



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### International Centre (IC) Full Inspection

**NAME OF INSTITUTION:** North West School of Design

**ADDRESS:** Shops 3–5 Lienir Building  
1B Jo Slovo Road  
Oudorp  
Klerksdorp  
2570  
South Africa

**HEAD OF INSTITUTION:** Ms Marlene Oosthuizen

**DATE OF INSPECTION:** 2–3 August 2023

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

**DATE:** 30 October 2023

### 1. Background to the institution

The North West School of Design (NWSD/the Institution) was founded in 1998 by a fashion entrepreneur. It is a privately owned institution offering unaccredited courses in fashion design and photography, and is located in Klerksdorp, a small town in the North West Province of South Africa.

NWSD aims to provide learners with a comprehensive knowledge of the global fashion industry, stimulate creativity, promote entrepreneurial thinking in a high-performing, quality-driven industry environment, and produce culturally diverse, professional global citizens.

The Institution is privately owned by a sole proprietor, who is also the Principal and Head of the Institution. The Principal is guided by an Academic Board comprising alumni, academics and industry professionals. An academic advisory committee, also comprising industry professionals, advises on industry trends and graduate needs to meet employers' expectations. These committees discuss actions and the strategic direction of the Institution. The Principal is supported by the Admissions Manager and the Registrar.

NWSD was accredited by City & Guilds for many years. In 2018, the South African Department for Higher Education and Training (DHET) no longer recognised City & Guilds accreditation. Consequently, the Institution rebranded itself and aligned its own awards with the Higher Education Qualification Sub Framework under the South African National Qualifications Framework (NQF).

### 2. Brief description of the current provision

NWSD currently offers unaccredited, full-time programmes in fashion design. It also offers short-course programmes. The short-course learners receive a certificate of attendance.

There are two full-time course streams, which are Fashion Design, and Fashion Communication and Buying. NWSD also offers the first year of each full-time programme as a standalone award. The short courses are offered in fashion design, sewing, pattern making, lingerie, avant-garde make-up, swimwear and photography. All programmes and courses are delivered in person, with pattern making also offered online.

At the time of the inspection, there were 63 full-time and 38 part-time learners enrolled. The Institution has capacity to teach 90 learners at any one time. All the learners are over 18 years of age and come from South Africa. The vast majority of learners are female.

Full-time enrolment of the two streams opens in August for admission to courses in the following January. Short-course programmes run at various times in the year. Learners are able to apply for individual modules in the short-course programmes.

Entry requirements are that learners must have completed the South African National Senior Certificate with Higher Certificate status or have achieved a qualification in the South African NQF at Level Four, which is equivalent to a High School Certificate. Applicants are also required to pass the short online test contained in the application process before they can be enrolled.

### 3. Inspection process

The inspection was carried out on site over two days by one inspector. Meetings were held with the Principal, the Admissions and Credit Controller, Quality Assurance Officer, Registrar and Academic Coordinator, tutors, learners and an alumnus. Observations of teaching were conducted and documentation was scrutinised. A tour of the premises was carried out. Information was readily provided by the Institution before and during the inspection. All management, staff and learners co-operated fully with the inspection.

## 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 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 organisational structure of NWS D is clearly defined in an organisation chart and supported by detailed job descriptions for all posts. This ensures that all staff understand their roles and the extent of their authority.

There is an effective committee structure that encompasses the Governing Body and the Academic Board, and the academic advisory, quality assurance, and programme and assessments committees. The terms of reference and standing agenda items for each of the Institution's committees are set out in a policy document. Each committee has a formal agenda, and decisions made are recorded and disseminated effectively to staff and learners, as appropriate.

The Principal is well qualified in the industry and experienced, as are the rest of the staff. Their practical experience in the fashion industry extends over many years.

There are clear channels of communication throughout the Institution, facilitated by there being a small staff team and with the Principal acting as the main point of contact. This enables effective communication throughout the Institution so that all staff are well aware of the Institution's priorities. The decisions made by the various committees are appropriately recorded, with actions identified.

A suitable ambitious and detailed strategic plan has been created for the period 2023–2025 that includes target completion dates. The plan emphasises continuous curriculum development, the provision of outstanding teaching and learning facilities, maintenance of academic excellence, enhancement of resources, staff training and development, and continuous improvement of quality assurance processes.

#### 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 staff are suitably experienced in the operation of the Institution and work well together. The roles and responsibilities of administrative staff are clearly documented and understood by all staff.

All new staff undergo a thorough induction process, with their work being monitored on a day-to-day basis to ensure effective administrative support is maintained. Additional training on managing staff and responding to learners' queries is provided. This ensures that all aspects of administration are efficiently covered and that the staff are able to provide effective support to management to enable operational decisions to be taken speedily.

Staff fully understand their roles and the extent of their responsibilities. The size of the administrative team is appropriate for the smooth operation of the Institution.

Administrative policies and procedures, that comprehensively cover the Institution's activities, are thorough and developed in consultation with all staff. These are clearly documented in systems and procedure manuals that are easily accessible for reference and appropriately disseminated across the Institution. There is a staff grievance procedure that accords with the South African Labour Relations Act. The admissions process is externally reviewed in accordance with regulatory requirements to ensure that information held is in accordance with the Protection of Personal Information Act (POPIA).

The Institution employs an appropriate Learner Management System (LMS) that is used effectively to collect and collate information and data related to learners and the provision.

**3. The institution employs appropriate 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 are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. The Principal is responsible for the recruitment and appointment of all staff. Staff are always appointed on merit and the qualifications and experience claimed by applicants are verified before they are employed, including by taking references.

An effective annual appraisal system is in operation and covers all staff. The performance of teaching staff includes classroom observation and feedback from learners. Performance is reviewed by the Principal formally twice a year.

Informally, staff performance is reviewed on a day-to-day basis by means of drop-in observations and discussion among colleagues and by taking account of informal comments from learners. Inspection evidence revealed that the system for staff appraisal is robust, and tutors agreed that it enhanced their motivation and teaching delivery effectively. Inspection findings confirm this. Staff development is encouraged.

**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

The website is professional and provides comprehensive, accurate, up-to-date information, which includes appropriate text and images. The information includes details of the Institution's location, premises and facilities, as well as images of past fashion shows, profiles of alumni and application information.

Each programme has a comprehensive prospectus that provides accurate, up-to-date information on course content, facilities and fees.

As a result, prospective learners have the opportunity to make a clear judgement on the suitability of the programmes offered to meet their own particular requirements.

The Principal reviews and approves the website content, and there is formal, regulated external verification that the content of the website is in accordance with POPIA.

#### 5. The institution takes reasonable care to recruit and enrol suitable learners 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 learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	A formal application process ensures that learners meet the entry requirements, and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.3	Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries are 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	Learners receive a proper initial assessment that 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

Enrolment for programmes requires successful completion of the High School Certificate of South Africa, a national qualification, or an equivalent. The formal application process is efficient in assessing whether applicants meet the entry requirements. Transcripts of educational qualifications are verified before applicants are accepted onto programmes.

Applicants are well briefed on the nature and requirements of the programmes for which they are applying. The course descriptors provide clear detail on the programmes and set out clear and appropriate conditions. The conditions include those relating to any resources and equipment that learners must provide for themselves, such as sewing machines. If applicants are suitable to be enrolled but are unable to supply their own machines, there is sufficient equipment available at NWSD for learners' use. All applications are responded to quickly.

Overseas recruitment agents are not employed by NWSD.

The language of instruction is English, which is expected to be applicants' first or second language. A clear policy exists for applicants to be considered for entry through Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL), which requires the submission of a comprehensive portfolio of work to support the application.

Applicants to the full-time programmes are required to complete a short, online exercise that tests their basic understanding of the international fashion industry. Learners who fail the online exercise are given a second opportunity to pass it.

NWSD recruits learners with special needs where they have a realistic chance of completing the programme. The Institution provides appropriate support as necessary, for example extra classroom support in relation to teaching delivery and concessions on time allowed in assessments, where practicable.

- 6. There is an appropriate policy on learner attendance and effective procedures and systems to enforce it**
- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on learner attendance and punctuality.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | Learner absences are followed up promptly and appropriate action is taken.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There is a clear and published policy on learner attendance and punctuality in the course prospectuses. Learners are also required to agree and sign the code of conduct, which includes their obligation to meet the attendance and punctuality requirements of the Institution.

The code of conduct makes clear reference to what actions a learner should take in the event of sickness absence, which must be medically certified. In the class or group situation, individual absentees at critical times could impact adversely on class or group assessment marks. Consequently, NWSD applies its attendance policy strictly.

Accurate and secure records of attendance and punctuality are maintained by teaching staff and are regularly reviewed. Appropriate action is taken, usually through telephone calls, emails, and if necessary, visits to home addresses, to follow up absences promptly. Action is taken in cases of unauthorised absence or those not medically certified in accordance with the attendance and punctuality policy.

The rigour with which attendance and punctuality are enforced demonstrates to learners how important it is for them to ensure that any absence or tardiness is kept to an absolute minimum.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution operates a well-defined quality assurance system, which includes obtaining feedback from all stakeholders. It is essential in the fashion industry that feedback is obtained from external industry specialists on the quality of the learner output, and this feeds into the quality assurance system.

Feedback is obtained regularly on a formal and informal basis and is reviewed by management. Action is taken as appropriate to resolve issues that arise.

Formal feedback is obtained through learners completing questionnaires at the end of each semester. These questionnaires relate to all aspects of their experience at NWSD. The importance of learners providing feedback is set

out in summative assessment briefs. This makes it clear to learners that their feedback is important and encourages them to reflect on how well they are prepared for their assessments.

Meetings also take place with the learners. However, no formal minutes are taken. Hand-written notes in the form of bullet points are filed to indicate what subject matter was discussed, but no outcomes or agreed actions are included.

Teaching staff provide feedback through completion of an evaluation form, which allows them to assess their own performance and the facilities available at NWSD. The Principal also undertakes partner satisfaction surveys periodically, enabling feedback to be presented on learners' performance while on placement.

The feedback that is received is analysed and reviewed at least annually, and the outcomes are fed into the discussions of the programme and assessment committees. External feedback is reported to the Academic Board. The meetings where feedback is reviewed are recorded, with action plans noted along with deadlines and the identification of staff responsible for completion. The impact of the actions taken is provided to the Academic Board, and revisions or additional actions are agreed and implemented as appropriate.

Response to the feedback from learners is provided mainly by the use of posters on the walls.

The system of feedback is robust. Inspection findings show that it is effectively implemented, with tutors and learners stating clearly that they are invited to provide feedback regularly and that the management responds to it effectively, usually within a short timeframe.

**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 that present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There are appropriate systems in place to monitor and review the Institution's performance on a regular basis. Issues that are identified are reported to the programme and assessment committees and the Academic Board, and action plans are recorded and implemented. The quality assurance system is systematic and well documented in thorough procedures.

Individual reports are produced by the different committees which effectively record details of reviews of performance and incorporate action plans. This enables senior management to put into effect changes which enhance delivery and consequently the learner experience.

8.2 There is no overall institutional annual review that includes analysis of year-on-year results on learner satisfaction, retention, achievement, assessment results and completion rates. The result is that there is no overall year-on-year comparison of performance.

Action plans are regularly reviewed, with outcomes reported to management and further action taken as necessary. Reasons for actions not being implemented as planned are reviewed, and revisions to the plans are agreed at the committee meetings.

**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 tutors 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**

The Principal and Registrar are both suitably qualified and experienced in the fashion industry and work closely together in planning and managing teaching, learning and assessments.

Each class has a scheduled timetable on display, and there is appropriate space for teaching to take place.

Teaching staff are suitably qualified, and their performance is monitored by the Principal, who reviews learner results in order to satisfy herself regarding the consistency of delivery. There are also regular classroom observations with resulting feedback to the teacher.

In addition, teaching staff are encouraged to research different methods of teaching that are currently acknowledged as best practice in the industry. Tutors share good practice on approaches to teaching methods and delivery, demonstrating a high degree of collegiality. Specialist modules are delivered by experts in the field.

There is an appropriate policy and effective procedures for the acquisition of academic resources. An appropriate policy has been established for the acquisition of academic resources. There are good processes for identifying the need for additional resources and the process for their acquisition works very well to ensure that the need is met seamlessly.

Appropriate training manuals, teaching materials on the online LMS and reading matter are provided by the Institution to aid and guide learning.

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

10.1	Courses are designed and delivered in ways that allow learners to develop the knowledge and skills that will be required to achieve the stated learning outcomes or 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 <input type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.4	Learners 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 <input type="checkbox"/> NA
10.6	The academic or professional backgrounds and particular needs of learners 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**

Each module contains theoretical and practical elements, enabling learners to develop skills and knowledge that are required to meet the learning outcomes. Learning outcomes are identified for each module and are shown in the detailed prospectuses, so that applicants are made fully aware of the demands that will be made of them in completing the programme.



Module delivery and assessments focus clearly on learning outcomes in practical and written assessments. Learner performance is observed during classroom activities, as well as being demonstrated at the fashion shows.

Formative assessments inform learners of what they will need to achieve in their summative assessments. In addition, the formative assessments relate to the planning and costing of project work, which is ultimately displayed at the biannual fashion shows that form the summative assessment for each of the three years of the programmes. The garments displayed at the fashion shows are externally assessed.

All modules contain an element of self-study time, as observed at the inspection, enabling learners to work independently of the tutor and to carry out their practical assignments, which are assessed.

The timetable is set in such a way as to enable learners to plan their time effectively to complete coursework. Revision time is provided. The majority of summative assessments focus on practical work.

A variety of teaching and learning methods are employed, and learners are always able to seek guidance from their tutors. Teaching includes differentiation where practicable to enable learners to engage with teaching and learning effectively.

Teaching of practical skills and theoretical knowledge is effective and forms a major part of the Institution's well-regarded reputation in the industry. Learners must acquire appropriate dexterity skills, and this demands practice. It is necessary for staff to keep in mind the demands of employment in the fashion industry. These demands influence the teaching style to be adopted. This also means that tutors need to be constantly aware of current industry trends to ensure that their teaching meets changing industry expectations.

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

11.1	Tutors are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Tutors have a level of subject knowledge and pedagogic and communicative skill that 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	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Tutors respond to different learning needs of learners 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	Tutors employ effective strategies to involve all learners 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**

Tutors are appropriately qualified and experienced in delivering the modules. All have gained experience through short courses in teaching and have undergone industry training. Some are pursuing higher education qualifications. This enhances their skills and encourages motivation and currency in their teaching.

The subject knowledge of tutors is at a high level and they have received relevant training to support their pedagogic development and in the methods used for setting and moderating assessments. This has enabled tutors to develop a good level of teaching quality and the capability to provide reliable and rigorous assessment processes.

Staff appraisal procedures include regular classroom observations and feedback. Inspection evidence demonstrates that staff benefit from the appraisal in supporting them to develop their pedagogic skills.

Continuing Professional Development (CPD) is supported through timetable allowances, although financial support is not always available, with some tutors independently undertaking academic qualifications with degree status.

The delivery mode places much emphasis on practical application. Tutors share experiences of methods of approach in planning and delivery, which leads to a healthy generation of different ideas and ways of teaching. Differing learning styles are appropriately considered and supported in the delivery of the programmes.

The practical nature of the programmes requires learners to participate actively in meeting the learning outcomes. Tutors employ effective strategies, through formative assessment methods, to check learners' understanding of concepts and techniques.

**12. The institution provides learners and tutors with access to appropriate resources and materials for study**

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Learners have access to a variety of online and hard-copy resources. In addition to reference material contained in the online LMS, NWSD subscribes to open-learning resources available from the United States of America, specifically online resource material for the fashion industry, archives of an internationally renowned fashion magazine, English dictionaries, journals, theses and dissertations.

NWSD's own library contains hard-copy books, journals, trade magazines, vintage fashion magazines, research publications and recommended reading, all of which are available to learners on request.

Equipment requirements are highlighted for each module in the prospectuses. Learners are able to plan in advance for the equipment and material they will need to acquire to complete the module.

**13. Learners 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 learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Learners 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"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.5	Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.6	Oral and written feedback is given to individual learners 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	Learners have appropriate access outside class time to tutors for academic support.	<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**

Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored. There is a comprehensive assessment and moderation policy in operation. Detailed assessment briefs are provided. Learners are made fully aware of the purpose of assessments, including which learning outcomes they address. Learners receive guidance on their completion, including concerning the resources that will be required.

Comprehensive marking guidance is provided, and a statement makes clear that plagiarism must be avoided. Programmes contain a schedule of assessments and planned learning outcomes. These are made available to learners and tutors before teaching commences. Learners have a clear understanding of what is required of them to succeed in their assessments.

Practical assessments, such as those related to stitching, are conducted in class under the supervision of teaching staff or invigilators. The final-year portfolio of evidence includes a reflective statement, and learners are provided with comprehensive guidance on the process of producing this. Learners are provided with strong and comprehensive support in the assessments they undertake, which instils confidence in their own ability to achieve their learning objectives.

Learners are made aware of their progress each term through a transcript of their results. Small class sizes ensure that attention is focused on individual learners. Oral feedback is offered on a regular basis, and written feedback is provided on written assessments.

One-to-one feedback is also provided by tutors, enabling learners to assess how they are progressing in meeting their target level of achievement. The feedback, in its different forms, enables tutors to counsel those learners who are not making satisfactory progress. This includes advice on joining an alternative stream or, as a last resort, leaving the Institution. Learners have the opportunity to resubmit unsatisfactory work in order to meet the planned learning outcomes.

Owing to the practical nature of the planned learning outcomes, cheating, plagiarism and other misdemeanours are less likely to occur than in other academic settings. However, the assessment policy, of which learners are made fully aware, highlights actions that will be taken if such activities are identified. This acts as an effective deterrent. In addition, reference is made to academic integrity and the avoidance of plagiarism and misconduct in the detailed code of conduct.

Learners demonstrate their ability to achieve the exit outcomes through the assessed showcasing of garments at the biannual fashion shows, which are attended by representatives from industry. These industry representatives provide individual feedback to learners to support their development. The shows are competitive and rewarding to learners as they gain experience of the industry through showcasing their garments.

The learners on the Fashion Communications and Buying stream plan, co-ordinate and manage entire events on behalf of Fashion Design learners. The experience gained is valuable as they are required to work from specifications and an industry brief, as well as to align with industry norms and standards in relation to event advertising and the promotion of real-life fashion shows. The fashion show at the academic year-end is a point of interest in the town and features strongly in the local press.

In the final year, learners are invited into the fashion industry on placement and are able to demonstrate their ability to function in the real working world and a business environment.

Learners have access to tutors outside classroom time to obtain support and guidance.

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

14.1	For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.2	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
14.3	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
14.4	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 and evidence that learners who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

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

**Comments**

The Institution offers internal awards. Each programme has a comprehensive guide that details the perceived level of the qualification, which has been aligned to the NQF and independently verified. This guide is made available to staff only, and there is no publicly available documentation that makes any claim to the NQF level of the programmes. It will be possible to make this claim if the Institution is accredited by the South African Council on Higher Education (CHE). NWSD is currently awaiting feedback on the final outcome of its accreditation application to the CHE.

There is clear evidence of the NWSD certificate having currency in the fashion industry and this was verified in the interview with the alumnus who runs his own successful haute couture business of national renown. In addition, graduates of the Institution are readily accepted for employment in the industry. Such is the demand from the industry that, at times, NWSD is unable to satisfy requests for learners to go on placement or for graduate employment.

External moderators are involved in the assessment process. External moderators provide detailed feedback on summative assessments. This includes commentary on the assessment strategy, methods of assessment, marking criteria, relevance and articulation of the learning objectives.

External moderators also score and assess the learner exhibits at the annual fashion show, which contributes to the award. The involvement of external examiners enables a robust, independent review of the assessment process, providing confidence in the validity of the outcomes.

**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 learners 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**

NWSD does not offer accredited awards.

Assessment results are recorded by the Registrar. Learner results are submitted to the assessment committee and ratified by the Academic Board.

There are clear procedural steps for learners to appeal against their marks, which include the need for relevant evidence to be provided to support the appeal. It is made clear that academic judgement cannot be appealed against.

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

- 17.1 Learners 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 learners 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  NA

**Comments**

Final-year learners undertake an industry internship to ensure they become familiar with industry processes and are ready for employment by the end of their programme. They are made aware of career opportunities from the outset in the first year.

Learners who wish to undertake further study receive counselling from tutors and the Principal.

NWSD does not specifically prepare learners for higher education at present.

**INSPECTION AREA - LEARNER WELFARE**

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

- 18.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.  Yes  No
- 18.2 Learners receive appropriate advice before arrival.  Yes  No
- 18.3 Learners receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Learners 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 for participants under the age of 18 and vulnerable adults, which are regularly reviewed.  Yes  No  NA
- 18.7 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.  Yes  No

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

**Comments**

Learners receive pastoral support appropriate to their age, background and circumstances. The first point of contact for learners with welfare concerns is an experienced member of teaching staff, who makes arrangements for appropriate professional counselling where necessary.

Welfare staff are not specifically trained in welfare which would enable them to offer more advice and guidance before referring learners to the counsellor.

NWSD has a counsellor on call for any learner who needs to speak to a professional. The Institution also has an agreement with a local university for the provision of counselling support. This level of support provided has proved sufficient.

Administrative staff provide appropriate advice to all learners before arrival. This includes information regarding programme content, terms and conditions of enrolment, accommodation availability in the locality, and a briefing on local customs and orientation. All learners are required to attend the induction programme.

The three-day induction programme is comprehensive. The programme covers local familiarisation, customs and orientation, teaching facilities and programme management, assessment procedures, operational policies, online

learner support systems, plagiarism, research methods, and use of social media platforms and communication channels. Inspection findings and learner comments show that the induction programme is effective.

Learners are provided with an out-of-hours emergency contact number and also have contact telephone numbers of all members of staff. NWSD is a member of the local Education Forum, which discusses issues relating to learner safeguarding.

The Institution has a comprehensive policy and code of conduct, which deal with the avoidance of discrimination and how abusive behaviour will be addressed.

NWSD does not recruit learners under the age of 18.

There is no national requirement in South Africa for any institution to take measures to protect learners from risks associated with radicalisation and extremism. Despite this, NWSD has a comprehensive policy document aimed at preventing radicalisation and extremism. A member of staff has completed a suitable training and awareness course and he effectively provides appropriate informal training and disseminates advice to other members of staff.

18.7 NWSD has not produced a risk assessment relating to the potential dangers of radicalisation and extremism having an impact on its learners. This potentially places the learners at risk of being radicalised or exposed to extremist views.

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

- |      |  |                              |                             |
|------|--|------------------------------|-----------------------------|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international learners continue to be available throughout the course of study.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, learners have access to speakers of their own first language. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

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

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 20.1 | Learners 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 | Learners 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 |

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

**Comments**

The prospectus gives details of the contractual terms and conditions. All learners are provided with contracts for them to scrutinise prior to enrolment. All contractual obligations are reiterated at induction.

All policies are made available to learners via the online LMS. Learners are therefore made fully aware of the contractual terms and conditions applying to their registration.

Learners have access to a fair complaints process that is included in their induction programme. Inspection findings confirmed that learners were aware of how to make complaints.

**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 meet the needs of learners.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | A level of supervision is provided that is appropriate to meet the needs of learners.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 21.4 | Appropriate measures are in place to ensure the separation between participants under the age of 18 and those over the age of 18 when in the accommodation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

**22. Where home-stay accommodation is organised, the welfare of learners 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 learners 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 learners 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 learners before and during the placement.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for learner 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 learners and information on leisure activities in the area**

- |      |   |   |   |
|------|---|---|---|
| 23.1 | Learners 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 learners.   | <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 learners.     | <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**

Learners are provided with information on local events and leisure activities that may be of interest. Learners, who are all over 18 years of age, tend to group together to find their own leisure activities in the vibrant town environment.

NWSD holds social events at the beginning of the school year, which encourage learners to mix together and compete in a sport's fun day. In addition, NWSD hosts other events, such as karaoke nights.

The social events are affordable and are provided in response to learners' requests. Events are supervised by a responsible representative with suitable experience.

**INSPECTION AREA - PREMISES AND FACILITIES**

**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**

The Institution has secure tenure on its premises. The premises are owned by the Principal.

There is mutual support across local small businesses that would enable NWSD to gain access to other premises, should the need arise. The fashion shows take place in a rented hall that provides appropriate accommodation for the event.

**25. The premises provide a safe, secure and clean environment for learners 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 learners, 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 learners, 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 learners 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 temperature control 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 security of the premises is maintained by specialist staff who are present at all times. There is a safety gate that secures the building and vehicle parking on the premises for staff and learners. The premises are maintained in a suitable state of repair, decoration and cleanliness.

Guidance on health and safety, particularly with regard to the use of specialist equipment, is provided to learners, staff and visitors as appropriate. In accordance with regulatory requirements, health and safety arrangements are subject to annual review by a qualified external body.

There is appropriate signage inside, including notice boards, and on the outside of the building. Circulation space is adequate for the needs of learners and staff. Visitors are welcomed in a small reception area.

The toilet facilities are clean and of sufficient number to meet the needs of learners, staff and visitors. Ventilation and temperature control are sufficient to ensure that the working environment is comfortable.

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

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 26.1 | Training rooms 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 | Training rooms 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**

The learners have sufficient space to work and use their technical equipment, such as sewing machines, safely. Extra equipment, such as iron steamers, is available for use by learners. All learning areas are sufficiently equipped to enable effective delivery of courses.

The facilities are appropriate for conducting assessments, many of which involve the production of garments by the learners in class.

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

- |      |   |   |   |
|------|---|---|---|
| 27.1 | Learners 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 | Learners 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 | Learners 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**

There is a suitable resource room and a reading room where learners can carry out private study. These spaces include access to Information Technology (IT) resources and the internet.

Teaching staff have their own designated space in each of the classrooms and can use offices as well as the resource room and reading room to carry out their work.

Staff and learners use the campus cafeteria for relaxation. This is equipped with tables, chairs and couches.

Lockers are available for learners and staff to store their personal possessions.

There is a boardroom and office space available that are suitable to hold meetings.

The accommodation is of a sufficient size for the effective administration of the Institution. This includes lock-up cupboards and filing space for records, which are securely held.

#### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

The management team is ambitious and forward thinking and provides effective strategic planning for the Institution's development.

Efficient administration supports management by providing information to inform future strategy.

The effective administration of the Institution enables its smooth operation and allows it to plan well for its future development.

Actions required	Priority H/M/L
8.2 The Institution must complete an annual performance review report that includes an analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The suitably qualified teaching staff are well acquainted with the demands of the industry, which supports the currency and relevance of teaching.

Teaching staff are committed to providing learners with a high-quality learning experience and appropriate tools to advance their careers effectively.

The Institution's strong reputation in the industry encourages learners to be creative in their designs.

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

### LEARNER WELFARE

#### Institution's strengths

Appropriate support enables learners to meet the challenges of working together co-operatively in a high-pressure and fast-moving industry.

Actions required	Priority H/M/L
18.7 NWSD must produce a risk assessment relating to the potential for its learners to be exposed to radicalisation and extremist views.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PREMISES AND FACILITIES

#### Institution's strengths

Appropriate premises and facilities enable learners to develop their skills safely in a secure and collegiate environment.

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

NWSD should ensure that all meetings are properly recorded with outcomes and actions recorded.

It is recommended that NWSD continues to encourage its staff to pursue higher education qualifications in readiness for CHE accreditation.

NWSD should consider the development of a policy for providing financial support for staff CPD activities, where appropriate.

NWSD should provide suitable welfare training for staff who are responsible for learner welfare.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

**The inspection was carried out by:**

Richard Smith	Lead Inspector
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