



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Short Course Provider)

PROVIDER: Bayswater College

ADDRESS: 167 Queensway
London
W2 4SB

HEAD OF PROVIDER: Mr James Herbertson

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 17 November & 15 December 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 6 April 2021

PART A – INTRODUCTION

1. Background to the provider

Bayswater College (the Provider) is a private limited company. It is wholly owned by Bayswater Education and offers professional courses in fashion and digital marketing as well as English language courses. It is the provision of the professional courses only that is the subject of British Accreditation Council's (BAC) accreditation.

The Provider is based in a vibrant neighbourhood in west London. It aims to create a portfolio of professional courses, with digital marketing being pivotal in the future strategy.

The two founders of Bayswater Education, the Managing Director (MD) and Director, are also shareholders. They both report to the Board. The senior management team that is involved with Bayswater College includes the MD, the Director, the Global Sales Director, the Business Development Director and the Academic Director.

Bayswater Education was founded in 2018 with the acquisition of an existing private English language school, which became Bayswater College. In 2019, Bayswater College introduced the digital marketing programme, under licence from the Digital Marketing Institute. The same year, the Academic Director was appointed to lead on all matters concerned with courses.

Since the previous inspection, the Provider has expanded its pool of trainers and has revised the materials used in the delivery of the courses.

2. Brief description of the current provision

The digital marketing course is made up of ten modules that are delivered over four weeks. The modules cover a wide range of topics, from foundations of digital marketing and website analytics, to search engine optimisation and digital marketing strategy. Lectures are delivered by industry specialists and are either face to face or delivered remotely. The course also includes group project work, guest lectures and company visits. The curriculum follows the published syllabus of the Digital Marketing Institute.

Participants are able to access the learning resources one month prior to joining the course and for six months after the course has finished. They receive membership of the Digital Marketing Institute for one year after they have enrolled on the course. On successful completion of the final examination, which is provided by the Digital Marketing Institute, participants receive a diploma from the Institute. They also receive a certificate from the Provider, subject to satisfying the attendance requirement and group project component.

The fashion courses cover luxury brand management, fashion styling and fashion communication that covers the effective communication of fashion ideas and innovation. The courses include, where relevant, workshops delivered by guest speakers and extra-curricular visits to, for example the Design Museum.

At the time of the inspection, three participants were following the digital marketing course. They were all female and over 18 years of age. They came from Taiwan, Thailand and Mongolia. There were no fashion courses running.

For enrolment onto the courses, participants are required to have a minimum level of B2 on the Common European Framework of Reference for Languages (CEFR). Very often, participants study English before starting their course.

3. Inspection process

The inspection was conducted remotely by one inspector over half a day. Part of a digital marketing lesson was observed and meetings were held with a trainer and two participants. Meetings were held with the Director of Bayswater College and the Academic Director. Documentation was scrutinised. A live video tour of the premises

was conducted and a video of the premises on the website was viewed. The Provider responded promptly to all requests for information.

4. Inspection history

Inspection type	Date
Stage 2	10 December 2018
Stage 3	28-29 August 2019

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 provider.

1. Significant changes since the last inspection

Since the last inspection, the Provider has started running three professional courses in fashion.

The pool of trainers used to deliver the digital marketing course has been expanded in number. All the trainers are experts in different fields related to digital marketing.

With the assistance of the trainers, the content used in each lesson has been revised and developed based on feedback from participants. The slides provided by the Digital Marketing Institute are used as supplementary back-up.

The group project that forms part of the digital marketing course has been revised as a result of feedback from trainers and participants. The brief given to participants has been improved and is aligned well to the module objectives.

2. Response to action points in last report

8.3 Formal action plans to track the Provider's achievement of strategic aims must be introduced.

Current strategic aims for the whole provision have not yet been identified. Consequently, there are no related formal action plans.

11.4 The Provider must ensure that appropriate arrangements are in place to support trainers' learning and to provide them with development goals.

No additional arrangements to support trainers' learning have been put in place because there have been very few courses run since the last inspection.

19.3 The Provider must inform participants of BAC's complaints procedure.

Information about BAC's complaints procedure has been included on class noticeboards, which are clearly visible to the participants.

3. Response to recommended areas for improvement in last report

It is recommended that a documented record of key issues arising from participants' and trainers' feedback should be compiled to support future course planning.

A documented record of key issues is compiled. The document clearly indicates key issues arising from participants' and trainers' feedback. This offers a clear focus for actions to be taken to support quality improvement.

It is recommended that the Provider collects additional pre-arrival information to assist trainers in the planning and delivery of lessons.

A detailed document has been compiled that provides comprehensive information on each participant. This gives an excellent overview of the participants' pre-arrival backgrounds and needs. However, the document is not consistently provided to all the trainers to assist in the planning and delivery of lessons.

It is recommended that a system of peer observation be introduced to ensure consistency of delivery.

Classes have been recorded and recordings have been made available to all trainers to help promote consistency of delivery. Feedback from trainers is that this has been useful. Inspection findings confirm this.

It is recommended that all reception staff are trained to enable them to inform visitors of health and safety and fire evacuation procedures.

All staff on reception have received training to enable them to inform visitors of health and safety and fire evacuation procedures. This is supported by clear written information about what to do in the case of an emergency evacuation.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The management structure is clearly defined and documented, allowing for easy understanding of roles and responsibilities.

Senior managers are experienced and carry out their duties effectively, resulting in an efficiently run operation.

Channels of communication between management and staff are effective. This results in a shared understanding of the business and supports staff in taking relevant actions in a timely manner. However, there is no regular communication between the trainers, which reduces opportunities to share information and best practice.

The website is easy to navigate and offers much detailed information. A high-quality interactive video allows prospective participants to have a virtual tour of the college, offering an accurate depiction of the premises. The website provides detailed and up-to-date information on the course provision. Consequently, prospective participants are able to make informed decisions about a suitable course to meet their needs.

Participants undertake an English language test prior to their arrival at the college. If participants do not meet the required language level for the course, they can enrol on an English language course offered by the Provider. The participants would benefit from more support in understanding the large amount of specialist vocabulary used on the digital marketing course.

The policy on attendance and punctuality is made clear in the participant handbook. Any absences are followed up promptly. This results in high levels of attendance.

Frequent feedback on the performance of the courses is provided by participants to the Academic Director. Prompt action is taken to address any issues, so supporting ongoing quality development.

8.3 Strategic aims for the whole provision have not yet been identified. Consequently, there are no related formal action plans.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

A suitably qualified and experienced Academic Director is responsible for overall course delivery. She is knowledgeable and experienced. This is effective in promoting the high standards of the provision.

Suggestions for improvement are considered and taken on board as required. For example, the brief given to participants for the group project on the digital marketing course has been improved as a result of the feedback received. The brief was changed with the support of two trainers to make it more useful. More information is provided, and there are also extra sessions offered with the trainers. This has benefited participants when undertaking the project tasks.

Trainers are experts in their particular fields, thus supporting consistency in terms of the specialist knowledge that participants gain from attending the courses.

The curriculum for the digital marketing course is specified by the Digital Marketing Institute. This provides a clear focus on what needs to be delivered and is effective in meeting participants' needs. A recent review of course materials and also the group project further ensures the suitability of the course.

Participants are encouraged to develop independent learning skills effectively through group projects and also through the online supplementary materials that are made available.

Class observations that include suitable feedback to the trainers have not been routinely undertaken. The observation forms that are used to record the observation outcomes are not consistent in their content and suitability and this reduces the support offered as a result of the observations.

11.4 Trainers have not been provided with any Continuing Professional Development (CPD) activity because of the small number of courses being delivered.

Participants have appropriate access to trainers and the Academic Director outside class time. This is helpful in supporting them in their studies.

4.3 Participant Welfare (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

Named and suitably qualified staff are responsible for providing advice and personal support to participants. This provision effectively meets their needs.

Prior to arrival, participants are sent a handbook containing detailed information about the course, as well as a separate participant handbook with information about different aspects of the Provider and living in London. The separate handbook is not aimed at participants on the professional courses. As a result, a small amount of information is not relevant.

On arrival at the Provider, participants are given further information as part of their induction. Consequently, they are well-briefed and can settle into their studies quickly.

Staff remain accessible to provide information and support throughout the course.

Participants are issued with an out-of-hours emergency number to ensure they have access to a staff member out of class hours if necessary. As a result, participant welfare is very well supported.

4.4 Premises and Facilities (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The premises are entered by means of a staircase that is monitored by a closed-circuit television. At the top of the staircase, there is a reception area. As a result, the entrance to the premises is appropriately secured.

The premises provide a clean environment that is decorated to a high standard.

Suitable signage allows staff and participants to know what to do in the case of an emergency. Notice boards display a variety of information to keep everyone up to date on activity.

The reception is spacious and is a suitable area in which to receive visitors. The heating and ventilation systems have recently been replaced and support a comfortable working and learning environment.

Classrooms are large and well-equipped, with interactive televisions that are highly effective in supporting the delivery of the course.

Staff and participants have access to comfortable areas on each floor for relaxation and for making drinks and light meals. As a result of these factors, the premises provide suitable accommodation for staff and participants.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Positive relationships among staff support the effective running of the college.

The programmes on offer are highly effective in meeting participants’ needs.

The high quality premises provide an excellent work and study environment.

ACTIONS REQUIRED

8.3 Formal action plans to track the Provider’s achievement of strategic aims must be introduced.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
11.4 The Provider must ensure that appropriate arrangements are in place to support trainers’ learning to promote higher standards.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
Class observations must be introduced to support quality development in the classroom.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low

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

The Provider should ensure that all trainers are given the available participants’ pre-arrival information to assist with the planning and delivery of lessons.

It is suggested that the Provider develop a system to allow trainers to communicate with one another to share information and best practice.

The Provider should review how best to support participants in relation to specialist vocabulary used in the delivery of the digital marketing course.

It is suggested that the lesson observation forms are reviewed and standardised to make them more helpful in supporting the quality of delivery in the classroom.

It is recommended that the participant handbook is reviewed to make it more suitable for participants on the professional courses.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE