

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Champneys Beauty College

ADDRESS: Chesham Road
Wiggington
Hertfordshire
HP23 6HY

HEAD OF INSTITUTION: Mrs Rachel Halling

DATE OF INSPECTION: 12-13 July 2018

ACCREDITATION STATUS AT INSPECTION:

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- Award of accreditation to be withdrawn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: 27 September 2018

PART A – INTRODUCTION

1. Background to the institution

Champneys International College of Health and Beauty (the Institution), trading as Champneys Beauty College, is a privately owned organisation, which offers accredited diplomas and certificates, at Levels 2 to 4 in Beauty Therapy. It was founded in 1976 with the aim to train beauty therapists for the Champneys Health Resort and similar establishments.

The Institution is situated on the same site as the Champneys Spa Resort in the village of Wigginton near the town of Tring in Hertfordshire. Champneys Spa Resort was purchased in 2002 by the current owners, who also own the Institution. They have a background in the health and beauty industry dating back to 1978. The Champneys group also owns Forest Mere in Hampshire, Henlow Grange in Bedfordshire, Springs in Leicestershire and Eastwell Manor in Kent as well as a number of day spas in various parts of the United Kingdom (UK).

Founded on the philosophy that health, beauty and well-being are inextricably intertwined, the Institution aims to train beauty therapists who strive for excellence in standards and professionalism in the industry. It also aims to provide all students, who are enrolled on a training course, with a high-quality experience delivered by skilled and experienced teachers who prepare them for a successful career in beauty therapy.

All the training courses are accredited and are delivered in the UK. The subject areas covered include a range of facial electrotherapy, spa and salon management and aesthetics.

There is no management board. The management team, which includes the Managing Director, the Group Spa Developmental Manager and the Consulting Principal report directly to the owners. The Consulting Principal is assisted by the Assistant Principal and the Business Manager. In addition, there are two part-time administrators, who also act as receptionists. All teaching staff are employed either on a full or part-time basis. The majority of staff are practising beauty therapists within the industry.

The Institution has been based in Tring, since 1976. The Institution building is dedicated to the training of students in beauty therapy and related subjects. It consists of five teaching salons/classrooms and other areas such as common rooms, client changing rooms, a reception area, a staff room and three offices for administration. Classrooms are used as specialist therapy training rooms containing treatment couches, electrical therapy equipment and related therapy equipment and accessories. Student numbers, at capacity, amount to 72 learners. This number is broken down into groups of a maximum of 16 students.

The Institution works closely with the managers and spa director of the Champneys group to ensure that the taught skills match employability as the students are guaranteed employment in the Champneys group of resorts after successful completion of their course.

2. Brief description of the current provision

Champneys Beauty College offers a range of full and part-time accredited training courses at Levels 2, 3, and 4 in subjects such as Aesthetics, Massage, Facial Electrotherapy, Body Therapy, Teacher Training and Spa and Salon Management.

Qualifications are accredited by the organisation Comite International D'Esthetique et de Cosmetologie (CIDESCO) and the International Therapy Examination Council (ITEC). The Institution is externally quality assured by both awarding organisations. The Institution is also accredited by the Confederation of International Beauty Therapy and Cosmetology (CIBTAC) but is currently not delivering any of CIBTAC's qualifications.

Students are required to hold a minimum of five General Certificates of Secondary Education (GCSEs), which

include Mathematics and English.

Current course delivery is carried out through on-site face-to-face training. Students on the fast track CIDESCO courses are required to attend the equivalent of a working week of up to 35 hours for five days per week. Other CIDESCO students attend for 21 hours over three days. There is provision for mature students to work around school hours, for example, by attending classes after dropping their children at school and finishing classes early in order to pick up their children from school. There are also courses running at weekends.

At the time of the inspection, 23 students were enrolled of whom 20 were full-time and three part-time. The majority of students were over the age of 18 although two students were under the age of 18. All students were female. One student was of Iranian origin whilst all the others are from the UK.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with the Group Spa Development Manager, the Consulting Principal, the Business Manager, the Assistant Principal, the Administrator, the Safeguarding Officer, teachers and students. A tour of the Institution, including the lodge where four students were accommodated, was carried out and a range of teaching sessions were observed. Various documentation was scrutinised by means of hard copy records and the website. The availability of the information provided to the inspector was good and the organisation co-operated well with the inspector throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	8-9 June 2010
Interim	21 July 2011
Re-accreditation	23 – 24 June 2014
Interim	22 September 2016
Supplementary	9 February 2017

PART B - JUDGMENT 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 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 Institution has a clearly defined management structure. This is documented by means of an accurate organisation chart that clearly sets out the staff hierarchy and job roles.

The Group Spa Development Manager acts as a link between the Institution and the spa resorts. She is involved in the quality of the strategic planning processes and, in particular, ensures that the strategic objectives and operational plan are clear and closely aligned. She oversees the business arrangements and operations within the spa and the Institution.

The Institution Business Manager holds appropriate qualifications and supports the Institution team in securing, supporting and developing sufficient high-quality staff.

The Consulting Principal and the Assistant Principal are both very highly qualified with over 30 years of experience in the beauty industry. They hold relevant vocational and teaching qualifications and effectively discharge their delegated responsibilities, in accordance with the aims of the Institution. They work well with the Directors to ensure that the teaching staff and students are fully supported prior, during and post course delivery. The Consulting Principal is responsible for establishing effective structures to monitor all aspects of the Institution's performance and this includes mentoring and coaching the staff team.

All roles and responsibilities are well understood and are documented through up-to-date job descriptions for full and part-time staff.

Effective channels of communication between the management and staff include regular face-to-face meetings, telephone calls and e-mails. All communications are up-to-date and effectively recorded by means of meeting schedules, agendas, minutes and action planning. As a result, the leadership and management are effective in the discharge of their delegated responsibilities, particularly those for policy implementation.

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 |

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|-----|---|---|--|
| 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 type="checkbox"/> Yes | <input checked="" 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

The Administrator and Receptionist are appropriately qualified and experienced and understand their responsibilities and specific duties well.

The size of the administration team is effective to support the current number of staff and students prior, during and post course delivery. It is also sufficient for the day-to-day administration of the Institution. Teachers and students stated that the administration was effective and inspection findings confirms this view. There are plans to recruit additional administrative support if student numbers increase in September 2018.

2.4 Although the Institution has comprehensive policies, procedures and systems, these need to be reviewed and updated for currency and validity, including to comply with up-to-date data protection regulations.

All staff have access to the policies which are included in the Staff Handbook.

Data collection and collation systems are effective. Key personnel have undertaken appropriate training in the implementation of these systems.

3. The institution employs appropriate managerial and administrative staff

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|-----|--|---|--|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has detailed and appropriate policies to support the recruitment of suitably qualified staff and to support and train them for their roles. These include policies relating to meeting the needs of students, for example, in safeguarding, welfare and health and safety. Recruitment is supervised by the Human Resources department.

Appropriate checks are carried out including obtaining references for staff prior to appointment. All applicants for posts are required to show original copies of certificates during their interview.

All Continuing Professional Development (CPD) is monitored by the Consultant Principal and includes reviewing and updating Curricula Vitae (CVs) and professional training records.

3.3 There is no regular system in place in order to review the performance of managerial and administrative staff.

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

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|-----|---|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has good quality publicity material for all its training courses. The Institution's website provides comprehensive, accurate and detailed information which is helpful to students and prospective students. This includes informative presentations, prospectuses, application packs and destination success stories from previous students. All the publicity resources are reviewed and updated on a regular basis resulting in an accurate and comprehensive system.

All training course details are accurate, up-to-date and accessible on the website. All materials are professional and include accurate representations of the Institution and the services offered. These are reviewed annually.

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

The Institution is highly committed to ensuring that students are enrolled on the right course that meets their needs and aids their progression.

Entry requirements for training courses are set at an appropriate level and are determined by the awarding organisation. They are discussed with learners prior to application and face-to-face interviews are held so that the learners are clear about the entry requirements. Students are required to bring copies of certificates to be verified during the interview. In the case of applicants who are 16 years of age, places are offered subject to successful attainment of the required GCSE grades. Students are required to supply a copy of their GCSE results sheet on results day.

There is a clear documented application procedure that includes verification at all stages of the application process, dated correspondence and copies of required documentation.

Initial enquiries are responded to within 48 hours with a follow up telephone call. Comprehensive information on course details, requirements and access to student loans is provided.

Students are in regular contact with the Business Manager prior to, during and post the application process. They are kept informed of the progress of their application and receive a thorough induction at the start of all training courses. The meeting with students confirmed the effectiveness and timeliness of the applications process.

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

- 6.1 There is an appropriate, clear and published policy on student attendance and punctuality. Yes 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. Yes No
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear and well documented attendance policy. This is up-to-date and regularly reviewed. There is also a clear reference to student attendance and punctuality in the Student Handbook. The Institution emphasises that students should miss no more than 100 hours over the CIDESCO course, which equates to seven per cent of the total hours.

Attendance is effectively monitored, through an appropriate daily registration process for each lesson. A database of attendance hours is collated from the signing in sheet. The database is monitored weekly and the students are provided with a running total of their absence hours each week. Copies of all the registration records are securely and properly stored by the Administrator.

Students are aware of the guidelines for attendance and punctuality. They receive staged letters from the Institution when they miss lessons. Unexplained absences are unusual. When they occur, they are followed up effectively.

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

- 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. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has effective methods to obtain feedback from students across all the training courses. Feedback is obtained after induction, mid-term and at the end of the course. Both written and oral feedback is obtained during work experience. The staff are highly committed to using this feedback in order to aid improvements. This was confirmed by staff and students.

All feedback data is collated by either the Assistant or Consultant Principal and analysed to direct future improvements. Feedback to the student body is provided through a representative meeting held once a term.

Staff feedback is also obtained through the staff appraisal process, which is clearly documented. In addition, the Consultant Principal employs a very interactive approach, which allows for teachers and students to offer feedback at any stage during their course. This is highly effective in aiding immediate improvements.

All feedback is analysed and published in the Self-Assessment Report and Quality Manual. Student feedback is also used effectively in promotional events and presentations.

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

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Consultant Principal is responsible for reviewing the Institution's performance and produces an annual Self-Assessment Report. The results of course reviews, which are carried out termly, feed into the report.

There is an effective system that is used to assess the Institution's quality standards. The Quality Manual sets out appropriate systems and procedures to ensure that the learning experience, student achievement and employability are part of a continuous cycle of review and evaluation of the Institution's performance against challenging targets, including growth targets.

8.2 The last comprehensive annual review with a compilation of data on student satisfaction, retention, achievement and completion rates was undertaken three years ago. Therefore, these reports are not compiled sufficiently regularly.

Action plans resulting from the Self-Assessment Report, students' feedback and staff appraisals are monitored by the Consultant and Assistant Principal.

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

Academic management is highly effective. The Institution has a Consulting Principal, who is assisted by the Assistant Principal. The Consulting Principal had worked as an examiner in beauty therapy whilst the Assistant Principal has extensive experience in salon management. The Business Manager and the Assistant Principal are accountable to the Development Manager. All academic members of staff are suitably qualified and highly experienced in managing the team of tutors. The academic management team has appropriate teaching qualifications.

There are nominated teaching staff who liaise with the awarding organisations for all the accredited qualifications. There are clearly documented verification reports of the outcomes for each awarding organisation.

All lessons are clearly timetabled and planned effectively, with appropriately allocated start and finish times and multiple breaks. Students confirmed that they were happy with the planning of lessons and that the planning met their needs. Teachers have been trained in all treatment methods for consistency across all groups.

All students receive a Student Handbook and Application Pack prior to the start of their course. This includes a session timetable. Teachers are required to submit all plans and required resources to the Assistant Principal for review. This system allows management to review the teaching and learning resources in line with the training course aims and objectives and the students' needs.

Students confirmed that classroom resources were of a high quality, including specialist and adapted resources used for practical settings.

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

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|------|--|---|-----------------------------|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 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

All training courses are standardised by the Institution and in compliance with the associated awarding body's quality assurance requirements. This allows for students' needs to be thoroughly evaluated at the required level. It also allows for internal and external assessment requirements to be planned in detail to allow for any re-submissions or re-sits as well as timely certification. The CIDESCO fast track course is delivered concurrently at Levels 2 and 3 as this enables students to acquire and develop skills and understanding at both levels effectively.

Schemes of work, which are supplied by the awarding organisation, are used for all training courses. These allow for the use of differentiated training methodologies including collaborative and independent learning. The schemes of work contain appropriate client-focused sessions, which form part of the students' ongoing assessment. They are further supported by lesson plans. All planning documentation is standardised across the courses and levels to aid consistency for the team of tutors.

Formative assessment, which comprises mock examinations, replicates the final examination process and is used to set targets throughout the academic year. It is closely mapped against the qualifications' assessment criteria and methods, including the awarding organisation's summative assessment specification. The outcomes of the summative assessment are confirmed by the awarding organisation.

Students are continuously encouraged to develop independent learning skills. Student learning logs indicate the progress made throughout the course. Student consultation sheets contain self-evaluation with areas of skill and areas for development. Students confirmed that they had made good progress and had become more confident and independent since enrolling at the Institution.

Although all assessment submissions are clearly planned in advance, assignment hand-in dates are not given to students at the beginning of their course, but at the beginning of each module. Students said that it was not necessary to have assignment hand-in dates at the beginning of the course as they are given adequate time to hand in their course work. Any assessments that require a student to engage in a practical setting, are planned in advance. Work experience is timetabled at the beginning of the course. These methods are effective to support students with their time management.

The academic backgrounds and particular needs of students are taken into account in the lesson delivery. All lesson plans include details of the students' backgrounds and particular learning needs. During the time of the inspection, there were three students enrolled who had specific leaning needs and one with hearing impairment. They were very well supported.

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 skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for 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 teaching staff have a teaching qualification and a minimum of five years' relevant work experience. Staff who deliver on the CIDESCO courses have a CIDESCO Diploma. The current teaching staff are experienced in running beauty salons and product training.

Teachers are contracted based on the demand for training courses each academic year. The Institution has a good system to allocate teachers to training courses, which is based on students' needs and the skills and experience of the teachers. All lessons are regularly observed.

The Institution has a clearly structured appraisal system in place for all full and part-time teaching staff. This includes lesson observations and annual appraisal meetings to be conducted by the Consultant and Assistant Principal.

11.3 Although the processes for monitoring and evaluating teaching staff performance and tackling weaknesses are in place, appraisals and developmental reviews have not been conducted in conjunction with lesson observations for the last two years.

Teachers receive on-going in-house training to upskill and maintain relevant knowledge. Teachers are also proactive regarding their own CPD. This includes professional employment in the industry as well as updating their own skills and qualifications in their specialist subject areas. Teachers are effectively supported regarding any mandatory training requirements. The teachers are required to update their CV annually. Records of all teachers' CVs, qualifications and continuous professional development data are securely stored.

Teachers employ a range of teaching styles to engage and motivate all students. Learning activities are planned well, inspire students and meet their needs. As a result, the majority of students make very good progress.

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 Business Manager works closely with all teaching staff to ensure that any resource requirements are effectively identified and put in place in advance of the lesson, including any specialist resources.

The Institution fully supports teachers by providing appropriate hard copy teaching and learning resources. The availability of required electrical machinery for practical exercises is very good. All classrooms are flexible spaces that can be easily changed to suit the type of lesson, whether practical or theory.

Teachers and students confirm that the resources supplied meet the industry's standards. The Assistant Principal is very supportive of this and makes regular checks throughout the courses to ensure that the resources are effectively maintained to a high standard.

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 courses are planned to include a schedule of assessments. Assignment hand-in dates are given to students at the beginning of each module. These are available in writing and displayed on the online shared calendar to which staff have access.

Assessment outcomes are monitored using a standardised weekly test system to enable the identification of students who are not making satisfactory progress. Prompt intervention is made where appropriate.

Students have regular and formally recorded progress meetings with teachers and the Assistant Principal. They are made aware of how their progress relates to their targeted level of achievement and are aware of the marking criteria for their assessments.

The Institution has clear documented policies regarding academic malpractice. Staff and students have access to these in the associated handbooks. Students are informed of what plagiarism is and they are helped to understand why it is inappropriate. Students are encouraged to produce their own work with additional support from the teachers if needed.

Students have appropriate access outside class time to teachers, personal tutors and a student representative for academic support. There are individual tutorials to identify issues and appropriate advice, guidance and help are offered.

Students confirmed that they received regular feedback on their progress and that this was formally recorded. They also receive on-going oral feedback during the practical sessions. Detailed written feedback is given after the end of term and in relation to the mock examinations.

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

All courses lead to certification by recognised awarding bodies. ITEC is a UK awarding body listed on the Ofqual Register of Qualifications. CIDESCO qualifications are mapped to the Scottish Credit and Qualifications Framework Level 7 and also to the European Qualifications Framework Level 5.

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

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 Institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.

There are effective systems in place for examination security and administration and clear procedures for students to appeal against their marks. Assessments are stored securely and a policy and handbook outline the appeals procedure and contain clearly documented processes for external assessments in accordance with the associated awarding organisation's requirements.

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

Students have access to advice from staff on career opportunities within the Champneys group. Students confirmed that they were supported very well with their progression. This results in excellent opportunities for graduates to gain employment within the beauty industry. All students' destination data is formally recorded.

INSPECTION AREA – STUDENT WELFARE

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. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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

There are two members of staff responsible for student welfare, the Assistant Principal and the safeguarding lead. They have had appropriate training to provide effective advice and counselling.

All students undergo a comprehensive applications process prior to enrolment. This ensures that students are recruited onto the right courses that meet their needs and allow them to complete successfully.

All students participate in a mandatory induction programme at the start of every course. They have to sign a student code declaration during the start of their course which details the available pastoral care arrangements.

The Institution has an appropriate policy to issue students with an out of hours and emergency contact number. This will be implemented from September 2018.

The Institution has clear and documented policies in place to avoid discrimination and to deal with inappropriate behaviour. They set clearly what is expected of the students whilst they are studying at the Institution and are readily accessible in the Student and Staff Handbooks. The policy on cyber-bullying is very comprehensive and clear.

There is a named Safeguarding Officer who is responsible for ensuring that all staff are appropriately trained. There is a clear and detailed Safeguarding policy. The policy includes differentiated guidance for students under and over the age of 18. Specific appropriate information is distributed to students under the age of 18. Appropriate written risk assessments have been carried out with particular reference to students under the age of 18.

All staff are required to undertake the online safeguarding training and sign to say they are familiar with the safeguarding policy and associated procedures.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks. The arrangements include tutorial sessions for students and information about how staff and students can identify and report any suspected radicalisation and extremism views.

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 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 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 type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

- Met Partially Met Not Met

Comments

There is a clearly documented, fair and transparent application process and a well explained refund policy. The terms of enrolment are discussed during the pre-enrolment interview.

There is a clearly documented and appropriate complaints policy, which is published in the Staff and Student Handbooks. Students confirmed that they were being fairly treated and that the Institution considers their safety, health and well-being to be of high importance.

They were informed of BAC's complaints procedure during induction.

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 which is adequate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided appropriate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

- Met Partially Met Not Met NA

Comments

The residential accommodation, which can accommodate four students in separate rooms, is very clean and spacious. Students speak highly of the accommodation.

The Institution is currently in contact with the local authorities to arrange an inspection of the accommodation as, in September 2018, they are intending to house one student there who is under the age of 18.

Health and safety procedures relating to fire and other hazards, including the provision for students who are ill, are appropriate.

21.5 There is no possibility of having separate accommodation blocks. At the time of the inspection, there were no students under the age of 18 accommodated in the residential accommodation.

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 which 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 is 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 which may be of interest.	<input 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 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 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 type="checkbox"/> NA

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

Comments

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

The Institution has secure tenure agreements on its premises because the premises are owned by the Champneys group, of which the Institution is part.

The Institution has access to additional facilities within the Champneys spa resort, which is located on the same site.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's premises are safe, secure and clean. The entrance for students at the rear of the building requires a code to be entered for access. The front door is open to the public but is in full view of the enquiries office and administrative staff. All staff and students report to the main reception area on the ground floor.

The Institution has a clearly documented handbook for staff that outlines the health and safety requirements. All visitors are requested to sign in and there are clear notices regarding fire, health and safety procedures throughout the premises. General guidance on health and safety is included in the curriculum and is part of student and staff induction.

There is a good signage externally that includes the name of the Institution and the awarding bodies.

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

There are mobile air conditioning units available for hot days. These provide adequate ventilation to keep the premises cool.

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 which 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

All classrooms and other learning areas provide good accommodation for the number of students enrolled. As classrooms are also used for practical sessions, the layout of furniture, including couches, can be adapted according to the size of the class in order to allow sufficient room for students to move around the treatment area and to access the equipment when required.

All classrooms are flexible spaces that can effectively accommodate practical and theory-based lessons and assessments. They also contain appropriate specialised equipment.

Students and teachers confirmed that the learning areas were well maintained and are effective for all course delivery and assessment requirements.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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

Staff have access to appropriate additional facilities, including communal break areas and private staff rooms. Students also have access to a common room and separate areas for refreshment and lunch breaks. There is good wireless access throughout the building. A library, which also provides a quiet area, is available for student use.

The staff room is adequate and appropriately equipped with resources such as books. There is a meeting room for staff which doubles up as a resources and lunch area. The common rooms are adequately equipped with drinking water and a kitchenette.

Students and staff have access to lockers in changing rooms and offices for secure storage of their personal belongings.

The Institution has three administration offices. These are of an adequate size and provide good resources to support 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 Institution has a committed team of staff who are highly skilled and experienced within their subject areas.	
Actions Required	Priority H/M/L
2.4 The Institution's policies and procedures must be reviewed and regularly updated.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.3 The Institution must implement a regular system in order to review the performance of both managerial and administrative staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 Reports which present the Institution's reviews and action plans must be compiled annually.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Teaching is very effective in promoting students' progress with teachers showing a good understanding of the aptitudes and needs of the students.	
Teaching staff have a very good knowledge of their subjects and are highly skilled and experienced in their specialist areas.	
Appropriate arrangements are in place to support individual students, ensuring that additional support needs are accurately identified and met.	
Actions Required	Priority H/M/L
11.3 Appraisals and Developmental Reviews must be conducted in conjunction with lesson observations.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's Strengths

Support for students is very good.	
The needs of students requiring additional learning support are identified very early on which has a positive impact on their achievement and progress.	
Actions Required	Priority H/M/L
21.5 Suitable accommodation arrangements must be made in order to separate effectively those students who are aged 18 or over from those who are aged under 18.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's Strengths

The Institution's building and grounds are secure and well maintained with regard to the health and safety of the students and staff.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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