

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** London College of Style

**ADDRESS:** Suite 3  
Dukes House  
4-6 High Street  
Windsor  
Berkshire  
SL4 1LD

**HEAD OF INSTITUTION:** Ms Wendy Elsmore

**DATE OF INSPECTION:** 3-5 March 2020

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

**DATE:** 21 May 2020

### 1. Background to the institution

London College of Style (LCS/the Provider) is a limited company and a privately-owned college offering a range of fashion, styling, make-up and photography courses.

Teaching moved to new premises in Russell Square, Central London in September 2019 to a building occupied by other education providers. They share the building's facilities where possible. The head office remains in Windsor.

LCS delivers industry-linked training that aims to transform individual ability, expand creativity and raise professionalism and expertise within the fashion, styling, make-up and photography industries.

LCS was established in London in 2010. The Provider is owned by the Director of Marketing and Sales and one private investor. Oversight and management are provided by the Senior Management Team, consisting of a newly appointed Managing Director, a Director of Sales and Marketing, and a Director of Education.

Since the last inspection, the Provider has developed its online provision and now delivers a total of four courses solely online. As a result, the number of course leaders who support the Director of Education has been increased from two to four. LCS has also begun to provide bespoke retail training for two major national fashion chains.

### 2. Brief description of the current provision

The Provider offers 11 courses of varying lengths, which range from one day to six months, with the majority running for three months. Courses are delivered face to face in the Provider's Central London premises and also online. The latter forms a minority of the provision.

At the time of the inspection, two courses, the Foundation Diploma in Fashion and Personal Styling and the Advanced Diploma in Fashion Styling were running as face-to-face courses. Other courses that can be offered include an Advanced Diploma in Photography or in Fashion or in Fashion and Personal Styling, a Diploma in Beauty Make-up or in Personal Styling and a Professional Beauty Portfolio Build. The online courses include diplomas in Womenswear or Menswear Personal Styling, and in Colour Analysis and an Influencer and Blogging Diploma.

All participants undertake work placements with industry experience. The majority of industry opportunities consist of one- to five-day placements, with participants gaining experience across a variety of clients and areas of the fashion industry. Diploma courses include internships, careers guidance and support to gain employment. All courses offer an internal award and those of more than one day's duration are modular in structure, with continuous assessment throughout the course. Three- and six-month courses include an internship of between one week and three months.

During the inspection, 28 participants were present. The vast majority during the inspection, and generally on all courses, are female and all are over the age of 18 years. A small minority are from the United Kingdom (UK). Other countries represented include Malaysia, Canada, South Africa, Sweden, India and Nigeria. Participants enrol for courses at the start of an academic term. There are three academic terms in each year.

### 3. Inspection process

The inspection was conducted by one inspector over two and a half days. Documents were scrutinised and meetings were held with senior managers, trainers, administrative staff and participants. The new teaching premises and head office premises were inspected. Parts of two lessons were observed. The Provider responded promptly to all requests for information.

#### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	21–22 March 2012
Interim	25 March 2013
Re-accreditation	29 February & 1 March 2016
Interim	30 May 2018

## PART B – JUDGEMENT AND EVIDENCE

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

### INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The management structure of the Provider is clearly defined and is understood by all staff, resulting in a well-run organisation.

Senior managers are suitably qualified and have a wide range of experience within the fashion industry. The appointment of a new Managing Director with substantial experience of running digital marketing businesses is effective in supporting the business as it grows its online and blended learning courses.

Clear channels of communication exist between management and staff. The administrative staff work in a small team and are continuously sharing information on an informal basis. The Director of Education provides a highly effective link between the teaching staff and the Senior Management Team. Consequently, everyone is kept up to date with developments.

A clear mission is articulated in documentation and on the website and is communicated to all stakeholders when setting up partnerships. Goals are regularly reviewed to take into account developments in the industry as well as in LCS itself. Consequently, the high standards of the Provider are clearly defined and articulated.

1.5 The Provider does not have a written risk management strategy, so reducing its understanding of how to manage any risks that may occur.

#### 2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<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 provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.4	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Administrators are suitably qualified and experienced and are effective in carrying out their roles.

The size of the administrative function is sufficient for the day-to-day running of the provision. A new post has recently been created that focuses on partnerships to support an increase in the number of opportunities for paid employment for participants.

The administrative support available to management is effective in maintaining the standards of the provision.

A variety of administrative policies and procedures are in place and are made known to staff and participants in the relevant handbooks.

2.4 The majority of administrative policies and procedures are very long and have not been reviewed since their creation a number of years ago. As a result, their relevance is reduced.

Data collection systems are sufficient for supporting the business effectively. Currently, an upgrading of the systems is in place to further enhance their effectiveness.

2.6 Participants' personal records are detailed, but not up to date. Staff files do not contain evidence of identity or right to work in the UK.

All data is stored securely at all times.

**3. The provider recruits appropriate staff**

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

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

Effective procedures are in place for the recruitment of suitably qualified and experienced staff. This supports the maintenance of high standards.

All required documentation is verified before employment.

Staff working remotely are interviewed online, so ensuring a robust recruitment procedure.

3.4 Staff performance is not regularly reviewed, and nor do formal observations of teaching take place, so ongoing quality development is not effectively supported.

A limited amount of professional development takes place for managerial and administrative staff, which is sufficient in supporting them in carrying out their roles effectively.

## 4. **Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <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 |
| 4.3 | The provider's key policies are accessible through the website.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

LCS's brochure has now been discontinued. A new website was launched during the inspection. This provides an accurate depiction of the Provider and its services.

The information provided is up to date and accurate, allowing prospective participants to make informed choices.

Key policies are accessible through the new website, keeping all well informed.

## 5. **The provider takes reasonable care to recruit and register suitable participants for its courses**

- |     |   |   |  |
|-----|---|---|--|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA            |
| 5.4 | Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 5.5 | The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.7 | The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No                             |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Participants are carefully guided from the first enquiry by e-mail or telephone to ensure that they understand the course content. They also have the opportunity to visit the campus and engage with current participants to find out first-hand about the courses before making a final decision. Staff are present to answer questions. As a result, participants' expectations and needs are met.

Entry requirements are generally appropriate and clearly stated in course descriptions, enabling participants to know what is required of them.

5.2 However, inconsistencies relating to the language level required for those whose first language is not English do not support a clear understanding of language requirements, resulting in a lack of clarity.

A formal application process online ensures that participants meet the entry requirements.

A range of accurate and useful information is provided on the website about the courses, so allowing participants to make a judgement on the suitability of courses.

The Provider responds promptly to all enquiries that participants may have on courses. As a result of this helpful procedure, participants are appropriately informed about the nature and requirements of the programme.

5.7 The application form is insufficiently clear in being able to identify participants who might have learning needs or disabilities, although the Provider is very supportive if this is identified at a later stage. This reduces the ability to provide appropriate support from the outset of the programme.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	<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

6.1 The attendance and punctuality policy lacks clarity, resulting in participants not being clear about what is required.

Accurate records of attendance are kept and regularly reviewed by course leaders.

Any absence is followed up promptly by course leaders or administrative staff. Consequently, opportunities are optimised for success on the courses.

### 7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met    Partially Met    Not Met

**Comments**

A regular quality review process ensures that all activity is reviewed and that relevant action is taken to address any issues raised. An action plan details the actions that need to be taken, the solution, who is responsible and the timeframe. This excellent system promotes the highest levels of quality in the provision.

Mid-term and end-of-course participant feedback allow the Provider to know participants' views. A system of participant representation provides further feedback to enhance quality. Participant representatives meet with course leaders once a month to discuss participants' views and the action that will be taken to address any issues arising. This is reported back to participants. Consequently, good opportunities are provided for participants to contribute to the improvement of standards. Feedback obtained from industry stakeholders further enhances quality improvements.

The feedback obtained is recorded and analysed. Managers review the feedback and take action as necessary.

Reports are compiled to provide evidence of the details of the Provider's performance, based on information from the regular reviews. An external moderator contributes to supporting quality developments through a report, which is analysed to support continuous improvement.

Related action plans, which are of the highest standard, allow management to keep track of actions to ensure ongoing quality developments in the provision.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**8. Course management is effective**

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met    Partially Met    Not Met

**Comments**



A suitably qualified and experienced Director of Education is responsible for overall course delivery. Management of individual courses is devolved to specialist Course Leaders, who take responsibility for all aspects of their course. Consequently, an effective system is in place.

Rooms are appropriately allocated for the delivery of courses. Where necessary, external premises, such as a local shopping centre, are used. All courses are therefore suitably accommodated.

The Director of Education allocates specialist trainers for each specialist course to ensure a high standard of delivery. Opportunities exist for trainers to observe one another, contributing to consistency across the curriculum.

The majority of academic resources are supplied as part of the course. The resources are reviewed as part of the review process to support a standardised approach. The procedures in place ensure that all trainers have access to appropriate resources.

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

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

**This standard is judged to be:**

Met    Partially Met    Not Met

**Comments**

Courses are designed to reflect the most up-to-date practice in the particular industry. End-of-course reviews ensure that the courses remain relevant.

The practical courses are designed to allow participants to develop a range of knowledge and skills required for their industry project and final portfolio.

Course materials are designed for the level of study and include relevant support material, for example colour drapes, sizing charts and a full styling kit for the fashion stylists. Consequently, the courses are well resourced to enable participants to undertake their courses successfully.

The detailed nature of course materials is successful in enabling participants to achieve the course objectives. They contain the aims and objectives for each assignment, as well as the assessment criteria. These are available at any time in an online storage facility.

The courses are specifically designed to help develop the skills of participants in their specific subject area and to nurture their creativity and individual style. A mix of group and individual assignments supports participants effectively

to work individually and autonomously on their portfolio. Confidence coaching further supports them to be able to work independently. These procedures are successful in developing independent learning skills.

Courses are reviewed regularly and adjusted according to participant needs to ensure their relevance. High-profile, experienced guest speakers from relevant industries enrich the delivery of the curriculum. In these ways, a curriculum that is relevant and up to date ensures success for participants.

**10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery**

10.1	Trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants 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 trainers are employed based on their academic and industry subject knowledge, which allows them to deliver courses effectively.

A system recently introduced offers trainers a day’s training before the start of a course to support, among other things, further development of their pedagogic techniques. Throughout the course, they are supported by the Director of Education and Course Leaders to ensure relevant standards of delivery.

Trainers are made aware of any special needs that the participants may have. Trainers can then help in providing suitable classes to meet the identified needs.

Trainers work closely with the participants. As the courses are practical, in a majority of classes they are able to check understanding immediately. Each assessment brief given to participants has a set number of tasks that need to be completed to pass the module. When working through the briefs, all participants are fully engaged and trainers know their levels of understanding.

**11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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

A schedule of assessments is provided to participants and trainers in the participant handbook and via downloadable links online. The procedures and criteria for marking are shared at induction. Marking criteria and learning objectives are in place for each module, as is a grading matrix. Consequently, participants are kept fully briefed.

Mock assignments reflect the requirements for final assessments, setting clear expectations for the participants.

Careful monitoring of the assessment outcomes of mock assignments enables trainers to clearly identify any participants who are not making satisfactory progress. If necessary, additional support and mentoring are offered to promote successful achievement. A mid-term review also assesses participants' progress. Consequently, participants are well supported to achieve.

Participants are made aware of their level of achievement throughout the course through the module assignment feedback, during the mid-term review and at individual tutorials, so that they are clear about the target level of achievement required.

Additional support, including individual tutorials, is offered to any participant who is deemed not to be making sufficient progress.

Formal and informal structured and constructive feedback is given to participants throughout the course, both orally and in writing. This feedback makes it clear what is needed to achieve successfully.

Online social media groups are highly effective in maintaining contact between the trainers and participants.

Cheating and plagiarism are not possible since each assignment is unique to a particular individual.

Deadlines are made known to participants at the start of each course.

11.9 However, the deadlines are not realistic. Participants stated that the assessment deadlines are too close together towards the end of the course, making it difficult for them to complete assessments on time.

Clear procedures are in place for any late submission of work. Participants are contacted within 24 hours if a deadline is missed and they are made aware of the Mitigating and Extenuating Circumstances Policy. They are also told that they can seek support from Course Leaders. It is made clear that penalties exist for late submissions, and that these can preclude their final certification. This gives rise to high levels of appropriate submissions.

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

## Comments

### 13. **There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

- |      |   |   |                             |  |
|------|---|---|-----------------------------|--|
| 13.1 | There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 13.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 13.3 | External moderators are involved in the assessment process.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

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

## Comments

The courses offered by the Provider are unaccredited and not aligned to a qualification framework. No associated level is claimed.

A large majority of participants are involved in volunteering or being placed in positions in the industry as part of their course. Courses offered by the LCS are known for their quality, and thus facilitate entry into employment.

Since the last inspection, an external moderator has been appointed. Their insights have been helpful in driving forward standards in the provision.

### 14. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- |      |  |   |                             |  |
|------|--|---|-----------------------------|--|
| 14.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 14.2 | For internal awards, there are effective systems in place for examination security and administration.                           | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 14.3 | For internal awards, there are clear procedures for participants to appeal against their marks.                                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

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

## Comments

Participants are fully briefed on how to make an academic appeal through a detailed appeals procedure in the participant handbook.

### 15. **There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**

- |      |   |   |                             |  |
|------|---|---|-----------------------------|--|
| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 15.2 | If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met  NA

### Comments

The Director of Education and Course Leaders have excellent industry experience and they are able to offer first-hand and relevant advice to participants on career opportunities. Consequently, participants are well informed about work opportunities. A very small minority of participants want to go on to further study. Relevant advice is available, if necessary.

The Provider views itself as an alternative to traditional pathways into further or higher education and focuses on preparing participants for employment. As a result, it does not offer courses preparing participants for higher or further education.

## INSPECTION AREA – PARTICIPANT WELFARE

### 16. Participants receive welfare support appropriate to their age, background and circumstances

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Course Leaders are responsible for participant welfare and provide suitable support to meet the participants' needs.

Prior to starting a course, participants receive appropriate information, advice and guidance either online, face to face or on the telephone.

Participants receive an appropriate induction and relevant information at the start of the programme, so they are well briefed. However, the participant handbook is very long and is not sufficiently focused in relation to the information given. This reduces its ongoing usefulness for the participants as a source of information.

An out-of-hours number is not provided. However, online social media groups provide satisfactory emergency support for participants. In this way, participant welfare is ensured at all times.

Standards of expected behaviour are made known to participants in a published policy, as well as any resulting action that will be taken if these are not adhered to. This supports a clear understanding that discrimination and abusive behaviour are not acceptable.

A policy on the risks of radicalisation and extremism is in place, and staff have undertaken appropriate training.

16.7 However, a risk assessment relating to radicalisation and extremism has not been carried out.

A suitable e-policy is in place to guide staff and participants in their use of technologies and social media.

Contact details for participants and their next of kin are recorded and stored securely on site.

16.9 The contact details are not available to staff off site, so reducing the opportunities for communication where this is necessary.

### 17. International participants are provided with specific advice and assistance

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study.      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

All participants, including international participants, receive the same appropriate information prior to starting a course.

All participants undergo the same induction, which is comprehensive and covers areas of specific interest for international participants.

Information and advice continue to be available to international participants while they attend courses, so effectively supporting their needs.

The support offered takes into consideration cultural and religious issues, which is of benefit to participants.

### 18. The fair treatment of participants is ensured

- |      |   |   |  |
|------|---|---|--|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 18.2 | Participants 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  |
| 18.3 | Participants are advised of BAC's complaints procedure.   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Terms and conditions are clear and fair and are made available prior to enrolment.

An appropriate complaints procedure is documented in the participant handbook. This leads to a shared understanding of how such issues are handled and addressed.

18.3 Participants are not advised of BAC's complaints procedure, so reducing a full understanding of all the avenues open to them to raise a complaint.

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

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

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

- |      |   |                              |                             |
|------|---|------------------------------|-----------------------------|
| 20.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | The provider 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 |
| 20.4 | Appropriate advice and support is given to both hosts and participants before and during the placement.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place with opportunities for participant 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**

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Various social and educational trips related to their areas of study are offered to participants. These form a compulsory element of the programme. In this way, participants are offered a wide range of learning experiences.

The social programme is based on regular class feedback as well as feedback given to participant representatives. As a result, it is responsive to participants' needs and wishes.

Some of the activities have costs covered in the course fees. Others are chosen so they are affordable to all.

A Course Leader is present on all trips to support the safety of all.

21.5 Risk assessments for off-site activities are not in place, so reducing the staff's awareness of the possible safety issues that may arise with such activities.

**INSPECTION AREA – PREMISES AND FACILITIES**

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

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	<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 Provider has appropriate access to its new and suitable teaching premises in Central London and its head office.

For participants studying personal styling, when necessary, premises in a local shopping centre are used. These premises provide appropriate accommodation for these classes.

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

23.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No



23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23.5	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	
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23.8	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 reception at the teaching premises is staffed by a receptionist and faces the entrance of the premises. Therefore, those going in and out of the building can be seen and the access to the premises is appropriately restricted and secured. Entry to the premises in Windsor is controlled by a buzzer security system to ensure security.

Both premises are maintained throughout to a high standard of decoration and cleanliness.

Appropriate basic general guidance on health and safety is made available to staff and participants. Good signage allows staff, participants and visitors to know where to go and what to do in the case of an emergency evacuation.

There are large areas for the circulation of participants and staff at both premises and appropriate areas in which to receive visitors.

Toilet facilities are appropriate and clean and the levels of ventilation are suitable, so supporting appropriate working, teaching and learning environments.

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

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.3	There are facilities suitable for conducting the assessments required for each course.	<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 teaching premises offer a range of different-sized training rooms, which provide a suitable learning and working environment.

Teaching is conducted in different rooms each term and all provide suitable accommodation.

Assessments are carried out in training rooms, which provide sufficient space. For photoshoots, an examination environment is suitably created in rented premises.

**25. There are appropriate additional facilities for participants and staff**

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

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

**Comments**

Participants have access to sufficient space, which includes a study zone and a common room where they can study or carry out their own work.

25.2 Trainers do not have access to any separate space for preparing training sessions or marking work.

A cafeteria in the Central London premises provides a suitable space for relaxation and the consumption of food and drink. Both premises are surrounded by cafeterias and restaurants open to the general public, affording participants and staff a wide choice of places in which to consume food and drink and relax.

25.4 There are no individual offices in either premises for private meetings. This does not provide sufficient working accommodation for staff.

The administrative offices in Windsor are adequate for the current numbers of staff, so providing suitable day-to-day administrative accommodation.

**INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT**

**26. Management, staffing and administration of online, distance and blended learning component**

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are established processes which enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Senior managers have a good understanding of online, distance and blended learning. They have sought advice from e-learning specialists to further support them. Consequently, this area of the business has been developed successfully.

Trainer and participant submissions are fully logged and are accessible by senior management. Actions, such as marking of work or responses by trainers, are made in a timely fashion and are monitored by administrators. Any work submitted is returned within three days. Prompt action is taken if timeliness is not adhered to. An efficient system is therefore in place.

There are established processes which enable the Provider to verify that the participant who is registered on the programme is the same person who attends and completes the programme. All participants agree to the Provider's online terms and conditions to confirm that the participant attending the programme is the participant registered on the programme. This final verification is that payment for the course is on an individual participant's credit card.

A strict policy on cyberbullying and misconduct is in place. Forums and webinars are monitored to ensure that the required standards are upheld.

## 27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

A suitably qualified team of staff is in place to successfully deliver the online and blended learning courses.

Online trainers are offered suitable in-house training to ensure that they have the skills to deliver the courses and to be able to instruct the participants appropriately.

Training, regular meetings of online trainers and ongoing monitoring ensure a consistent learning experience for participants.

Online delivery methods are continually revised. Feedback is sought in social media forums and in tutorials and webinars. These ensure that the course objectives and intended learning outcomes are met.

Online programme designers make effective use of appropriate teaching aids and learning resources, including images, charts, graphs and video content. These are internally validated by the Director of Education for consistent quality of learning across all programmes. However, not all the materials can be downloaded direct from the learning platform to enhance the quality of the learning experience.

All necessary materials are provided as part of the course and participants do not require supplementary study materials.

**28. Trainers have an acceptable level of technical knowledge**

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 28.1 | Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.2 | Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

In-house training ensures that trainers understand the special challenges and demands of online and blended learning and that they are capable of working across these mediums. Consequently, good-quality provision is delivered.

Continuous review and monitoring of what is being delivered effectively support the ongoing training of trainers.

The monitoring of the trainers' feedback to participants by administrators and the Director of Education promotes skilled trainers. A formal system to facilitate this is in the process of being established.

**29. The enrolment process is comprehensive, transparent and supportive to applicants**

- |      |  |                              |  |
|------|--|------------------------------|--|
| 29.1 | Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
|------|--|------------------------------|--|

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

**Comments**

29.1 For some courses, no level of digital literacy is specified. Consequently, this limits the participants' clear understanding of the requirements in this regard.

**30. Online services provided meet the reasonable needs of participants**

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 30.1 | Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.2 | Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.                          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.3 | The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.4 | The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

Instructions and suggestions on how to study and how to use the learning materials are appropriately included in initial course information and also within the learning modules. As a result, participants are supported to learn effectively.

Training staff and specialist Information Technology (IT) staff are available on the premises to provide prompt effective support if necessary.

An online Support Tutor ensures that participants understand the system requirements and assists in resolving technological problems to promote the effective running of courses.

Social media groups set up for each course are highly successful in encouraging peer interaction, as are interactive webinars.

**31. The technology used to deliver the programmes is fit for purpose and effective**

31.1 The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.  Yes  No

31.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider uses appropriate technology to support the effective delivery of the programmes. The interaction in relation to running the assessments is limited. This restricts the scope of what the system offers.

The numbers of issues that arise related to technology are reduced because of the effective support provided by an experienced IT technician on the premises.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

Well qualified senior managers communicate with staff effectively and frequently to keep everyone informed.

The well-developed quality improvement plans and related action plans effectively underpin ongoing improvements.

The system of participant representation provides good feedback to management and results in appropriate improvements to the provision.

Actions required	Priority H/M/L
1.5 LCS must devise a risk management strategy that includes financial planning to identify and address risks.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.4 Policies and procedures must be reviewed to ensure their relevance to staff and they must be communicated to the participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.6 Participant and staff files must be kept up to date and must include all necessary documents.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.4 The Provider must establish a system of staff reviews and formal teaching observations.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.2 Language levels required for those whose first language is not English must be accurately specified.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.7 The application form must ensure the clear identification of participants with special learning needs or disabilities.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.1 The attendance and punctuality policy must be reviewed so that it is clear in specifying what the attendance and punctuality requirements are.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Highly specialised teaching staff are extremely knowledgeable, and effectively support the quality of the delivery of the classes.

Well-designed specialist curricula are tailored to specific areas that meet participants' needs.

High levels of helpful and detailed feedback on assignments allow participants to know what to do to improve.

Excellent support and mentoring of participants ensure high success and achievement rates.

Actions required	Priority H/M/L
11.9 The assessment schedule must be revised so that the deadlines given are realistic.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's strengths

Effective advice is offered to participants to ensure their well-being.

Actions required	Priority H/M/L
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16.7 A risk assessment in relation to radicalisation and extremism must be carried out.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
16.9 The Provider must develop its system so that participant contact details and details of their next of kin are accessible off site and out of hours.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
18.3 Participants must be advised of BAC's complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
21.5 Risk assessments for off-site activities must be carried out.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES AND FACILITIES

### Provider's strengths

The overall high quality of the Central London premises provides an excellent work and study environment.	
<b>Actions required</b>	<b>Priority H/M/L</b>
25.2 An area for teachers to prepare training sessions or mark work must be designated.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
25.4 LCS must identify how the premises can offer private meeting rooms for trainers and senior managers.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## ONLINE DISTANCE AND BLENDED LEARNING COMPONENT

### Provider's strengths

The use of webinars and social media groups supports participants and their learning effectively.	
<b>Actions required</b>	<b>Priority H/M/L</b>
29.1 The level of digital literacy required on each course must be specified.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

<p>It is recommended that the participant handbook is reviewed to include more helpful information.</p> <p>The Provider should expand the health and safety information provided to staff, participants and visitors.</p> <p>The Provider is recommended to ensure that all materials on the learning platform can be downloaded for participants' use.</p> <p>The technology system should be enhanced to provide better interactions with the participants relating to assessments.</p>
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## COMPLIANCE WITH STATUTORY REQUIREMENTS

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