

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: Delamar Academy

ADDRESS: Building D
2nd floor
Ealing studios
London
W5 5EP

HEAD OF INSTITUTION: Mrs Leda Shawyer

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 15 January 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 26 March 2020

1. Background to the institution

Delamar Academy (the Academy/Institution) is a private limited company. The Managing Director 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 students also have opportunities to undertake work placements.

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 as a professional in the industry. It also aims to instil in the students an ability to approach a make-up or hair brief from a position of knowledge.

Overall oversight of the Institution is provided by the Managing Director. She is supported by an Academy Manager, who is responsible for the day-to-day running of the Academy, a Marketing Manager who is also responsible for the social media and two administrators, one of whom is also responsible for student welfare.

The Academy's registered office is located in Mortimer Street in London, whilst the administrative headquarters are in Ealing Studios in West London. The courses are delivered at Ealing Studios. The Academy occupies most of two floors of a modern office-type building within Ealing Studios. The premises include seven classrooms and good storage space for equipment and materials. Part of the ground floor is used for the training in prosthetics.

2. Brief description of the current provision

The Academy offers two main study programmes. One programme is a one-year course leading to a Cert HE 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.

The Cert HE 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 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 also get support in securing work placements and work experience through the Delamar Agency.

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 whilst the advanced modules run for four to six weeks.

At the time of the inspection, there was a total of 50 students enrolled on programmes. The vast majority of students are female and all are over the age of 18. A small majority of the students are from the United Kingdom (UK). Other countries represented are Australia, India, South Africa, Switzerland, Portugal, China, Ireland, Greece, the United States of America, Germany, Iceland and France.

All students must be aged at least 18 years. The enrolment process includes an interview. Where English is not a student's first language, prospective students have to provide an International English Testing System (IELTS) certificate with a score of at least six. In addition, students' English language skills are assessed at the interview stage. and an IELTS certificate may not, therefore, be necessary if the interviewer assesses their English to be sufficiently strong. Entrants to the Cert HE Professional Make-Up Design course must have a minimum of 48 Universities and Colleges Admissions Service (UCAS) points.

The Cert HE Professional Make-up Design course has one start date a year in September. The Complete Make-up Artist courses have three start dates a year in January, April and August. Other courses are based on continuous enrolment.

3. Inspection process

The inspection was carried out over one day by one inspector. Meetings took place with the Managing Director, the Academy Manager, the Administrator and a group of students and tutors. Various documentation and electronic administrative systems were scrutinised and a teaching session was observed. The staff cooperated very well with the inspector 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

PART B – JUDGMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

There have been some staff changes since the last inspection. The Managing Director's brother was a director of the Academy. He no longer has that role and now works remotely as Finance Manager. He also provides general advice and guidance and finance related training to the staff. He is still a major shareholder. As a result, the Managing Director has more responsibilities and therefore other staff have been given more accountability. The current Academy Manager has been promoted to this position since the last inspection and there have been various changes to the administration team. One of the administrators is now responsible for student welfare. The previously full-time Marketing Manager now works part time and has developed the use of social media which is now the biggest factor in the Academy's advertising.

The Academy has had its Cert HE Professional Make-Up Design revalidated for another five years from April 2018 by the University of West London (UWL). As a result of the revalidation, the intended learning outcomes of the programme have been made more specific and a further emphasis has been placed on theory, research and self-evaluation in the assessments for the course.

The premises have undergone some renovations since the last inspection. This has included the addition of some new storage units and shelving in the classrooms. Future renovation plans include updating the flooring, the kitchens and the lights around the mirrors in the classrooms.

There has been a reduction in the number of students enrolling on the Cert HE Professional Make-Up Design. In addition, there has been a significant drop in the number of students coming from European countries. Therefore, the Academy has plans to hold more open days, attend more exhibitions and increase its networking to try to offset the drop in the student numbers.

There are plans to run a full two-year Bachelor of Arts (BA) degree in conjunction with the UWL. The planning is in the early stages. Meetings have been held with the UWL and with some graduates from the Academy. The Managing Director has been collating ideas and designs for the programme and is hoping to formalise it later in 2020. The Institution is also planning to hold a series of masterclasses in India, where there are already strong links and a demand for the Academy's courses.

2. Response to actions points in last report

8.2 The College must implement a more effective approach to course annual monitoring and reporting, which brings together an analysis of the year-on-year results in relation to student satisfaction, retention, achievement and completion rates and use this appropriately to improve action planning.

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.

20.3 Contact details for BAC and the BAC complaints process must be included in the Academy's complaints policy. The Academy should draw student's attention to this during induction.

The student complaints policy and procedure now includes a suitable link to the BAC website so that students can make a complaint if needed. This facility is also covered as part of the student induction so that students are aware. Information is also provided in the course handbooks.

3. Response to recommended areas for improvement in last report

There were no recommended areas for improvement in the last report.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Academy is effectively managed. The Managing Director has a clear vision regarding the future direction of the Institution and the importance of retaining a strong practical focus in the design and delivery of the courses. This is effectively communicated to the rest of the staff who are aware of the strategy and feel that their views are listened to and taken on board with regard to future development plans.

Due to the recent staff changes, the organisation chart has been amended and all roles are now supported by clear job descriptions. As a result, the staff are clear about their responsibilities and work well as a team to ensure the smooth running of the Academy and to meet the needs of the students. Staff files are maintained although these do not include a checklist to ensure consistency.

Much of the communication is informal and there is an open-door approach that means that staff feel able to ask for information from each other, including the Managing Director, when needed. They have an all-staff meeting at the beginning of the week during which staff discuss what they are working on and actions are allocated accordingly. Follow up to these meetings is by e-mail and staff keep their own written records and action points.

Other ad hoc meetings are organised as required and notes on actions are also maintained in a diary that is accessible to all staff. As a result, staff are aware of the day-to-day priorities and their contributions to achieving those. It is not clear how previously allocated actions, for example with regard to training to be undertaken, are monitored to ensure effective follow up and no formal records are kept of main meetings such as those relating to strategy development.

Staff performance issues are reviewed and addressed. However, there is no evidence of a formalised and recorded annual staff appraisal process that includes reflection on past performance, the setting of future objectives and development planning.

The attendance policy is clearly set out in the course handbook so that the students are aware of this. Their attendance is effectively monitored through the use of paper registers that the students complete as they enter the premises. The resulting data is captured on a spreadsheet so that any absences are identified and appropriate follow-up action taken if attendance levels are seen to be dropping. Written records of any remedial actions are maintained on the students' files. There is a requirement to achieve a 90 per cent attendance rate to pass a course. As a result, attendance rates are generally high.

There are effective mechanisms to obtain useful feedback from the students in order to make the necessary improvements to the provision. Written feedback is recorded using a suitable template that includes a good level of detail and an overall satisfaction score. Student feedback forms part of the reports made to the UWL and is discussed in meetings so that any improvements are identified and appropriate action taken.

There are student representatives for each course and this forms an additional channel for obtaining feedback and for providing information to the student body as to what has been done in response to their feedback. In

addition, at the end of each course, a discussion takes place with a group of students regarding what can be improved and suitable action is taken as a result. The student feedback is not recorded on any database and the electronic systems do not allow for the easy production of management reporting to aid improvement planning.

8.2 Year-on-year performance data 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.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The courses are planned and delivered in ways that enable the students to succeed and meet their goals and career aspirations. The courses are constantly evolving to ensure that the content is maintained up to date and relevant. The tutors are involved in the course development. They are given a course schedule and lesson plan and, in conjunction with the Managing Director, can incorporate new elements into the course which will continue to be used if they are successful. All course development is overseen by the Managing Director to ensure consistency. Course planning days, course structure meetings and committee meetings are used to develop and review the courses that have been run previously and to make any necessary changes. These reviews involve the student representatives and the tutors.

The majority of the tutors are longstanding regular tutors and are highly experienced. Prospective tutors are expected to have up-to-date skills and a body of work as well as teaching skills. The Academy is able, because of its reputation in the sector, to attract award winning make-up artists to deliver its courses. New tutors do a trial day of teaching and are observed by the Managing Director. The students' work is also checked. If the tutor does not perform to the required level of quality, they are not used again. As a result, the students are taught by very well experienced industry practitioners.

Occasional observations are carried out by the Managing Director. However, these are not systematically recorded and do not follow a consistent structure with specific criteria to ensure that effective feedback can be provided to the tutors to support on-going continuing professional development.

Students are encouraged to declare any special educational needs and disabilities as part of the enrolment process. Staff are therefore aware of these. If the student gives express permission, this information can also be shared with the tutors so that appropriate adjustments can be made in the classroom and one-to-one support meetings can be arranged if necessary. Tutors are also made aware of any other individual student issues that may affect the delivery of the courses. Students are taught in small sized classes so that the tutors get to know them well and can provide the necessary support. Staff, including tutors, are not specifically trained in the identification of any special needs in the event that these are not declared and so that support can be provided from the outset.

From the teaching observation carried out, students are effectively encouraged to develop independent learning skills. They work on specific make-up techniques, for example prosthetics, and receive feedback and encouragement from the tutor. The students are highly motivated to produce high-quality work and are fully engaged in the task. The students report they are encouraged to share ideas with the other students and are making good progress as a result of the support they receive from the tutor. They appreciate that the tutors are active in the industry and are able to bring that practical experience into their teaching.

Students and tutors are provided with excellent, high-quality make-up resources and materials. The Academy has good relationships with its suppliers and the materials used represent what is used currently in the theatre, opera, television, fashion and film business.

The students receive appropriate advice on employment opportunities, including business workshops to cover working in the industry and self-employment as well as careers advice sessions. The students confirmed that the staff were honest about the challenges of gaining employment in the industry and that they appreciated the opportunities to obtain work practice and information about job opportunities.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students receive appropriate levels of pastoral support to meet their needs. The students know who to go to if they have any personal issues and find the staff to be very approachable and supportive. The tutors know to whom to refer any issues, if they are unable to resolve them and issues are effectively escalated within the staff and to external agencies depending on their severity. The Managing Director checks in with the students regularly and is fully involved in their welfare. There is a very good ethos of care at the Academy and the students' well-being has a high priority. This was confirmed by the students.

Very good advice and guidance are provided to students prior to enrolling at the Academy so that they can make informed choices about the suitability of the course to meet their needs. Regular open days take place to provide prospective students with an opportunity to meet the staff and tutors and to see the premises. The students confirmed that they received helpful information prior to arrival.

Additional advice is provided on arrival through the initial induction and the course handbook. The course handbook is a useful and comprehensive document. It includes information about the course structure as well as the equality and diversity policy, information about the complaints policy including reference to the BAC's complaints policy and a behavioural policy and code of conduct.

There are appropriate arrangements in place to prevent radicalisation and extremism. A suitable policy wording has been developed that includes a basic risk assessment and staff have been suitably trained.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The premises are fit for purpose and located in a good area of London with excellent transport links. Access to the premises is appropriately secure. There is a bank of desks at the entrance to the Academy where there is always a member of staff present. There are also sign-in procedures in operation.

The premises are well maintained and clean. They are spacious and include good office space, meeting rooms and well-furnished and resourced studio areas for the delivery of the courses. There are noticeboards with colourful photographs and good clean toilet facilities. The premises are well lit throughout. As a result, the premises provide a very pleasant working and learning environment.

Health and safety advice and guidance is made available to the students at induction and through the course handbook. The students confirmed that the premises are well maintained and that they felt safe and secure whilst studying there.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

A highly committed staff ensure that the students enjoy their course, are well supported and meet their goals from attending the course.

The high quality and practical experience of the tutors enhances the students' learning experience and enables them to progress well and develop their skills effectively.

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

ACTIONS REQUIRED

8.2 The Academy must use its analysis of year-on-year data to form part of an overarching annual report and improvement plan.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
Structured lesson observations must be carried out regularly against clear criteria and be systematically recorded.	<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 staff files include a checklist to ensure that they contain consistent information.

The Academy should put in place a transparent process through which allocated improvement actions are monitored and reported on and formal records are maintained of key main meetings to provide a clear audit trail.

The Institution should extend its current performance management process to include a formalised and recorded annual staff appraisal process.

The Academy should consider developing its electronic systems to allow for the easy production of management reporting to aid improvement planning.

It is recommended that staff, including tutors, are trained to raise their awareness of the signs of any special educational needs that students may have.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

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