



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT/STAFFING (College)

INSTITUTION:	Champneys Beauty College
ADDRESS:	Chesham Road Wiggington Hertfordshire HP23 6HY
HEADS OF INSTITUTION:	Ms Salome Williams and Ms Suzanne Gall
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	25 November 2020
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, February 2021

PART A – INTRODUCTION

1. Background to the institution

Champneys International College of Health and Beauty (the Institution/College), trading as Champneys Beauty College, is a privately owned organisation offering accredited diplomas and certificates at Levels 2, 3 and 4 in Beauty Therapy. It was founded in 1976, with the aim of training beauty therapists for the Champneys Health Resorts and similar establishments. All the training courses are accredited. The subject areas covered include a range of body, holistic and aesthetics treatments, advanced skincare and professional development courses for qualified therapists, including spa management and teacher training.

The Institution is situated on the same site as the Champneys Spa Resort near Tring in Hertfordshire. The Institution has been based in Tring since 1976.

Founded on the philosophy that health, beauty and well-being are intertwined, the Institution aims to train beauty therapists to a high standard and prepares them for a successful career.

The Institution operates as a department within the Champneys Group and is managed on a day-to-day basis by the Head of Operations and Head of Curriculum, who jointly fulfil the role of Principal. The College is overseen by the senior management team of Champneys Resorts, which includes the Spa Director and the Chief Executive Officer (CEO). There is also a part-time administrator, a part-time receptionist and a team of tutors. The vast majority of staff are practising beauty therapists within the industry.

The Institution works closely with the managers of the Champneys Group to ensure that the taught skills match employability, as the students are guaranteed employment within the Champneys Group after successful completion of their course.

2. Brief description of the current provision

Champneys Beauty College offers a range of full- and part-time accredited training courses at Levels 2, 3 and 4 in subjects such as Aesthetics, Massage, Facial Electrotherapy, Body Therapy, Teacher Training, and Spa and Salon Management. Qualifications are awarded by Comité International D'Esthétique et de Cosmétologie (CIDESCO) and the International Therapy Examination Council (ITEC). The Institution is also accredited by the Confederation of International Beauty Therapy and Cosmetology (CIBTAC) to offer its awards, but is currently not delivering any of CIBTAC's qualifications.

Current course delivery is carried out through on-site, face-to-face training. Students on Fast Track CIDESCO courses are required to attend the equivalent of a working week of up to 35 hours for five days a week. Other CIDESCO students attend for 21 hours over three days. There are also shorter courses that run for two or three days a week and some courses run at weekends.

At the time of the inspection, 59 students were enrolled, of whom 39 are full time and 20 part time. The vast majority of students are female and from the United Kingdom (UK). One student was from Belgium and one from Italy. Six students were under the age of 18. The total student capacity is 70.

Enrolment takes place at the beginning of long courses, normally in September and April, and on a rolling basis for the shorter courses, as appropriate. Students are required to hold a minimum of five General Certificates of Secondary Education (GCSEs), which include Mathematics and English. For mature students, prior relevant experience is taken into account at enrolment stage.

3. Inspection process

The inspection was carried out remotely by one inspector over one day. Meetings took place with the Head of Operations and the Head of Curriculum, tutors and students. A video tour of the Institution was carried out and

teaching sessions were observed. Documentation was scrutinised. The availability of the information provided to the inspector was good and the organisation co-operated fully with the inspection process.

4. Background to the supplementary inspection

The Institution is now managed on a day-to-day basis by the Head of Operations and Head of Curriculum, who jointly fulfil the role of Principal. This is a management change since the last inspection.

5. Inspection history

Inspection type	Date
Full Accreditation	8-9 June 2010
Interim	21 July 2011
Re-accreditation	23-24 June 2014
Interim	22 September 2016
Supplementary	9 February 2017
Re-accreditation	12-13 July 2018

PART B – JUDGEMENTS AND EVIDENCE

The following judgements 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 has been a change of management in the College and the Heads of Curriculum and Operations now share the Head of Institution role.

The College recently started working from a local aesthetics clinic for the delivery of training and assessment in laser therapy. The first external practical examination took place on 5 October 2020, with this examination session also forming part of the centre approval process for the ITEC awarding body.

A senior tutor was appointed in January to support the Head of Curriculum.

The College introduced a Mental Health and Well-being Strategy in 2019. This has included the creation of a new policy and implementation of well-being sessions for students, providing them with a dedicated area to have personal conversations. The Head of Operations is now a trained youth mental health first aider and the whole team has undergone mental health awareness training.

The College has moved from paper-based materials to an online Learner Management System (LMS). This was extensively developed during 2020 to enable the continuity of the delivery of examinations, as well as day-to-day teaching.

The Institution no longer offers residential accommodation for students under the age of 18.

