BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: London School of Trends

ADDRESS: 2, Lord Hills Road
Paddington
London
W2 6PD

HEAD OF INSTITUTION: Mr Dhananjay Somra

DATE OF INSPECTION: 22-23 October 2018

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☐ Award of accreditation to be withdrawn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: 1 March 2019

PART A – INTRODUCTION

1. Background to the institution

London School of Trends (LST/the Provider) is a privately-owned organisation, which offers unaccredited certificates of completion for two short courses. These courses are Fashion Styling and Interior Styling. LST, formerly known as JD Image Promotions Limited, was registered as a limited company in the United Kingdom (UK) in June 2015. From 2012, it had an academic partnership with JD Image Promotions India (JD India), an educational provider focusing on arts subjects including fashion and interior design. In September 2015 the partnership with JD India ceased and LST began a new partnership with the Inter National Institute of Fashion Design (INIFD), a similar but larger educational provider in India with 180 campuses across Asia and approximately 300,000 alumni.

The aim of LST is to provide a programme of short residential courses in arts subjects, which have been selected to support the participants' courses taken in India. Participants are from various academic backgrounds and are undergraduates mainly on the first or second year of a degree course or, less frequently, on a one-year diploma course in India. They choose one of the two one-month long course, which run concurrently in London.

The founder is also the Executive Director who is in charge of day to day operations. He is assisted by three other Directors, the Director of Human Resources and Operations, the Finance Director and the Course Director.

LST is housed on three floors of formerly domestic premises in Paddington, close to the centre of London.

2. Brief description of the current provision

LST has been running the two courses in Fashion Styling and Interior Styling concurrently with a monthly intake of about 20 participants, and a total of 85 to date. The courses include face-to-face delivery, time for research and timetabled visits to places of interest relevant to the fashion and design industry.

The courses in London are undertaken by participants on a voluntary basis and are not duplicated within the curriculum in India. A participant's final certificate does not contribute to the final grade of their course at INIFD in India.

At the time of the inspection, there were five female participants on the Fashion Styling course and three female participants on the Interior Styling course. All eight participants were from India. LST does not enrol any participant under the age of 18.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with the Executive Director, the Course Director, the Director of Operations, the Student Welfare Officer, the Administrator, the Resident Tutor, course tutors and participants. A tour of the premises was carried out. The delivery of both courses was observed. Various documentation was scrutinised by means of hard copy records. The availability of the information provided to the inspector was good and the organisation co-operated well with the Inspector throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	30-31 October 2013
Interim	16 January 2015
Spot Check	1 January 2016

PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the 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 and those working at the delivery venue/s.	☒ Yes ☐ No

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

Comments

The roles and responsibilities of the Directors are clearly defined in an accurate organisational chart that sets out the staff structure and job roles. The subject areas of the courses are also defined on the organisational chart with named tutors.

The Executive Director is very experienced in fashion design and highly qualified. He has a clear vision for LST. He supports his team well. The three other Directors lead different departments and are highly committed and support the Executive Director well to ensure teaching staff and participants are fully supported prior, during and post the course delivery.

All roles and responsibilities are understood by all staff leading to good outcomes for the participants.

Effective channels of communication between the management and staff include regular ongoing face-to-face meetings, telephone calls and e-mails.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ 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	Policies, procedures and systems are well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective.	☒ Yes ☐ No

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

The Administrator is well qualified and experienced and provides all the required administrative support to the directors, tutors and participants. Teachers and participants stated that the administrative support was highly effective and inspection findings confirmed this view.

The size of the administration team is sufficient to support the current number of freelance staff and participants prior, during and post course delivery. It is also sufficient for the day to day administration of the provision.

The participant admissions policy only reflects the requirements relating to the current profile of the participants, who all come from the same organisation in India.

Data collection and collation systems are adequate for the smooth running of the Provider.

3.	The provider employs appropriate managerial and administrative staff	
3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	☒ Yes ☐ No
3.2	Experience and qualifications claimed are verified before employment.	☐ Yes ☒ No
3.3	There is an effective system for regularly reviewing the performance of staff.	☒ Yes ☐ No

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

Comments

Procedures for the recruitment and continuing employment of qualified and experienced staff are satisfactory. Staff are recruited based on their qualifications and their knowledge and experience of the fashion and design industry. This leads to the securing of highly skilled staff which has a positive impact on teaching and learning.

3.2 There is at present no procedure to verify staff qualifications and experience before employment as all current staff have been with the Provider since its inception.

There is an effective system for regularly reviewing the performance of the staff. Developmental reviews and contractual arrangements for administrative and managerial staff have been revised since the last inspection. This has led to improved performance.

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

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

Comments

Publicity material is informative and includes presentations, application packs and destination success stories from previous participants. All publicity materials are reviewed and updated on a regular basis by the Executive Director to ensure accuracy

Information on the courses is accurate, up-to-date and accessible on the website.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

5.1	Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants.	☒ Yes ☐ No ☐ NA
5.2	A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No ☐ NA
5.3	The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.	☒ Yes ☐ No ☐ NA
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA

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

Comments

Entry requirements are set at an appropriate level by the institute in India from which the participants are recruited. The entry requirements are discussed with the participants prior to application and online interviews are held with the director of marketing who co-ordinates the pre and post enrolment process.

The participants confirmed the effectiveness and timeliness of the application process. Inspection findings confirm this view.

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

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

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

Comments

There is a published policy in place on attendance and punctuality. This policy is suitable and in line with the teaching and learning requirements for international students.

Unexplained absences are unusual. The Resident Tutor monitors participant attendance on a daily basis and systems are in place to notify the participants' parents in India of their progress. The tutor is in contact with the participants' parents regularly sometimes even on a daily basis. Thus, prompt action is taken if any participant is unable to attend any session.

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

7.1	The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.3	The feedback is reviewed by management and action is taken where necessary.	☒ Yes ☐ No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider regularly obtains and records feedback from participants and staff. Staff are highly committed to using feedback to aid improvements on an ongoing basis. This was confirmed by staff and participants. The feedback form for staff and participants is adequate but has not been updated recently.

The feedback obtained is regularly analysed by the Marketing Director and the Executive Director. This is highly effective in aiding immediate action. An example of this is when the participants expressed a desire to have additional visits to fashion houses in London. This was addressed by management immediately and further educational and enrichment visits were added to the programme. However, taking immediate action may not always be realistic and currently the Provider does not collect and analyse feedback in regular set time periods to facilitate clear action planning.

As the participants are only at the Provider for a relatively short time, reports on the response to the feedback are provided to the partnership institution in India.

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8. **The provider 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 provider's performance.	☒ Yes ☐ No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	☒ Yes ☐ No
8.3	Action plans are implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

Management regularly reviews staff, participant and stakeholder feedback in order to improve and enhance provision.

The Executive Director is responsible for monitoring and periodically reviewing performance. Performance is appropriately reviewed in line with the relevant systems at the sponsor institution in India. Reporting paperwork, which includes action planning as a result of participant and staff feedback reports, is held at the office in India with copies maintained at the Provider in London.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. **Programme management is effective**

9.1	There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers	☒ Yes ☐ No ☐ NA
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes ☐ No ☐ NA
9.3	The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes ☐ No ☐ NA
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	☐ Yes ☒ No ☐ NA

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

Comments

The academic management is highly effective. The Course Director, who is responsible for the tutors and learning and assessment, is highly skilled and occupationally competent. All members of staff are suitably qualified and highly experienced to manage the team of freelance tutors.

All lessons are clearly timetabled and appropriate rooms are allocated for the delivery of each course. Participants confirmed that they were very happy with the course provision, the teaching and learning and that the planning of lessons and the timings met their needs.

9.4 At present there is no policy in place for the acquisition of academic resources.

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

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	☒ Yes ☐ No ☐ NA
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	☒ Yes ☐ No ☐ NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	☒ Yes ☐ No ☐ NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
10.5	The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.	☒ Yes ☐ No

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

Course delivery includes a series of lectures, demonstrations and supervised studio work sessions. Participants undertake weekly assignments, which are submitted electronically. The assignments focus on the production of a final presentation which simulates practice in both fashion and interiors. This practical approach is very effective in encouraging participants to develop their skills.

Formative assessment, in the form of objective questions, the production of work products and log sheets, is included at the end of each assignment. These assessments are marked so that the participants receive a percentage mark that counts towards their final grading.

Summative assessments take place at the end of the course and lead to the final award and certificate. A participant's final grade does not contribute to their final grade in India.

Participants' academic backgrounds are taken into account in the classroom delivery. A resident native speaker, who is present during all the sessions and interprets for the participants when necessary, also gives them daily one-to-one individual tutorial support.

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

11.1	Trainers are appropriately qualified and experienced.	☒ Yes ☐ No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	☒ Yes ☐ No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	☒ Yes ☐ No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA

11.5	Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons.	☒ Yes ☐ No
11.6	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 self-employed and work on a freelance basis. The provider has a robust system to allocate tutors to courses, which is based on the skills and experience of the tutors. The director of education observes all classes on a regular basis to ensure tutors are suitable for the courses they deliver.

All tutors are highly experienced in their subject area and in teaching. Records of all curricula vitae and qualifications are stored on the internal computer network.

Tutors are proactive regarding their own continuing professional development. This includes professional development in the fashion and design industry as well as updating their own skills and qualifications in their specialism.

In the classes observed, tutors were able to engage and motivate effectively all participants using a range of appropriate teaching style techniques and making good use of oral questioning to check understanding.

12.   **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

The Executive Director works closely with the Course Director and all teaching staff to ensure that any resource requirements are effectively identified and implemented in advance of any lessons. Hard copy teaching and learning resources are given to the tutors as necessary.

13.	**Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**	
13.1	Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
13.2	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers.	☒ Yes ☐ No ☐ NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	☒ Yes ☐ No ☐ NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	☒ Yes ☐ No ☐ NA
13.5	Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.	☒ Yes ☐ No ☐ NA
13.6	Participants have appropriate access to trainers outside class time.	☒ Yes ☐ No ☐ NA

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

Comments

Feedback to participants is ongoing and regular. It is provided on a daily basis at the end of each session.

Both courses are planned to include a schedule of assessments which are available and distributed to participants in advance. Assessment outcomes are monitored regularly by the tutors and the Course Director. Prompt intervention is made where appropriate.

The Resident Tutor assists participants daily and supports them outside class time.

Participants confirmed that they receive regular ongoing feedback on their progress and this is formally recorded in a progress report document. They found the help and support in the classroom from both the tutor and the resident tutor very helpful.

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

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 (this does not apply to the provision of certificates of attendance only)**

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

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

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

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

INSPECTION AREA - PARTICIPANT WELFARE

17.	**Participants receive pastoral support appropriate to their age, background and circumstances**	
17.1	There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.	☒ Yes ☐ No ☐ NA
17.2	Participants receive appropriate advice before the start of the programme.	☒ Yes ☐ No
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes ☐ No
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐ Yes ☐ No ☒ NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☐ Yes ☒ No

This standard is judged to be:
Comments

☐ Met   ☒ Partially Met   ☐ Not Met

The participants receive appropriate pastoral support. There is a dedicated participant Welfare Officer who is experienced and accessible and available to all participants. In addition, the Resident Tutor assists with participant welfare. The Resident Tutor stays with the participants at their accommodation and assists and engages actively with all the arrangements. The tutor is also on call at all times for emergency support. The tutor is from India and is, therefore, a native speaker of Hindi and understands the culture of the participants.

Advice and guidance are given in India prior to enrolment. The participants and their parents receive appropriate information on all aspects of the provision in London. Induction is undertaken by all staff members. Tutors brief participants on the courses and the managers and student welfare personnel brief them on living and learning in the school and in London.

Policies are in place to avoid discrimination and to deal with inappropriate behaviour. Participants felt safe and secure at LST and were very positive about the support they receive both from the Resident Tutor and management.

There is an up-to-date anti-radicalisation policy and procedure in place which is available to all staff and participants in the handbooks.

17.7 However, staff have not received formal certificated training and no risk assessment has been undertaken with regard to protecting participants from radicalisation and extremism.

18.   International participants are provided with specific advice and assistance

18.1	International participants receive appropriate advice before their arrival on travelling to and staying in the UK.	☒ Yes ☐ No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes ☐ No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	☒ Yes ☐ No
18.4	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 advice and guidance on living and learning in Britain are excellent.

Participants receive a full Induction in India and in London, upon arrival. The induction covers information on the courses, the local environment, the enrichment activities, food, travel, medical services and financial aspects.

The Resident Tutor, the Executive Director and the Operations Director speak Hindi which is the language of the participants coming from India.

Participants were very happy with the help and support they received both in India and on arrival.

19.   The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	☒ Yes ☐ No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☐ Yes ☒ No
19.3	Participants are advised of BAC's own complaints procedure.	☒ Yes ☐ No

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

Comments

Participants have access to a suitable complaints procedure.

19.2 The complaints policy does not include consideration by an external independent adjudicator in the event that a complaint cannot be resolved internally.

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

20.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.	☐ Yes ☐ No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	☐ Yes ☐ No ☐ NA
20.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.	☐ Yes ☐ No
20.4	A level of supervision is provided appropriate to the needs of participants.	☐ Yes ☐ No
20.5	Separate accommodation blocks are provided for participants under 18.	☐ Yes ☐ No ☐ NA

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

Comments

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

21.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No
21.2	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
21.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	☐ Yes ☐ No
21.5	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

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

22.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	☒ Yes ☐ No
22.2	The social programme is responsive to the needs and wishes of participants.	☒ Yes ☐ No ☐ NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	☐ Yes ☐ No ☒ NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	☒ Yes ☐ No ☐ NA

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

Comments

| The social and cultural events are related to the participants' courses and are an integral part of the programme.

Social programmes are very well supervised with the tutor and Resident Tutor accompanying the participants on all trips. However, risk assessments of off-site visits are not conducted. |
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INSPECTION AREA – PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

23.1	The provider has secure tenure on its premises.	☒ Yes ☐ No ☐ NA
23.2	Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☐ Yes ☐ No ☒ NA

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

Comments

The Provider has secure tenure agreements on its premises. Associated contracts and agreements are securely stored in the Executive Director's office.

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

24.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
24.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	☒ Yes ☐ No
24.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
24.8	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 are safe and secure with an entry telephone system at the main door for general access.

There are clear notices regarding fire, health and safety procedures throughout the premises. Participants are given the necessary information on health and safety as part of their induction.

The facilities in the building are spacious, well ventilated, effectively maintained and clean.

There are appropriately allocated toilet facilities that are clean and maintained daily.

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

25.1	Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	☒ Yes ☐ No
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	☒ Yes ☐ No
25.3	There are facilities suitable for conducting the assessments required on each course.	☒ Yes ☐ No ☐ NA

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

Comments

Classrooms and other learning areas provide adequate accommodation for the number of participants enrolled. Equipment is suitable for the delivery of the classes. Participants and tutors confirmed that the learning areas are well maintained and suitable for all course delivery and related assessment requirements.

26.   There are appropriate additional facilities for participants and staff

26.1	Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.	☒ Yes ☐ No ☐ NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	☒ Yes ☐ No ☐ NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ NA
26.5	There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Participants and tutors have access to adequate additional facilities if required. Tutors are self-employed and prepare notes and lectures at home. They also have access to a common room during lessons if needed and separate areas for refreshment and lunch breaks. Participants and staff can keep personal belongings with them and in lockers provided by LST. There is an adequate number of suitable rooms that can be used for meetings. The administration office is of an adequate size for the effective administration of LST.

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

A highly experienced academic and management team which is very effective.

Actions Required	Priority H/M/L
3.2 The experience and qualifications of staff must be accurately verified before employment.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Highly skilled and experienced teaching staff. This leads to excellent outcomes for participants.

Actions Required	Priority H/M/L
9.4 There must be a policy and procedure in place for the acquisition of academic resources.	☐ High ☒ Medium ☐ Low

PARTICIPANT WELFARE

Provider's Strengths

Excellent arrangements, including the support of a Resident Tutor, foster positive relationships between staff and participants and amongst the participants themselves.

Actions Required	Priority H/M/L
17.7 The Provider must ensure staff receive formal training and a risk assessment is carried out with regard to protecting participants from radicalisation and extremism.	☐ High ☒ Medium ☐ Low
19.2 The complaints policy must include provision for resolution of the complaint through a process which includes consideration by an external independent adjudicator.	☐ High ☒ Medium ☐ Low

PREMISES AND FACILITIES

Provider's Strengths

Classrooms are adequate for class delivery with specialised equipment for the delivery of sessions on fashion and design.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the admissions policy is up-dated to reflect the requirements relating to possible future participants, as it is planned to market the courses more widely to prospective participants from countries in addition to India.

It is recommended that the process for obtaining and analysing feedback from staff and participants is reviewed to include up-dating the feedback form and improving the action planning process.

It is recommended that risk assessments are carried out on all off-site social activities organised by the provider to ensure the safety of the participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS