BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Judith Blacklock Flower School

ADDRESS: 4/5 Kinnerton Place South

London

SW1X 8EH

HEAD OF PROVIDER: Mrs Judith Blacklock

DATE OF INSPECTION: 14–15 November 2022

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☐ Award of accreditation to be withdrawn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: 26 January 2023

PART A – INTRODUCTION

1. Background to the provider

The Judith Blacklock Flower School (the School/Provider) is a privately owned organisation that runs a range of short accredited and non-accredited in-person and online courses in floristry, floral design and flower arrangement. Classes are both practical and theoretical.

The School was founded in 2000 and the range of courses has grown in response to market demand. The Professional Business Course and the one-week Floral Design Diploma have run since the School's foundation. Some short courses change from year to year. The accredited courses have also been offered online for 12 years.

The Provider offers its courses in ground-floor premises in a mews in Knightsbridge, central London.

The Provider aims to offer participants an education in floristry and floral design. In addition, the Professional Business of Floristry Course offers an in-depth insight into the business of floristry to enable participants to find employment or set up their own business after completion.

The Provider is a private limited company whose sole owner, who acts as the Managing Director and Principal, is supported by an administrative assistant, a technician and a team of 12 tutors.

2. Brief description of the current provision

The Provider is currently running several in-person courses ranging from an intensive two-week Professional Business of Floristry course to day courses and half-day practical sessions on flower arranging. The Provider runs two online, distance learning courses; the Online Floral Design Diploma course and the Online Wedding Flowers course.

Books, videos and materials to support learning can be ordered through the Provider's online shop. There is no online content for the in-person classes. The online distance learning courses are delivered entirely online through a series of video lessons augmented by exercises and tutor comment.

The Professional Business of Floristry course and a one-week diploma course form the main part of the Provider's programme. Shorter courses, including a Flowers for Beginners course and a Tablescaping Course, are run regularly throughout the year. Additionally, bespoke courses for overseas groups are run according to demand. The Professional Business of Floristry course is accredited by the American Institute of Floral Designers (AIFD).

Work experience is available for any participant completing the Professional Business of Floristry course. This is arranged through the Principal's extensive range of contacts. This includes, where possible, arranging work experience abroad for those who wish it.

The Provider runs one in-person course at a time. At the time of the inspection, a Professional Business of Floristry Course was in progress. There were seven participants enrolled on the course, almost all of whom were mature females. Participant numbers are generally limited to 13 on all courses, so that the participants can work closely with the tutor and have the necessary space to practise floral designs. There were also 51 part-time participants on the online, distance learning courses, most of whom are female. All participants are over the age of 18.

Participants come from a wide range of countries. During the inspection, almost half of the participants were from the United Kingdom (UK), with the others coming from Hong Kong, Singapore, India and the United States of America.

The Provider has set start dates for the in-person courses, which are advertised on the website. Prospective participants can enrol on the online distance learning courses at any time. There are no formal entry requirements.

3. Inspection process

One inspector conducted the inspection on site over two days. Meetings were held with the Principal, the Administrative Assistant, the Technician, tutors and participants. Class observations took place throughout the inspection. A wide range of key documentation was scrutinised. The Provider co-operated fully with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	11 March 2005
Interim	19 December 2008
Interim	25 March 2011
Re-accreditation	14 & 22 March 2013

Interim	22 June 2015
Re-accreditation	9 & 17 May 2017
Interim	30 July 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

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

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

Comments

The Provider is effectively managed. The Provider's owner is also the Principal and is deeply engaged in the day-to-day operation of the School, the strategic decision-making and the teaching of the courses. As a result, the management structure is clearly defined and easily understood.

The Principal is appropriately qualified and experienced. She has been Principal since the School's foundation over 20 years ago. Prior to that, she was a teacher in a tertiary college. She has a very wide range of experience within the floristry industry and has established a wide circle of useful contacts. Consequently, she understands her role and specific responsibilities and carries these out effectively.

The staff team is small and staff members communicate continually during the working day. Important discussions and decisions are recorded in emails. Channels of communication are clear and effective.

The Provider has a clear mission statement prominently displayed on its website, which is effectively communicated to all stakeholders. This mission statement is effective in guiding the ethos and activities of the Provider and is reviewed periodically.

The Provider has a written risk management strategy that includes using drawn-up accounts to support financial planning and identifies potential risks and mitigation of these using insurance. These financial plans and insurances are appropriately implemented and regularly reviewed.

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

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

The Provider's administration support works effectively. The administrative team consists of one administrative assistant. The administrative assistant is a university graduate who has also taken a course with the Provider. She is suitably qualified and experienced and is effective in carrying out the duties and responsibilities the role entails.

The administrative support available to the management is appropriate and effective. This support is clearly outlined in the job description of the administrative assistant and includes the ordering of materials for the workshops, as well as correspondence with prospective participants.

Administrative procedures and systems are appropriate, thorough and well established. Staff are fully aware of the administrative support they can expect. As a result, the Provider functions effectively and efficiently.

The Provider is appropriately supported by the data and collation systems in place. Consequently, communications relating to enrolment and participant feedback are all well-organised, and make effective use of the technology infrastructure.

Personal records for staff and participants are suitably detailed and appropriately stored digitally. These files are updated when required. The Provider uses a suitably password-protected computer system for all electronic data. This protects the data of staff and participants effectively.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No

3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

The Provider recruits appropriate staff. Recruitment policies and procedures are suitable. Staff are often recruited from the Principal's wide network of contacts within the floristry business or from past participants. Employment contracts contain appropriately detailed terms and conditions.

Staff policies and procedures, including the absence policy, the confidentiality policy, the non-discrimination policy, and the complaints policy, are outlined in the staff handbook. All staff undergo a thorough induction process that includes, where possible, a handover process. As a result, staff are well selected and suitably inducted into their roles.

The Provider has suitable arrangements in place for gathering and checking Curricula Vitae (CVs) including the checking of qualifications prior to employment. Records of these checks are maintained in the staff files. Staff files are updated regularly.

Each tutor working remotely has been interviewed. Usually, they have also been teaching on the in-person courses prior to their appointment as a distance learning tutor.

The Provider has an appropriate system for reviewing the performance of all staff. The Principal works closely with each member of staff on an individual basis and continually reviews and supports their development. Tutors prepare their lesson plans in collaboration with the Principal. This gives the Principal the opportunity to suggest alternative or additional teaching techniques which further develop the tutors' teaching skills. In addition, tutors are observed each time they teach. Each lesson is followed by a professional dialogue in which tutors are given development points as appropriate. Consequently, tutors are able to improve their teaching skills on an ongoing basis.

The administrative assistant and the technician both receive high-quality and stretching Continuing Professional Development (CPD) on an ongoing basis. The CPD is wider in scope than their present roles require and, as a result, they are both being inducted into the wider world of floristry. They are very enthusiastic about this CPD and pleased to receive it.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes ☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

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

Comments

Publicity material provides an accurate description of the Provider and its courses. An image of the Provider's building that is available on the home page of the website provides an exact representation of the premises. Additional photographs show authentic images of participants working in the studio area. The associated text provides additional detailed information regarding the provision available.

The website provides comprehensive course details, including an overall description of the courses, the costs involved, the dates, the practical work entailed within the courses and the business skills covered. Reviews from past participants are included on the site, as well as examples of their achievements.

Consequently, prospective applicants have access to sufficient information to make an informed decision as to whether the courses will meet their own needs or not.

The Provider's key policies, including the complaints policy, are easily accessible via the website.

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

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

Comments

The Provider takes good care to recruit and enrol suitable participants for its courses. Participants are given good initial advice, information and guidance prior to arrival as part of the enrolment process. Participants confirm the courses meet or exceed their expectations and needs. Inspection findings support this view.

Prospective applicants receive appropriate information prior to committing to the course. The website has up-to-date and comprehensive information about the courses, including the method of delivery. Contact details are supplied should the prospective applicant require further information. As a result, prospective applicants have sufficient information to make an informed choice about enrolling for the courses.

Participants confirm that the Provider replies to all application enquiries in a timely manner. They confirm that making contact is easy, and that all staff have a good understanding of the requirements of the courses, and so are able to deal effectively with queries.

The Provider asks participants during enrolment to identify any special educational needs that may require additional support. A second opportunity to communicate any such needs is provided during participant induction. As a result, additional individual needs are catered for effectively.

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

6.1	There is a clear policy on participant attendance and punctuality that is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider has suitable policies regarding attendance and punctuality that are effectively disseminated and appropriately enforced. Participants are expected to attend all lessons and be on time.

Participants who fail to achieve an attendance rate of at least 80 per cent may be denied a certificate of completion. As a result, attendance rates are extremely high.

Tutors take a register for each learning session. These registers are collected centrally at the beginning of the lesson and again after each break and are reviewed periodically.

The administrative assistant contacts absent participants immediately. Consequently, appropriate action is taken in a timely fashion.

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

| 7.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | ☒ Yes ☐ No |

7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☒ Yes ☐ No

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

Comments

The Provider has effective systems in place to monitor its own performance in order to continuously improve. The Provider systematically collects feedback from all stakeholders and uses this to complete an annual report in which strengths and weaknesses are identified. This informs a suitable action plan.

The Principal, administrative assistant and the technician engage with the participants frequently and actively seek out ongoing feedback during the courses. In addition, participants are asked to complete a wide-ranging feedback form at the end of each course. Participants are asked to grade the course, say whether their needs were met, evaluate the most useful aspects of the lessons, and comment on the usefulness of handouts.

Similarly, tutors and staff are asked to feed back on the courses from their perspective. Consequently, the Provider is able to identify action points to develop the provision further.

This feedback is obtained, recorded and analysed after each course. It is reviewed by the Principal, who uses it to identify areas for improvement.

The Provider reports back directly to the participants regarding any changes made as a result of their feedback. This is usually done immediately and orally.

Annual reports include appropriate enrolment, completion and attendance data and an analysis of the feedback received. The reports contain an analysis of the Provider's strengths and weaknesses. This analysis directly informs an action plan.

Action plans are drawn up at least annually. They contain specific outcomes to be accomplished within a specified time frame by a designated and named member of staff. The action plans are monitored and regularly reviewed by the Principal. Consequently, the Provider is able to make continuous improvements to the provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.   **Course management is effective**

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

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

Comments

Course management is effective. The Principal acts as the course manager. She is suitably qualified as a teacher and has been in her present role for over 20 years. Consequently, she is effective in assuming responsibility for course delivery and management of the tutors.

Training sessions take place in a suitably equipped workshop and are appropriately timetabled in whole-day blocks. Only one course takes place at a time. Consequently, there is no possibility of clashes in timetabling.

Each whole-day block has a different learning focus, and tutors are allocated on a daily basis according to their specialism. Each lesson is monitored at some stage by the Principal. As a result, high standards are maintained across the provision.

Individual course materials are commissioned by the Principal herself, with the help of the administrative assistant. As a result, participants benefit from high-quality resources that are standardised across the provision.

The Provider has suitable policies and procedures in place for the acquisition of resources. Tutors confirm the Provider is generous in supplying high-quality resources in large quantities, so that lessons are well resourced. Participants agree that they are supplied with everything they need in their lessons. Inspection observation supports this view.

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

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	☐ Yes ☐ No ☒ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☐ Yes ☐ No ☒ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No

9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☐ Yes ☐ No ☒ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

Courses are planned to enable participants to succeed. Course titles, design and content are continually revised in order to appeal to as large a market as possible. The courses are taught by current practitioners and as a result, they are kept up to date and reflect current knowledge.

Tutors prepare appropriate presentations and hand-outs to support the demonstrations they give and the subsequent practical work the participants undertake. These materials are both comprehensive and detailed in nature and enable participants to achieve the intended outcomes.

The courses link theory and practice effectively so that participants are encouraged to form their own opinions and their own ways of working. As a result, the courses are designed so that participants are encouraged and enabled to develop independent learning skills.

The courses and the large element of practical work planned into each lesson takes into account the individual professional backgrounds and support needs of the participants. As a result, all participants are able to succeed.

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

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Tutors are suitable for the courses they teach. They are expert practitioners and are enthusiastic in sharing their knowledge and skills. They are trained teachers and they communicate well. As a result, they are effective in delivering the courses.

Tutors are appropriately supported in their continuing professional development. Tutors are regularly observed teaching and are given development points during professional dialogues to enhance their practice.

Lessons are practical in nature, with participants working at individual workstations and tutors giving effective individual support according to each individual participant's needs. The small class sizes make it possible for tutors to monitor progress effectively. Consequently, individual needs are met.

Tutors use a wide range of effective teaching and assessment strategies to involve all participants. All lessons involve a practical element in which tutors circulate and give timely advice or feedback. As a result, participants engage with the tutoring sessions well and enjoy their learning.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored.**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☐ Yes ☐ No ☒ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☐ Yes ☐ No ☒ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☐ Yes ☐ No ☒ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☐ Yes ☐ No ☒ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☐ Yes ☐ No ☒ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☐ Yes ☐ No ☒ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☐ Yes ☐ No ☒ NA

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

Comments

Tutors circulate during practical sessions and give advice, encouragement and feedback. They have a supportive rapport with the participants, and participants have no hesitation in asking questions or seeking feedback.

The feedback provided is constructive and developmental. As a result, participants know how they can make progress and improve their skills.

Participants have suitable access to tutors during breaks and lunch times. As a result, they have the opportunity to meet and chat informally about the courses.

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

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met NA

Comments

The Professional Business of Floristry and Events Styling courses are accredited by the American Institute of Floral Designers (AIFD). The Provider is an educational partner of AIFD.

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

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

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☐ NA

14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	☐ Yes ☐ No ☒ NA

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Provider uses its very wide range of contacts within the floristry industry to organise three-week work placements for participants on the Business of Floristry courses. This is an important step for those wishing to enter the profession or who are going to start their own floristry business.

Participants are also able to discuss further study options and career opportunities with tutors and staff.

As a result, participants are appropriately supported in their progression to employment or further studies.

INSPECTION AREA – PARTICIPANT WELFARE

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

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☐ Yes ☐ No ☒ NA

16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

Participants receive welfare support that is appropriate to their age, background and circumstances. The Principal is the named staff member responsible for welfare. She has been in the post for over 20 years and is suitably experienced in the role. She is always available to give help and advice. As a result, the welfare needs of the participants are effectively supported.

Participants receive appropriate information, advice and guidance prior to starting the course. All the information participants need to make an informed choice of course is available on the website. This information is comprehensive and up to date. Terms and conditions and key policies, including the complaints policy, are also readily available on the website. Contact details are displayed so that those who require further information can email or telephone the Provider.

Participants receive an appropriate induction. They are introduced to staff members and the facilities, reminded of the attendance policy, and taken through health and safety procedures such as fire evacuation. As a result, participants settle quickly to their studies.

Participants are mature, sophisticated, well-established individuals and the lessons take place during normal working hours. Consequently, participants do not need emergency out-of-hours support from the School.

Appropriate policies are in place to avoid discrimination and for dealing with abusive behaviour. These are suitably disseminated at induction. Consequently, participants study on equal terms and in a positive atmosphere.

The Provider has an appropriate policy to protect participants from the risks associated with radicalisation and extremism. A risk assessment has been carried out and staff training has taken place. As a result, participants are safe from the risk of radicalisation and extremism.

The Provider has a suitable e-policy in place, disseminated via the website and at induction, which appropriately restricts the participants' on-site use of electronic devices and the internet. The policy also prohibits online harassment and outlines a procedure for reporting any abuse.

All participant information, including contact and next-of-kin details, is suitably recorded during the enrolment stage and is easily accessible in the participant files, should the need arise.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes ☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes ☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes ☐ No
17.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No

This standard is judged to be:　　　　　　　☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The School caters mostly for international participants who have a good level of English and have experience in travelling and living abroad. They receive appropriate advice at all times prior to and during the inspection.

Prior to participants' arrival, the School provides good and useful information, including about visas and accommodation.

During the induction, participants receive suitable advice pertaining to the local area. Appropriate advice is also provided on local transport, shopping and places to eat.

The Principal and the administrative assistant are always on hand to give further advice specific to international participants, as required. The Provider has had a range of course hand-outs translated into Chinese, Korean and Japanese.

Information regarding cultural and religious considerations is taken into account. For example, participants receive information about restaurants catering for various dietary requirements on request. As a result of these measures, participants are able to settle quickly to their studies.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ No
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes ☐ No ☐ NA

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

Comments

The terms and conditions and the refund policy are clear, fair and easily accessible on the website. An appropriate cooling-off period and fair refund arrangements are included in the terms and conditions.

The complaints policy is set out in detail and is readily available through the website. The complaints policy is also included in the initial induction. As a result of these measures, the fair treatment of participants is assured.

Participants are appropriately advised of BAC's complaints procedure.

19.	**Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**	
19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☐ Yes ☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes ☐ No ☐ NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☐ Yes ☐ No
19.4	A level of supervision is provided that meets the needs of participants.	☐ Yes ☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes ☐ No ☐ NA

This standard is judged to be:　　　　　　　　☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

20.	**The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**	
20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No

20.5	Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.	☐ Yes ☐ No

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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

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

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

Comments

The Provider does not provide a formal social programme. However, suitable information regarding what may be of interest to participants is made available during the course, especially any events relating to floristry.
The Provider also provides enrichment trips within the course to places of interest related to floristry. These are appropriately risk assessed.

INSPECTION AREA – PREMISES AND FACILITIES

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

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☐ Yes ☐ No ☒ NA

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

Comments

The Provider has a lease that is valid until 2029 for the sole use of its premises.

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

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The premises offer a safe, secure and clean environment. The School is located in a very good location in a prestigious area of London that is convenient for public transport. Access to the premises is via a front door, closely surveilled by the Provider's staff. Consequently, the premises are secure.

The premises are light, bright and colourful, well maintained and clean. As a result, they provide a suitable working environment.

Appropriate general guidance on health and safety is given to visitors, participants and staff upon arrival.

Signage is good. The name of the Provider is conspicuously displayed at the entrance to the premises. Suitable emergency evacuation signage is in place. Noticeboards for general information are located by the entrance and in the studio area.

The premises are open plan, with a large studio area, an administration area, an office area and a kitchen area. The space can easily accommodate the maximum number of participants the Provider invites onto the courses. The office and administration areas can also serve as suitable areas in which to receive visitors.

Toilets are kept clean and are inspected regularly. There are sufficient toilets for the numbers of participants and staff.

The premises are kept at a comfortable temperature. There is adequate heating and ventilation throughout.

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

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	☒ Yes ☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☐ Yes ☐ No ☒ NA

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

Comments

The training area is appropriate for the courses offered. The studio area is suitable for the maximum number of participants.

The studio is well resourced, with individual workstations for each participant. Participants do not need to share resources. This permits the effective, individualised delivery of the course.

As a result, course completion rates are very high.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes ☐ No

25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

The additional facilities for participants and staff are good. An outside area provides suitable additional seating. The internet signal is strong and dependable, so participants can study independently.

Tutors typically prepare their teaching sessions at home. They have space to work within the administration and office areas if needed.

Food and drink can be prepared in the kitchen area and consumed in the studio area or outside. There is easy access to a variety of food outlets, as well as a supermarket near the School.

Appropriate arrangements are in place for private meetings and full staff meetings. Private meetings are held in an area adjacent to the office. Full staff meetings are held in the studio area.

The office is adequate in size and is well resourced. As a result, the administration of the courses is effective.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

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

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

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

Comments

The Principal has a good understanding of the requirements of virtual learning. She was instrumental in the planning, development and establishment of the online courses in association with a professional webmaster. As a result, she understands what the courses entail.

The Principal has oversight of the frequency and timing of interactions between the tutor and the participant. Participants are allowed one year to finish the online courses. If it appears that a participant is unlikely to meet this expectation, the Principal intervenes to investigate and resolve the situation.

The Provider effectively monitors the complete range of its online activity, including its social media accounts, for cyberbullying and other online risks on a routine basis. As a result, online participants are safe from online harassment.

27. Online course management is effective

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

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

Comments

Online course delivery is effective. The Principal takes appropriate responsibility for the delivery of the programme and the management of the tutors. As a result, the courses are well managed.

Each participant on an online course has a named, qualified, experienced personal tutor. As a result, participants benefit from individualised and effective support. In addition, each participant has the same tutor for the whole course. Consequently, this provides a consistent learning experience.

Online course delivery is via video clips, usually of demonstrations of different floristry techniques. These demonstrations are followed by exercises to consolidate and assess learning. The completed exercises are emailed to tutors, who assess them and provide written feedback. This sequence of activities is effective in teaching and meeting the intended learning aims and the course objectives.

The online courses have been developed to a high standard. The videos have high production values. They make effective use of learning resources. Consequently, they are effective in delivering the course content.

Additional study aids are not required for the courses as the main study aids cover all the requirements of the courses.

28. Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

Tutors have the required level of technical knowledge. They understand the special challenges that online learning entails. As a result, they readily make themselves available to answer questions via email in order to support the participants.

The Principal continuously supports tutors to develop their own learning and skills. Tutors acknowledge that they receive suitable training. Inspection evidence supports this view.

Tutors provide written feedback on the exercises submitted by participants. A key element of the review procedure for online tutors is the close monitoring of this feedback given to participants.

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

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No

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

Comments

The enrolment process is comprehensive, transparent and supportive and participants are informed of the level of digital literacy required prior to committing to the programme.   By design, the Provider uses an online platform that only requires a limited level of digital literacy which facilitates its use by the participants studying online.

30. Online services provided meet the reasonable needs of participants

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

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

Comments

Suitable advice on achieving the most from the courses is made available at the beginning of each course.   Tutors are available via email to answer questions related to the course content or related to any technical problems. These emails are dealt with in a timely fashion.   The online courses are delivered via a platform for which the only system requirement is internet access. Participants can access advice for technological problems via email from the tutors, though in practice this assistance is rarely needed.   Participants can effectively interact via the wide range of social media that the Provider employs. The frequent new postings encourage and enable participants to interact through the responses and comment sections and to keep in contact with the School.

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

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

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

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

Comments

The Provider uses effective technology to deliver its programmes. A well-established platform is used to house the courses.

The platform is easy for participants to use as it only requires internet access via a browser, but it still has the functionality to deliver the courses efficiently and effectively.

The Provider can make use the Information Technology department of the platform provider if required to ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. However, this support has not yet proved necessary.

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

Provider's strengths

The Principal has a wide range of relevant experience and contacts and is able to share this experience and give participants an insider's view of floristry. Administrative procedures and systems are appropriate, thorough and well embedded in the day-to-day running of the School.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Tutors are experts in their field and teach well-planned, well-resourced lessons to small classes to ensure that participants' needs are met and course completion rates are very high. The Provider organises work placements, which provide a useful bridge into employment or creating a business.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

Participants receive appropriate information, advice and guidance prior to enrolling on the course to make sure that participants are able to choose the course that best suits their own individual needs. The Provider provides enrichment trips within the course to places of interest within floristry, which broadens the participants' understanding of the industry.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

The School is located in a very pleasant prestigious area of London, which provides a very welcoming, calm environment for work and study.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Each participant on an online course has a named, qualified and experienced personal tutor to provide timely support when required. The online courses are stimulating and engaging and have been developed to a high standard with high production values and effective use of learning resources.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS