



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Education House Leeds

ADDRESS: 5–11 Hares View
Leeds
LS8 4LH

HEAD OF PROVIDER: Mr Mahboob Ahmad

DATE OF INSPECTION: 15 & 17–18 January 2024

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 28 March 2024

1. Background to the provider

Education House Leeds (EHL/the Provider) is a small, privately owned organisation that offers courses in International English Language Testing System (IELTS) Preparation and General English Language Preparation for international participants.

The Provider is based in Harehills, Leeds, a few miles from Leeds city centre. The Provider's administrative office and teaching space are both located in a local community centre.

The aim of the Provider is to provide high-quality education in the English language for participants aged 18 and over, focusing on teaching General English and preparing participants for IELTS examinations. Participants are from black and ethnic minorities, particularly the Pakistani community.

The organisation was established in 2015 by the Managing Director (MD), who is the sole Proprietor and Head of Provider. The MD is employed full time and the Programme Lead, who also undertakes the roles of Senior Administrator and Participant Welfare Officer, is also a trainer works part time on a self-employed basis.

There is also a Principal, who works on a part-time basis and provides strategic direction and guidance. There are two additional training staff who are employed on a freelance basis. Additionally, there is a part-time Administrator, who also acts as the receptionist.

2. Brief description of the current provision

The Provider is currently focusing on courses in General English Language Preparation, IELTS Preparation and, potentially, Business English. These are specifically aimed at international participants wanting to come to the United Kingdom (UK) to practise their English language proficiency.

The Provider currently offers in-person workshops to deliver English language development and has enrolled international participants on a General English Language Preparation course, which the Provider has designed. This course has no external certification.

At the time of the inspection, nine participants were enrolled on the General English Language Preparation course. All participants are Pakistani nationals. The majority of the participants were male and two were female.

The Provider does not recruit participants under the age of 18.

Courses are offered to meet demand and prospective participants apply directly to the Provider. Course start dates are determined according to when there is a viable cohort of at least ten participants. Participants are required to have a suitable level of English language skills.

3. Inspection process

The inspection was carried out by one inspector over three days. The first day of the inspection was undertaken remotely, and the second and third days were undertaken on site. Discussions took place with the Principal, the MD, the Programme Lead and the Administrator. The participants were interviewed, and three teaching observations took place. A comprehensive range of documentation was made available and scrutinised, and a tour of the premises took place. The Provider co-operated fully with the inspection and embraced the opportunity to improve its provision.

4. Inspection history

Inspection type

Date

Stage 2

3 March 2020

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined, documented and understood. The comprehensive and detailed organisational chart seen by the inspector provides clarity on the structure of the Provider. It also provides a brief description of each of the job roles. Discussions with trainers and participants indicated an understanding of the organisational structure, which reflects the way in which the Provider operates. This allows the Provider to operate effectively and with clear roles and responsibilities.

A review of the Curricula Vitae (CVs) of senior staff shows that they are well qualified and suitably experienced to fulfil their roles. Suitable job descriptions provide a framework within which senior staff can operate and manage. The Provider is embedded in the local Pakistani community, as are its staff, and this ensures that senior managers can relate their roles to the needs of the community. The senior managers are therefore effective in their roles.

Effective communications take place between management and staff on an informal, ad-hoc basis. More formally, regular meetings of all staff take place, and these are recorded. Overall, these mechanisms are fit for purpose, allowing management to be well informed.

The Provider has a written statement of its mission and goals that effectively guides its activities. The clear mission statement is communicated to the participants through the participant handbook.

1.4 The mission statement is not contained in other handbooks or on the Provider's website. This does not allow easy access for all stakeholders and leaves open the possibility of stakeholders being unclear about the Provider's mission.

A detailed and suitable risk management policy is well described in the management and staff manual, which is available on the Provider's website. The accompanying risk register comprehensively covers the Provider's likely risks.

There is a financial plan for each year to manage the finances of the Provider and to ensure its financial stability. The risk management policy and register are reviewed annually. They provide a broad review of risks and ensure that the management can plan to manage these. This works well and is appropriate.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<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 provider.	<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	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The current administrative structure is appropriate to meet the Provider's needs and provides an effective service to both participants and staff. Administrators are suitably qualified and experienced, as demonstrated in their CVs. Staff work well as a team to provide effective administration. Most administrative roles are fulfilled by staff who also have other senior roles. The dedicated Administrator understands the requirements of the role and is experienced and effective in carrying it out. This structure is suitable in ensuring the effective operation of the Provider and its communications.

Administrative tasks are also undertaken by the Senior Administrator, who also holds the post of Programme Lead. This is suitable for the current number of participants currently studying. Discussions with management, administrators, trainers and participants confirmed the administrative team to be flexible and to meet specific administrative demands effectively. Should participant numbers significantly increase, the Provider plans to recruit to a full-time administration role.

The administrative support available to the management is clearly defined, documented and understood. The job description of the Administrator provides clarity about the tasks to be undertaken. Administrative tasks are allocated as needed to the Administrator, who will undertake them appropriately in addition to providing a reception service.

The management and staff manual is available on the Provider's website. It is comprehensive and the policies, procedures and systems are well described. The participant manual provides details of the policies, procedures and systems that are specifically relevant for participants. However, a number of policies and procedures that exist are not included in these documents, with the potential, therefore, for them to be overlooked.

Data collection is managed by the Administrators and consists of paper-based personal files and online academic progress data. Examination shows them to be appropriate to meet the needs of the Provider, with sufficient detail to allow them to be effective in supporting participants.

Participants', trainers' and other staff's personal records were reviewed. These were up to date in regard to both personal and academic details. They provide a good basis for the effective administration to meet both participants' and trainers' requirements.

The management and staff manual has clear policies and procedures regarding the security of data. These are effectively implemented and provide controlled access to the data. The policies and procedures are appropriate for the Provider and ensure that all data is suitably protected and is compliant with legal requirements.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A well-developed and well-presented recruitment manual includes appropriate job descriptions, the staff appointment process and onboarding information for new staff. An induction checklist was seen in each staff’s personal file showing that the induction had taken place and that a service level agreement was in place. The manual is suitably detailed and appropriate and ensures that all staff who are appointed are suitable for their role.

Experience and qualifications are checked as part of the appointment process. Copies are retained and kept in staff’s personal files, which were seen by the inspector. Additionally, references are taken as verification. This process is well established and ensures that all staff details are accurately recorded and meet the job description requirements.

No trainers work remotely, and all delivery is in person and on site.

A well-written and comprehensive teaching observation policy exists that includes regular, scheduled course delivery observation. This is supported by suitable documentation. The outcomes of the observations will form a key element of the annual Continuing Professional Development (CPD) review process that staff will undertake.

Additionally, participants’ views are captured by regular feedback from programme surveys. These mechanisms provide a sound and multi-faceted review of staff performance. These form a suitable basis for the review of the performance of all staff, teaching and non-teaching, ensuring that continuous improvement is encouraged.

The MD confirmed that he is committed to supporting CPD for all staff, for example, the provision of CPD resources to allow the Administrator to become a trained counsellor. The full implementation of the staff CPD process will allow all staff to access appropriate CPD opportunities.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

4.1	Text and images provide an accurate depiction of the provider’s location, premises, facilities and the range and nature of resources and services offered.	<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
4.3	The provider’s key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The promotional materials provide an accurate depiction of the Provider's location, premises, facilities and the range and nature of resources and services offered. The Provider's webpage and social media channels are its key promotional mechanisms. These have been reviewed and they accurately describe the Provider and its courses. Therefore, these publicity materials allow potential participants to be well informed and to be able to make appropriate decisions about studying with the Provider.

Information on the courses available is comprehensive, accurate and up to date. A description of the General English Language Course is provided through the website. The prospectus and participant handbook are readily downloadable and cover the General English Language Course and other courses to be offered in the future. The information provided is fit for purpose and allows potential participants to make informed decisions.

All key policies are available on the Provider's website, as well as in the participant handbook, the learning resources guide, the policies and procedure manual and the guidance for potential participants. As result, appropriate and comprehensive information is available to potential participants prior to making an application.

The approach of having key policies across documents for different end-users is good practice. This ensures that all applicants have all the information needed to make an informed decision about the suitability of the Provider.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider takes reasonable care to recruit and register suitable participants for its courses. The participant handbook on the Provider's website provides the course objectives, and all potential participants are interviewed online by the MD. This allows participants to discuss their requirements with the Provider and to have their questions answered in full. The Provider's staff can also answer any concerns the applicant may have. All applicants will therefore be well informed about the course. This is a robust and well-proven approach, ensuring the suitability of the course for a particular applicant.

A formal application and selection process ensures that participants meet the entry requirements. This process is effective and efficient. The Provider's website states the specific entry requirements with regard to English language proficiency. This is effectively implemented by all applicants having the opportunity to take an online test that provides them with immediate feedback on their English language competence.

Additionally, all applicants are formally interviewed by the MD, who uses his experience to make a judgement about an applicant's suitability for admission. The two mechanisms combined provide a comprehensive view of each applicant's current English language skills and are suitable in ensuring that those admitted will have their expectations and needs met on the course.

All course and delivery details are clearly communicated on the Provider's website, allowing applicants to determine the course's suitability. The interview that all applicants must undergo as part of the admissions process takes place in their first language. All applicants will therefore be well informed about the course.

The MD responds to all enquiries within two days. In his absence, the Programme Leader replies to enquiries. This is a suitable approach. All applicants receive a response to enquiries within the target response time. This was confirmed by participants.

No overseas recruiting agents are used by the Provider.

The Provider's application form asks whether applicants have any special educational needs. Should this be the case, this will be discussed with the applicant during the interview to ensure that their needs can be supported. Appropriate support will then be put in place as necessary. This is a suitable approach, the interview being a key stage in determining prospective participants' needs.

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

- | | | |
|-----|---|---|
| 6.1 | There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. | <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 participants, collated centrally and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly, and appropriate action is taken. | <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

There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it. There is a clear and detailed participant attendance and punctuality policy. This is available to all stakeholders on the website and in the participant handbook. Together with guidance provided during induction, this ensures that the policy is clearly disseminated and understood. The policy is reasonable, and participants confirmed that they are clear about the need for regular attendance and punctuality.

All trainers complete a paper attendance register for each half-day session, and the records that were reviewed were accurate and up to date. The registers are submitted at the end of each day and reviewed by the Participant Welfare Officer for absences. Attendance is monitored by the Participant Welfare Officer and action is taken as described in the attendance policy. The attendance policy is well written, made readily available to participants and effectively managed.

These mechanisms are effective. Poor attendance is not a significant issue for the Provider. The policy and its implementation provide the necessary oversight of participant attendance to ensure that participants are well supported, should their attendance deteriorate.

Attendance registers are collated by the Receptionist, who will follow up any absences by phoning non-attendees immediately when their absence is noted. Should there be a recurring issue of unapproved absence, the Programme Lead will interview the participant.

There is a clear disciplinary process should this not be successfully resolved. Participants are made aware that less than 90 per cent attendance will lead to the Home Office being informed. This approach is robust and detailed, and supportive of participants and ensures that all absences are followed up and suitably addressed.

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

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

7.2 The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No

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

7.4 The feedback is reviewed by management, and appropriate action is taken. Yes No

7.5 There is a mechanism for reporting to the participants what the provider has done in response to their feedback. Yes No

7.6 Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans. Yes No

7.7 Action plans are implemented and regularly reviewed, with outcomes reported to management. Yes No

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

Comments

There are effective systems for monitoring and periodically reviewing all aspects of the Provider's performance. The management and staff manual provides an overview of the quality assurance policy. This policy is suitable and its effective implementation ensures the delivery of high-quality provision.

The manual that sets out the participant feedback process and reporting mechanisms is comprehensive and appropriate. The Provider makes use of an online survey tool to collect feedback from participants every two weeks. Informal feedback mechanisms, such as ad-hoc discussions with participants, allow for the gathering of feedback on a continuous basis. This approach is effective and enables the Provider to make a speedy response to any issues raised.