2. Response to action points in last report

2.4 The Institution's policies and procedures must be reviewed and regularly updated.

New policies have been developed and all existing policy documentation has been reviewed and updated, including the data protection policy. All policies are now stored on the LMS, as well as in paper format, and consequently, students are able to access relevant information easily.

3.3 The Institution must implement a regular system in order to review the performance of both managerial and administrative staff.

A regular appraisal system has been implemented and staff performance is now monitored effectively to inform improvement and support areas for development.

8.2 Reports which present the Institution's reviews and action plans must be compiled annually.

The annual report has almost been completed. The exceptional circumstances of the coronavirus which resulted in later course completion times, have meant that full data is not yet available.

11.3 Appraisals and Developmental Reviews must be conducted in conjunction with lesson observations.

A new senior tutor has been appointed, who has instituted an observation schedule that feeds appropriately into the appraisal system to strengthen performance management and ensure the quality of teaching and learning.

21.5 Suitable accommodation arrangements must be made in order to separate effectively those students who are aged 18 or over from those who are aged under 18.

Procedures have been changed and students under the age of 18 are no longer eligible for student accommodation.

3. Response to recommended areas for improvement in last report

There were no recommendations identified in the last inspection report.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (interim inspection)

The numbers below refer to the standards as presented in the college scheme document and main full inspection report.

1. The institution is effectively managed

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

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

Comments

The management structure is clearly defined and well understood. The Head of Curriculum and Head of Operations effectively share the leadership and management of the College and report to the Champneys Spa Operations Director, who reports to the CEO.

Senior managers are suitably qualified and experienced and fulfil their responsibilities effectively.

The Head of Curriculum and Head of Operations share an office and are in constant communication with each other.

Regular staff meetings, as well as the use of e-mail and social media messaging groups, ensure that messages are consistent and communication is effective, including with part-time staff.

2. The administration of the institution is effective

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

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

Comments

Administrators are suitably qualified and experienced. They understand their specific responsibilities and report to the Head of Operations.

The size of the administration team is sufficient to ensure effective administration in the College.

Administrative roles are clearly documented and, in addition to normal administration duties, the team also oversees the reception, and the client booking system to ensure that it contains accurate details of the training the students are attending.

Policies and procedures are well documented and easily accessible to everyone on the LMS. They are also available in hard copy.

Data collection and collation systems are effective and have increased in efficiency since the last inspection. Appropriate records are now available electronically to facilitate analysis and to provide useful management information as required.

Individual student progress is efficiently tracked using the electronic data collation systems, and results are colour coded to facilitate monitoring.

3. The institution employs appropriate managerial and administrative staff

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

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

Comments

Recruitment policies and procedures are appropriate to ensure the employment of suitably qualified staff.

Experience and qualifications are verified before employment. References are checked and recorded by the Human Resources (HR) department. The dates references were received are not recorded by the Institution on the Single Central Record (SCR) to ensure complete records are maintained.

Staff performance is reviewed through regular appraisals, combined with lesson observations for tutors to monitor quality and effectively inform actions for improvement.

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

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|-----|---|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Publicity materials are clear and of high quality. Printed brochures and website information provide an accurate picture of the range of resources and services offered.

Course information is comprehensive and gives an accurate and up-to-date depiction of the learning programmes on offer, which allows prospective students to make informed choices about the course that will best meet their needs.

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

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|-----|--|---|-----------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

5.3	Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.5	Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements are appropriate, clearly stated and ensure that appropriate students are enrolled on the programmes. To be accepted on a full-time course, students need five GCSEs including English and Mathematics, with the inclusion of Science as an advantage.

For mature students, experience is taken into account and there is a full application process and interview to check suitability.

The formal application process for all prospective students includes an interview, and qualifications are verified.

Students are well briefed, and enquiries receive a prompt response, usually on the same day as they are raised. Responses to website enquiries are made within three days. As a result, the students are aware of the requirements of the course and what to expect.

There are no overseas recruitment agents employed.

Initial assessment includes an assignment that prospective students complete before starting the course. This is assessed to determine what level of support the student will require for them to complete the course successfully.

Language ability is also assessed when appropriate, to ensure that students will be able to complete the course successfully. Level 4 entrants must successfully complete an extra assessment owing to the more rigorous demands of the course.

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

6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The attendance and punctuality policy is clear. It is accessible in paper format and electronically on the LMS.

Thorough and accurate records of attendance and punctuality are effectively maintained. The resulting information is centrally collated electronically and regularly reviewed. A log is kept of the contact time of each student for awarding body purposes. Average attendance is extremely high.

Students have the responsibility to contact the Institution if they cannot attend. If students are absent, they are contacted by telephone and any issues are followed up immediately.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Feedback systems include online student satisfaction surveys at the end of each term and at the end of the course. There are also one-to-one exit interviews with students. Student representatives are elected each term to meet with management to represent the views of the overall student body.

Whilst students can raise any issue at any time, a formal survey near the beginning of a course would enhance the current processes and identify possible issues at the start of the course that can be resolved promptly.

Clients of the spa complete satisfaction surveys, which include comments about student performance. Students reflect on the feedback they have received from clients in their learning logs, which are monitored by the Institution. This represents good practice.

Feedback on individual courses is recorded and analysed on a regular basis and is used as part of detailed course reviews.

The feedback is reviewed by management and appropriate actions are taken to improve the provision. There is an action plan, for example, at the end of every course review.

Notes of the student representative meetings are shared with all the students to facilitate information sharing and so that the students know what has been done in response to their feedback.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Monitoring processes are effective. Questionnaires and student representatives ensure that the Institution is aware of students' views. Course reviews are used effectively to inform improvement. Attendance monitoring is thorough and accurate, and attendance, retention and achievement rates are extremely high.

Useful performance data on individual students' progress and the performance of individual courses is collected and used effectively to identify areas to improve.

8.2 Previous annual reports lack data drawn from across the student body and the portfolio of courses which would provide a useful picture across the Institution. Therefore, year-on-year analysis of the whole organisation and organisation-wide action planning are underdeveloped.

Appropriate action plans from course reviews are implemented and regularly reviewed by the management and result in improvements to the provision. Not all action plans include sufficiently specific and measurable targets to enhance the monitoring.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Programme managers and tutors are well qualified and highly experienced within the beauty industry. Teaching, learning and assessment are good, with evidence of some excellent student participation and interactive learning.

Staff appraisal processes include lesson observations for tutors to monitor quality and inform improvement.

Students have very good opportunities to gain knowledge and skills, and to practise treatments in the learning environment and also through work experience in the spa. Students confirmed that they value their learning and the opportunity to practise treatments on clients in line with industry standards.

Rooms are allocated appropriately for the teaching sessions according to the equipment and resources needed for the development of knowledge and skills.

Courses are planned and delivered in ways that enable students to succeed. There is an effective focus on assessment objectives and students are encouraged to develop independent study skills. Trainers use effective strategies to respond to different learning needs and check understanding of concepts and course content.

The LMS, which is accessible electronically and contains course content, is greatly appreciated by students as it gives them an opportunity to review their learning or catch up on a session.

Students are well educated in line with their aims and aspirations and as a result, pass rates are very high.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students know whom to go to for support if they have an issue. Several members of staff have qualifications in counselling, coaching or mentoring and are able to support students well when necessary. The students confirmed that pastoral care is a strength and that they all felt safe. Inspection findings confirm this view.

Students are enrolled on courses under fair contractual terms and conditions and have access to a fair complaints procedure. They receive appropriate advice before arrival and at induction. Consequently, they are able to settle into their courses quickly.

Staff have completed appropriate training on safeguarding and the prevention of radicalisation and extremism. Enhanced Disclosure and Barring Service (DBS) checks are completed for all members of staff and recorded on the SCR. There is no formal system to check when these are due for renewal to ensure that they are all renewed in a timely fashion.

The Institution organises special sessions on mental health and well-being, and the importance of resilience and self-care. Students told the inspector how helpful these had been for them.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has secure tenure on its premises and provides a safe and secure environment for students and staff. Access is appropriately restricted and secure, and well-implemented health and safety guidance is shared with students and visitors.

Facilities and resources are good and very appropriate for the training on offer. The building is set in landscaped, extensive grounds and is clean, tidy and well maintained.

Facilities are good. Offices for staff are adequate in size and there are suitable rooms for preparation, interviews and for holding staff meetings. Students have complimentary access to the spa facilities outside the teaching hours.

Training rooms and specialist learning areas are very well equipped and students have excellent opportunities to develop their knowledge and skills. They are able to practise with clients in well-resourced treatment areas and as a result, they effectively develop confidence and competence.

There are five teaching salons and classrooms, plus common rooms, client changing rooms, a reception area, a staff room and three offices for administration. Classrooms are used as specialist therapy training rooms with treatment couches, electrical therapy equipment and accessories.

The premises provide a very good working and learning environment for staff and students.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

There is a strong culture of team working and sharing best practice, which enhances teaching delivery.

Attendance, retention, completion and achievement rates are extremely high, and students are enabled to make excellent progress.

Every student who successfully completes the training has the guarantee of a job within the Champneys Group.

The Learner Management System provides easy access to learning materials, which is greatly appreciated by students and enables them to review their learning and track their own progress.

ACTIONS REQUIRED

8.2 The Institution must strengthen its self-assessment, annual reporting and action planning making use of whole-organisation data analysis processes to enable comparison of year-on-year trends across the institution and to identify strengths and areas for improvement across the organisation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
The Institution must update the SCR and institute a system to ensure DBS checks are up to date.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

It is recommended that the Institution double checks the HR records of references and include dates received, or checked, on the SCR.

It is recommended that student surveys are conducted near the beginning of a course to allow any potential issues to be addressed at an early stage.

The Institution should ensure action-planning for improvement includes specific and measurable targets.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE