



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT (Short Course Provider)

PROVIDER: British Academy of Jewellery

ADDRESS: 5 St Cross Street
Hatton Garden
London
EC1N 8UA

HEAD OF PROVIDER: Mr Gabriel Gherscovic

DATE OF VISIT: 26 June 2017

ACCREDITATION COMMITTEE DECISION AND DATE: Continued Accreditation 25 August 2017

PART A - INTRODUCTION

1. Background to the provider

The British Academy of Jewellery (BAJ/the Academy) is a training provider, which operates as a not-for-profit social enterprise. It provides practical qualifications, courses, professional development training and apprenticeships. It originated from the Holts Academy of Jewellery, which was established in 1999 by the Holts family as the first dedicated jewellery training academy. It provided crafts skills training for those wanting to work in jewellery. In 2015, the Academy was acquired by Free2Learn and a new director took office. In 2016, the Academy rebranded and changed its name to the British Academy of Jewellery.

BAJ's mission is to be recognised as the first-choice for jewellery training by providing outstanding delivery to motivate learners to achieve their highest aspirations and their academic and career goals. Since its inception, the Academy has been founded on the principle of providing training that directly responds to the needs of the industry.

The Academy is based in Hatton Garden, which is London's principal jewellery district. It is based on three sites, located close to each other. It also has a small centre in Birmingham although this part of the business is not accredited by BAC.

BAJ is led by a Chief Executive Officer (CEO), who is supported by a senior management team, which includes a head of quality and a head of international partnerships. In addition, they are supported by a Central Services team, a Business Development team, an Admissions team and an Operations team.

To date, the Academy has trained over 10,000 people in the skills needed by the United Kingdom (UK) jewellery industry.

2. Brief description of the current provision

The curriculum offer is designed to meet the needs of employers and participants and to allow for progression from Level 2 through to Level 4. The courses, which are currently available are a Diploma in Jewellery Manufacture and Design at Level 2, a Diploma in Jewellery Manufacture and Design at Level 3, a Diploma in Computer Aided Design for Jewellery Production at Level 3, a Diploma in Jewellery Manufacture and Design at Level 4 and a Diploma in Computer Aided Design (CAD) for Jewellery Production at Level 4.

Each programme requires participants to design and create their own individual pieces of jewellery. This practical aspect of the provision is combined with a focus on the development of participants' planning and pricing skills, which help them prepare for self-employment, a job in the industry or further study. Participants at the Academy also benefit from the opportunity to create real collections to real-life briefs, which are provided by jewellery businesses. The best examples of these creations are produced commercially.

BAJ also offers a range of short courses in areas such as diamond grading, enamelling and technical drawing as well as two apprenticeship programmes in Jewellery, Silversmithing and Allied Trades.

At the time of the inspection, there were 214 participants enrolled on courses. Participants come from a wide age range starting from 16 up to 57, with the majority being around 30 years of age. The majority of participants are over the age of 18. There is about an even split between male and female participants. All participants are from the UK, although countries outside the UK are represented at other times of the year.

There are set start dates for the courses. The diploma courses have intakes in September and October. The entry criteria for each level are set by the Academy. Each learner at Level 2 completes an initial assessment in both English and mathematics. For courses at Levels 3 and 4, an initial assessment in English and mathematics is completed on entry as well as technical skills and computer tests, to ensure the learner has the required skills to complete the qualification.

3. Inspection visit process

The inspection was carried out over half a day by one inspector. Meetings were held with the Head of International Partnerships and the Head of Quality. Meetings also took place with a group of students and a group of tutors. A class was also observed. The inspector also scrutinised documentation. The staff of the Academy co-operated very well and all the required documentation was readily available.

4. Inspection history

Full inspection:	17-19 October 2016
------------------	--------------------

PART B – JUDGMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The re-branding and associated change of name from the Holts Academy to the British Academy of Jewellery has been carried out as a result of a desire to attract more international participants and business. It is thought that the new name is more likely to resonate in international markets. In addition, there is no longer a direct business link with the Holts family.

The previous head of teaching and learning has taken on a greater strategic development role than previously. She is now responsible for international partnerships and international projects, which are funded under the European Union programme, Erasmus. She is also involved in the development of the curriculum from a strategic perspective, to include the development of a greater range of short courses and a Bachelor of Science (BSc) course in Design and Jewellery Production, which will include technical and business elements. It is anticipated that this programme will be attractive to both international students and students from the UK.

Other staff changes have taken place. From March 2017, two staff members, who were previously tutors, now have leadership roles as Deputies. They still carry out teaching but are also responsible for other tutors. As a result, the tutors now have access to more individual support.

Two new apprenticeship programmes are offered. These are an Intermediate and an Advanced Apprenticeship in Jewellery, Silversmithing and Allied Trades. BAJ has links with employers in London and Birmingham. These organisations provide work placements for the apprentices.

From 2018, the Academy will begin recruiting international students. In preparation for this, additional tutors and a new head of student recruitment, all of whom have international experience, have been recruited and a new international student guidebook has been developed.

2. Response to action points in last report

3.1 The Academy must strengthen the arrangements for ensuring new staff have full Disclosure and Barring Service (DBS) checks prior to starting work or are subject to a risk assessment that ensures they are supervised whilst awaiting the DBS.

Suitable arrangements are in place to ensure that appropriate DBS checks are carried out on all staff before they start work at the Academy. All current staff have appropriate DBS checks. An appropriate DBS risk assessment is used for new staff, when required. The risk assessment provides for a member of staff, who does not have an appropriate DBS, to be supervised.

3. Response to recommended areas for improvement in last report

It is recommended that the Academy focus more closely in lesson observations on how the tutors' actions impact on participants' skill and knowledge development.

The lesson observation process has been improved. Staff have been trained in writing up lesson observations. The records of lesson observations include notes about the contributions from the learners and a learner impact profile. The focus of the feedback to tutors, following the observation, is about the students' participation in the

class and how this was facilitated by the tutor. Tutors confirm that they are regularly observed and that they get useful feedback, so that they know their strengths and what they need to do to improve.

It is recommended that the Academy formalises the arrangements for using the activity slot, which is identified on participants' timetables, to ensure full coverage of a good range of equality and diversity, safeguarding, employability and career planning topics. The Academy should ensure that staff are adequately trained and provided with good quality resources to help them deliver these sessions well.

The activity slots now have their own logo so that they stand out in timetables. Two training sessions have taken place to support tutors in running the activity slots and developing appropriate resources. The training sessions were repeated twice to ensure that all the tutors could attend. There is a shared resource folder so that tutors can demonstrate what they have done in their sessions and so that best practice can be effectively shared. All the tutors have attended a training session.

The tutors confirm that they have access to a database of resources, which includes activities relating to awareness of the jewellery industry and career paths. They confirm that they have been trained in how to use the resources and make them relevant. Feedback is obtained from the students on the activity slots. The feedback from one of the slots on British values was positive. The resources include lesson plans, tutor notes and include suitable discussion topics.

It is recommended that the Academy introduces a marking scheme so that all tutors identify errors in participants' spelling and grammar.

Tutors have an English correction code to ensure consistency in the marking of learners' written English. It contains a marking code and common spelling and grammar mistakes. Tutors are encouraged to focus on this area appropriately in their marking, whilst not discouraging students from non-academic backgrounds. Other resources and support are available to assist students in the development of their English language skills.

Students' marked work demonstrates appropriate use of the correction code. Students confirm that they have seen the correction code and get useful feedback and support to develop their spelling and use of grammar.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments				
Senior managers are well qualified and enthusiastic about their work. They work effectively as a team and share a clear vision of the future direction of the Academy. Therefore, they provide clear leadership to the rest of the staff.				
Regular meetings between senior managers and tutors ensure that there is good communication and that any issues can be discussed and resolved quickly.				
The feedback from learners is analysed for trends and targets for satisfaction scores are set and effectively tracked. As a result, effective planning takes place to bring about improvements. Not all students are aware of what has been done to respond to their feedback.				

4.2 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			

Comments

Lesson plans are good. They contain clear intended learning outcomes and individual students' profiles so that individual learning needs can be appropriately identified and addressed.

Tutors have access to good training opportunities to help them develop their skills, for example in questioning techniques. A database is used to maintain training records.

In classes, learners get one-to-one feedback on their work from the tutor so that their progress can be tracked and additional support provided as required. The learners use a new on-line system to collate their portfolios. They do not find the system very easy to use.

Lesson observation records are appropriate and contain clear strengths and areas to improve. Not all development actions have a target date for completion and there is no criteria to help observers to grade the effectiveness of the teaching in order to ensure consistency.

4.3 Participant Welfare (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			

Comments

Learners receive excellent and useful information as part of their colourful and attractive welcome pack.

Staff have been well trained in safeguarding, e-safety and how to mitigate the risks of learners being radicalised.

A diverse and interesting range of social and enrichment activities is available for the students.

Students confirm that they are well looked after. They get good initial advice and guidance so that they know what to expect from their course.

4.4 Premises and Facilities (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			

Comments

The Academy's location, in the heart of London's jewellery district, enables good links to be maintained with the Academy's graduates, many of whom work in the area.

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS
Enthusiastic and well qualified staff with a passion for the jewellery trade.
Good policies and procedures to ensure that tutors are well supported in carrying out their roles effectively.

ACTIONS REQUIRED	Priority H/M/L
None	

RECOMMENDED AREAS FOR IMPROVEMENT
The Academy could consider how it can ensure that more students are aware of what has been done to respond to their feedback.
The Academy should consider providing additional training and support to students on the use of the new on-line system to collate their portfolios.
The Academy should ensure that development actions arising from lesson observations have a target date for completion.
It is recommended that suitable criteria is developed to help lesson observers grade the effectiveness of the teaching in order to ensure consistency.

COMPLIANCE WITH STATUTORY REQUIREMENTS	
Declaration of compliance has been signed and dated.	Yes
Further comments, if applicable	
None	