



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### College Re-accreditation Inspection

**NAME OF INSTITUTION:** Gemological Institute of America, London

**ADDRESS:** 104 Great Russell Street  
London  
WC1B 3LA

**HEAD OF INSTITUTION:** Mr Mehdi Saadian

**DATE OF INSPECTION:** 19 & 21–22 April 2021

**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- Award of accreditation to be withdrawn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: 19 July 2021

## **PART A – INTRODUCTION**

### **1. Background to the institution**

The Gemological Institute of America (GIA/the Institution) is a private educational institution established in 1931 to provide training, information, services and instruments to the jewellery industry. It is an American-constituted institute with a worldwide operation and has seven campus locations. The headquarters are in Carlsbad, California in the United States of America (USA), and other campuses are in London, New York, Mumbai, Hong Kong, Taipei and Bangkok. There are also nine laboratories and four global research centres. British Accreditation Council (BAC) accreditation is for the central London campus only.

All campuses provide courses developed at GIA headquarters. The courses follow the system in the USA.

GIA's mission is to ensure public trust in gems and jewellery by upholding the highest standards of integrity, academics, science and professionalism through education, research, laboratory services and instrument development.

GIA commenced teaching at the London campus in 2001 and was incorporated and registered as a charity limited by guarantee on 17 October 2002. A Board of Trustees, which includes global governors from the US together with the United Kingdom (UK) Director, oversee the London operation. The UK Director is supported by staff including the Instruction Manager and Admissions and Administration Manager.

The Institution has developed a substantial body of research and documentation on gemmology. As a consequence, detailed training manuals on the grading of diamonds, identification of coloured stones, effective design and market awareness as well as professional business practices have been produced.

### **2. Brief description of the current provision**

GIA's education division is made up of two academic departments, which are Gemology, and Jewelry Manufacturing Arts. GIA London offers nine courses split into two delivery modes. These are on-campus courses, which run between eight and 28 weeks in length, and laboratory classes, which are between one and five days in duration.

In addition, a seven-week computer-aided design (CAD) and computer-aided manufacturing (CAM) course for jewellery design is offered. Staff at the GIA's headquarters name the courses offered, resulting in three courses named using the American definition of 'graduate'.

The courses have been developed at GIA headquarters in Carlsbad and all the programmes are accredited in the USA by either the Accrediting Commission of Career Schools and Colleges (ACCSC) or the Accrediting Commission of the Distance Education and Accreditation Council (DEAC). On the basis of these accreditations, the National Academic Recognition Information Centre (NARIC) has reviewed and evaluated the courses and benchmarked the qualifications against the UK Regulated Qualifications Framework (RQF). As a result, two of the courses are at Level 5, three are at Level 4 and one is at Level 3.

All students are aged over 18 years. At the time of the inspection, there were 22 students enrolled. The majority of the students are female and come from a wide range of countries, including the UK, the USA, China, India, Spain and other European countries.

GIA programmes and courses are offered all year round.

### **3. Inspection process**

The inspection was carried out remotely over two half-days and one full day by one inspector. The inspector carried out discussions with the School Director, the Instruction Manager, and the Admissions and Administration Manager. Meetings were held with two groups of students and two groups of staff, including teachers. Three lessons were observed and a wide range of electronic documentation was scrutinised. A virtual tour of the premises was undertaken. The Institution was very well prepared for the inspection and gave full co-operation to the inspector.

#### 4. Inspection history

| <b>Inspection type</b>    | <b>Date</b>         |
|---------------------------|---------------------|
| Full Accreditation        | 17–18 March 2009    |
| Interim                   | 3 March 2010        |
| Re-accreditation          | 4–5 March 2013      |
| Interim                   | 27 April 2015       |
| Re-accreditation          | 21–22 February 2017 |
| Interim and Supplementary | 23 May 2019         |

## PART B – JUDGEMENT AND EVIDENCE

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

### INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Institution is very well managed. The management structure is clearly defined, documented and fully understood by staff. Members of the Board of Trustees are fully involved in the work of the Institution and are known to, and work closely with, the managers.

Leaders and managers are well qualified, highly experienced and fully understand their areas of responsibility. They are effective in carrying out their roles and work well as a team.

Communication throughout the Institution is good and includes a wide range of effective methods, so that all staff, including those working remotely, have easy access to managers.

Regular scheduled meetings are held where leaders inform staff of any change in strategic direction and any operational issues. These meetings provide an opportunity for staff to raise any concerns that they may have. As a result, staff are well informed about developments at the Institution.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 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

Administrative support is effective. Administrators are well qualified and suitably experienced. The administrative team is appropriate in number and staff have formal job descriptions. Consequently, they provide a wide range of well-defined and documented support to managers and are effective in supporting the day-to-day running of the Institution.

A comprehensive range of administrative policies, procedures and systems are in place and implemented, regularly updated, and shared effectively with staff and students.

Systems for the collection of data and its collation are effective and support the administration of the Institution. As a result, detailed student personal records, including for academic achievement, are maintained and regularly updated.

**3. The institution employs appropriate managerial and administrative staff**

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 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**

There is a rigorous recruitment and interview process for new staff. An appropriate range of effective policies and procedures are in place and enable the Institution to recruit qualified and experienced staff who are suitable for the needs of the Institution.

Highly secure procedures ensure that experience and qualifications are verified effectively before employment.

Staff have a performance review each year, when goals for the following year are set to ensure the ongoing development of the individual. This has a positive impact on improving and developing staff and the overall raising of standards.

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

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 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**

GIA's website is easy to navigate and provides an accurate description of the provision and the Institution's premises and facilities.

Information on courses is detailed, accurate and helpful in supporting students to make informed decisions about their courses.

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

- |     |  |   |  |
|-----|--|---|--|
| 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 for each course are appropriate and clearly detailed on the Institution's website. A comprehensive application process ensures that students meet the entry requirements and that all claimed qualifications are verified, including, where appropriate, checking through NARIC.

The Institution's website provides detailed information on courses and further information is provided to students by staff on students' arrival. As a result, students confirm that they are fully aware of what courses are available and the nature and requirements of the course for which they have applied. All enquiries are responded to promptly and appropriately.

An appropriate process to check the suitability of a student to join the course is in place and applied rigorously. In addition, students are required to provide evidence of English proficiency, such as an International English Language Testing System (IELTS) certificate at an appropriate level, at the time of enrolment.

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

6.1 There is an appropriate, clear and published policy on student attendance and punctuality.  Yes  No

6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.  Yes  No

6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Procedures for enforcing and monitoring attendance and punctuality are highly developed. The attendance and punctuality policy is appropriate, clear and available from the Institution's electronic platform. In addition, requirements for attendance and punctuality are made known to students in the student information pack and during their induction session.

Accurate and secure records are kept and used effectively by staff to track attendance and punctuality. This data is collated centrally and reviewed weekly, with any required action being taken promptly. As a result, levels of punctuality and attendance on all courses are excellent.

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

7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.  Yes  No

7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No

7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No

7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Comprehensive mechanisms for obtaining feedback from students and other stakeholders are in place and are used effectively to monitor performance and bring about change where necessary. Electronic questionnaires are used throughout the year to allow students to reflect and provide feedback on their experience at the Institution.

All feedback is reviewed and analysed by the management team and used to bring about improvement where necessary.

Feedback relating to the campus and courses is shared at team meetings. Individual instructor feedback is reviewed by the instructor and the Instruction Manager and action points are agreed on to improve the instructor's performance.

The Institution's response to feedback is generally provided to the students who provided the feedback. It is not communicated to the student body as a whole which would ensure that all are aware that their feedback is taken seriously.

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

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

Systems for monitoring and reviewing the Institution's performance are highly effective. A comprehensive process of self-evaluation ensures that leaders and managers are aware of the Institution's strengths and areas for improvement.

Leaders and managers regularly review the Institution's performance by examining key performance indicators at a bi-weekly education management meeting. Student satisfaction surveys, enrolment rates, completion and graduation rates, and satisfactory academic progress reports, as well as curriculum updates and input from the Board of Governors and Program Advisory Committee meetings, form part of these discussions.

A comprehensive development plan is drawn up and is monitored and reviewed regularly by managers, with outcomes reported to senior managers. This, together with other relevant reports, ensures that management is kept fully informed of the Institution's performance to support the continuing high standards of the provision.

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

**9. Academic management is effective**

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Programme management and course development are excellent. The Instruction Manager is very well qualified and experienced, and provides clear and effective oversight of the delivery and development of the curriculum.

Timetabling, room allocation and the allocation of teachers are appropriate and ensure the smooth running of the courses. This provides a consistent learning experience for the students.

An appropriate policy and effective procedures are in place for the acquisition of academic resources. As a result, all the courses are well resourced to ensure that the students have an excellent learning experience and make good progress in their skill development and learning.

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

|      |   |   |                             |
|------|---|---|-----------------------------|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Any required coursework and revision periods are scheduled in advance.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.6 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.                                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The course structure is well planned, so that learning builds effectively from one session to the next, and students develop the knowledge and skills needed to fulfil the assessment requirements.

Lessons have clear intended learning objectives and defined outcomes. Formative assessments reflect the nature and standard of future summative assessments.

Students are effectively encouraged within lessons to develop independent learning skills. In particular, students develop independent skills through experiential learning during laboratory time in the Gemology and Jewelry Manufacturing Arts courses.

All homework, assessments and periods of revision are scheduled in advance and detailed in the students' programme of study.

Lessons are well planned and take into account the needs and academic backgrounds of students. As a result, students report high levels of satisfaction with the quality of their learning.

**11. Teachers are suitable for the courses to which they are allocated and effective in delivering them**

|      |  |   |                             |
|------|--|---|-----------------------------|
| 11.1 | Teachers are appropriately qualified and experienced.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2 | Teachers have a level of subject knowledge, and pedagogic and communicative skills, which allows them to deliver the content of courses effectively.               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.5 | Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**



Teachers are very well qualified, highly experienced and have an in-depth understanding and knowledge of their subject.

Lessons are well planned and include the requirements of relevant module descriptors and fully cover stated learning outcomes. Teachers are effective in using individual activities to engage students, maintain interest and meet the different learning styles and needs of their students effectively. The high expectations of teachers ensure that all students are consistently challenged and well supported to meet their learning goals.

The use of technology to enhance learning in the classroom is highly developed and stimulates students to explore ideas and develop their understanding of the subject well. Students are fully engaged in their learning, and teachers use effective strategies to check students' progress and understanding.

A comprehensive academic appraisal system, which includes formal lesson observations, is in place and implemented effectively. Teachers are well supported by the wide range of Continuing Professional Development (CPD) opportunities made available by the Institution.

## 12. The institution provides students and teachers with access to appropriate resources and materials for study

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution is very well-resourced and provides excellent facilities and materials for the teachers and students to fulfil the requirements of the courses.

## 13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.                                   | <input checked="" type="checkbox"/>     | <input type="checkbox"/> No |
| 13.5 | Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.6 | Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

All students receive a written schedule of topics and assessment dates during the course induction. In addition, all assessment dates are available on the Institution's electronic learning platform.

Assessment outcomes are effectively monitored by teachers and managers, with timely interventions should a student be making unsatisfactory progress. Students are made aware by their teachers of how their progress relates to their targeted level of achievement, with all assessment scores recorded electronically and available on the Institution's electronic learning platform.

Appropriate policies and procedures are in place to discourage academic misconduct, including plagiarism, of which all students are aware. Appropriate advice is given to all students who fail to meet the academic requirements of a course, and alternatives offered where applicable.

Regular oral and written feedback is provided to students on their progress, for example, spoken and written feedback on their worksheets after practical formative assessments. Students report that they have excellent access to their teachers for academic support.

**14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- |      |  |                              |                             |                             |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 14.1 | For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.3 | For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree awarding body, which is itself accredited by a recognised national agency. | <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**

**15. There is a clear rationale for courses leading to unaccredited or internal awards**

- |      |   |   |                             |  |
|------|---|---|-----------------------------|--|
| 15.1 | There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 15.2 | 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            |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <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**

GIA is the awarding body, with NARIC having benchmarked the courses to ensure that the students who receive the award meet the requirements for the stated level of that award.

GIA qualifications are accepted worldwide within the gemmology trade.

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

- |      |   |   |                             |  |
|------|---|---|-----------------------------|--|
| 16.1 | The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.                                     | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 16.2 | For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. | <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**

Secure arrangements for the administration of examinations are in place and fully implemented.

Students who fail academically can appeal in writing, ultimately to GIA's Chief Education Officer.

**17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from an appropriate staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Appropriate advice about further study and career opportunities is available from a number of staff members. In addition, assistance with writing a Curriculum Vitae (CV) and advice on interview techniques are readily available.

**INSPECTION AREA – STUDENT WELFARE**

**18. Students receive pastoral support appropriate to their age, background and circumstances**

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No
- 18.2 Students receive appropriate advice before arrival.  Yes  No
- 18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No
- 18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  Yes  No  NA
- 18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

A comprehensive system for providing pastoral support is in place that meets the needs of the students effectively. Staff members responsible for student welfare are clearly identified, suitably trained and accessible to all students for advice and counselling.

Comprehensive course information and details about living in London, including accommodation, are provided before students' arrival. An online orientation programme is available that provides detailed information about the course, the Institution and key student policies, including policies and procedures related to discrimination and undesirable behaviour.

Upon arrival, students receive a comprehensive induction that ensures that all students fully understand the requirements of their chosen course, key policies and procedures, and the Institution's expectations for attendance and punctuality. Students are made aware of the support available in case of emergency. Students report that they are highly satisfied with the pre -and post-arrival information and support given by staff.

The Institution has appropriate policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. An appropriate risk assessment has been completed and staff have undergone relevant training to prevent radicalisation.

**19. International students are provided with specific advice and assistance**

|      |  |   |                             |
|------|--|---|-----------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK.     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international students continue to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | 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**

International students receive comprehensive advice regarding travelling to, entering, and staying in the UK before their arrival.

On arrival, the welcome session and the student information pack cover issues specific to the local area effectively.

Advice continues to be offered during the course and takes into account cultural and religious considerations. International students report that they feel well supported. Inspection findings confirm this view.

**20. The fair treatment of students is ensured**

|      |   |   |                             |
|------|---|---|-----------------------------|
| 20.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

The application form makes clear the Institution's fair and transparent terms and conditions. An appropriate complaints procedure is included in the student arrival pack and discussed during induction.

Reference is made to BAC's complaints procedure. Consequently, students are well informed about what to do if they have a complaint.

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

|      |  |                              |   |
|------|--|------------------------------|---|
| 21.1 | Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 21.4 | A level of supervision is provided that is appropriate to the needs of students.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 21.5 | Separate accommodation blocks are provided for students under 18.  | <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

**22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

|      |   |                              |                             |
|------|---|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.                              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

**23. The institution provides an appropriate social programme for students and information on leisure activities in the area**

|      |   |   |   |
|------|---|---|---|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 23.2 | The social programme is responsive to the needs and wishes of students.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.               | <input 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

Appropriate information is provided to students on opportunities for participation at events and other leisure activities that may be of interest and that reflect their needs and wishes.

Social events are affordable, often free, and are appropriately supervised by a suitably qualified and experienced member of staff.

Students benefit from the opportunity to develop their career prospects by attending a high-profile annual careers fair at Goldsmith's Hall in London.

**24. The institution has secure possession of and access to its premises**

|      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 24.1 | The institution has secure tenure on its premises.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.2 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

GIA London leases the premises from Florida State University and has secure tenure.

The Institution has access to suitable external premises for academic and non-academic purposes should the need arise.

**25. The premises provide a safe, secure and clean environment for students and staff**

|      |  |   |   |
|------|--|---|---|
| 25.1 | Access to the premises is appropriately restricted and secured.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.4 | General guidance on health and safety is made available to students, staff and visitors.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information.                                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.6 | There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.7 | There are toilet facilities of an appropriate number and level of cleanliness.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.8 | There is adequate heating and ventilation in all rooms.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

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

The provision for health and safety and security is excellent. The premises are very secure, well maintained and in an excellent state of repair, decoration and cleanliness. Access to the premises is restricted to holders of swipe cards and a security system ensures out-of-hours security.

Students, staff and visitors are made aware of the potential dangers of certain chemicals in the Institution's laboratories. Students are briefed on the safety rules during induction, and there is appropriate signage in the laboratories.

General health and safety guidance is provided to students and staff during their induction and to visitors on arrival at the premises. Appropriate signage throughout the premises ensures that staff and students know where to go in the case of an emergency evacuation. Classrooms have evacuation routes and procedures are clearly signed.

Notice boards in classrooms allow for the display of general information to keep students briefed.

There is adequate circulation space for the number of students and staff, and toilet facilities are of an appropriate number and are clean. Heating and ventilation in rooms are good. As a result, students and staff report that the Institution provides a safe, secure and comfortable environment in which to learn and work.

**26. Classrooms and other learning areas are appropriate for the courses offered**

|      |   |   |                             |
|------|---|---|-----------------------------|
| 26.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Classrooms and other learning areas provide good spaces for teaching, learning and assessment. The laboratories are very well equipped, with industry-standard microscopes and infra-red diagnostic cabinets. Each student has access to their own instruments. As a result, classrooms are equipped to a level to allow for the effective delivery and assessment of the courses.

**27. There are appropriate additional facilities for students and staff**

|      |   |   |   |
|------|---|---|---|
| 27.1 | Students have access to sufficient space and suitable facilities for private study, including library and IT resources.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students have good access to space and suitable facilities for private study, with an appropriate library and good Information Technology (IT) resources. Teachers have a suitable space in which to prepare lessons, mark work or relax.

A well-appointed lounge provides students and staff with space and facilities suitable for relaxation and the consumption of food and drink. Students and staff have appropriate access to storage for personal possessions.

Academic staff and senior management have access to appropriately sized rooms to hold private meetings, including whole-staff meetings. Administrative offices are adequate in size and have resources for the effective administration of the Institution.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

Strong and focused leadership effectively guides the Institution and supports continuous improvement of the provision.

The management team is supported by a highly effective administrative team that ensures the smooth running of the Institution for the benefit of students and staff.

Comprehensive quality systems are in place for the collection, collation and analysis of data, providing management with a clear understanding of the provision.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Teaching is very effective and results in students making excellent progress.

The knowledgeable and experienced teachers deliver to high standards.

High-quality learning resources ensure that students develop their skills and knowledge very well.

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

### STUDENT WELFARE

#### Institution's strengths

The very well-developed pastoral system supports students effectively prior to and during their time at the Institution.

The prompt action taken to address any student issues contributes to very high levels of student satisfaction.

A comprehensive induction that ensures overseas students settle quickly into their course and adjust to living and studying in London.

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

### PREMISES AND FACILITIES

#### Institution's strengths

The premises are secure, with excellent teaching and learning facilities.



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

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

The Institution is recommended to put in place a mechanism to report to the whole student body what has been done in response to their feedback.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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