in all rooms. ☒ Yes ☐ No

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met

Comments

The premises are safe and secure and are only accessed by staff and students. Access to the front entrance is monitored by the administrative team, and all staff, students and visitors report to reception upon arrival.

The facilities are effectively maintained and clean. All spaces have been newly decorated, and maintenance is effectively managed by the Premises Manager.

The course tutors explain general health and safety guidelines to the students at induction, and safety rules when students are engaged in activities with specific risks. When visitors enter classrooms, course tutors are able to inform them of any specific risks relating to particular hazards and activities,

25.4, While visitors are likely to follow instructions of staff on site in terms of health and safety, there is no explicit guidance available to them on arrival.

There is good signage both inside and outside the premises, and notice boards display information for students.

The facilities are of a sufficient size to offer space for students and staff, as well as for receiving visitors. There is also adequate space for staff and students to relax.

There are appropriately allocated toilet facilities that are cleaned on a regular basis.

Heating and ventilation systems, including central heating and extraction systems, ensure that spaces are appropriately ventilated and heated.

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

26.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Classrooms provide very good accommodation for the number of students enrolled and for the nature of the courses that are running.

Classrooms are very well equipped, with up-to-date, appropriate equipment and resources to ensure that courses are delivered effectively, and that students are exposed to industry-standard conditions.

Learning spaces effectively accommodate both teaching and assessment activities. Students and tutors reported that the classrooms are well maintained and effectively meet all course delivery and assessment requirements. All classrooms are very well resourced and are used very effectively for conducting ongoing assessments.

27. There are appropriate additional facilities for students and staff

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

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met

Comments

There is a library available for students to borrow books and magazines. In addition, there are three computers available for students' use in the reception area.

Tutors prepare their classes in the classroom. This provides adequate space for preparing teaching. There are usually additional spare classrooms that are available for relaxation.

Staff and students have access to relaxation areas in a communal kitchen area, as well as a patio space with seating and tables.

Students and staff keep their personal possessions with them when present at the Institution's premises and this is appropriate.

There is a classroom that serves as a meeting room, providing sufficient space to hold private meetings and full staff briefings.

The Institution has an office space as part of the reception area and the MD has a suitable office. These are of an adequate size and include good resources to aid the effective administration of the Institution.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

The management team is highly committed, suitably skilled and experienced, and provides a flexible model, ensuring that all aspects of the provision are very effectively managed.

The Institution provides excellent general information and personalised advice to students at the application stage, as well as prompt response times to enquiries, ensuring highly effective customer service.

There is a rigorous policy and approach towards punctuality and attendance, ensuring that students' attendance levels are high and that any unexplained lateness or absence is followed up very quickly.

Actions required	Priority H/M/L
3.3 The Institution must extend its current performance management process to include a formalised and recorded regular staff appraisal process for managerial and administrative staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 The Institution must review, implement and report on action plans, so as to provide for transparent strategic improvement planning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Tutors are very carefully allocated to courses and modules according to their specialist skills and experience to ensure that they meet students' needs and the skills and knowledge demanded by the industry.

Students discuss their needs with the MD, who then informs the tutors, who in turn liaise with the student directly in order to ensure that students' needs and requirements are very well supported.

Students receive daily, high-quality individual oral feedback and weekly written feedback, and hold frequent meetings with the MD to review their progress.

Actions required	Priority H/M/L
11.3 The Institution must put in place policies and procedures to ensure that tutors are regularly appraised and undergo classroom observations and receive feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's strengths

Pre-course information is detailed, comprehensive and personalised.

Actions required	Priority H/M/L
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's strengths

The staff and students have access to high-quality learning resources and materials that are in line with industry standards.

Actions required	Priority H/M/L
25.4 The Institution must put in place measures to ensure that visitors' attention is drawn to fire and health and safety information.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Institution considers ways of ensuring that student satisfaction levels are included in annual reports.

COMPLIANCE WITH STATUTORY REQUIREMENTS