The feedback is reviewed by management, and appropriate action is taken. Feedback from the trainer and participants is considered at monthly staff meetings, which are recorded. It is planned that a participant representative will also attend these meetings. The approach is adequate in ensuring that issues are identified and rectified at an early stage.

Reporting back to participants on the responses to their feedback is regularly undertaken at meetings with the participants. The meetings take place every two weeks. In addition, feedback is provided to the participants informally in classes. This approach is suitable, flexible and responsive in meeting participants' needs. Any issues identified by the feedback are dealt with promptly and effectively so that any day-to-day and short-term issues are successfully managed.

7.6 There are no regular reports produced which include the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.

7.7 In addition, there is no formal action plan that is regularly reviewed.

Consequently, the Provider's ability to identify long-term issues and take remedial action to ensure that there is continuous course enhancement is limited.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Programme Lead is highly experienced and well qualified for the role, as evidenced by his CV. He has overall responsibility for teaching, learning and assessment. His experience is very important in ensuring an appropriately dynamic approach to the teaching material in use. This approach is necessary due to the differing experiences and skills of the participants attending a course and leads to a well-planned and implemented delivery.

Classes are clearly timetabled, with the same room being used for all teaching. This works well as the participants become familiar with the environment and have the potential to personalise the room's layout to best suit the nature of the class activities taking place. The room also provides participants with a comfortable and consistent study environment.

There is currently one trainer working for the Provider, who is also the Programme Lead. This ensures the consistent delivery of the programme. In the event that additional trainers are required, the Programme Lead will take responsibility for the allocation and monitoring of trainers and hence ensure a consistent ongoing participant experience for the participants.

There are appropriate policies and procedures for the acquisition of appropriate teaching and learning materials and resources. Resource requirements are identified through discussion within the management team, and with trainers, prior to the course being offered. The MD will then allocate the cost against the appropriate resource budget and acquire the resource. As a result, resourcing is well planned, ensuring that participants have the necessary access to appropriate course materials to meet their needs.

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

- | | | |
|-----|--|---|
| 9.1 | The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 9.2 | Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. The courses are designed by the Programme Leader, who has extensive experience of English language teaching. They are designed to meet the needs of participants to improve their English language competence.

Course structures are discussed with other experts in English for Speakers of Other Languages (ESOL) to ensure that they are fit for purpose. This mechanism allows the courses to be designed to meet the specific requirements of the participants and to be consistent with current practice and level of knowledge that is required. The current course is well designed and effective in meeting participants' needs.

There are no final assessments or employer involvement in the courses.

A textbook is issued to all participants. This provides effective support for classroom learning and formative feedback via exercises. Additional online resources are also provided. These include formative exercises for self-study, the outcomes of which are monitored and reviewed by the trainer.

The online material and participant outcomes were seen during the inspection. The use of online supporting material is effective and allows for tailoring of the material to match the needs of individual participants. Course materials are appropriate for the level of competence of participants.

Course learning objectives for the 11-month course have been developed and were reviewed. The diverse nature of the participants requires flexibility, which is achieved by developing weekly plans and specific daily lesson plans throughout the duration of the course.

Course materials are comprehensively presented and respond to participant needs. The course objectives are given in the participant handbook, and the course materials clearly support participants in meeting these objectives.

There are no assessment objectives or statement of intended learning outcomes established by any external body.

The online resources are used as set tasks to be completed outside formal teaching periods. The participants are encouraged to use these resources and to choose material that meets their learning needs. This works well in developing their independent learning abilities.

The typical profile of participants is taken into consideration in course planning. All participants have developing skills in the English language and wish to improve. Course design has been done thoughtfully and is successful in meeting the participants' needs, allowing them to meet the intended learning outcomes of the course.

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

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants 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

The CV of the current trainer was reviewed and shows him to be well qualified for the role of trainer, as described in the job description. Lesson observations demonstrated an enthusiastic and effective communicator, with a strong rapport with participants and a thorough understanding of their needs. This results in effective facilitation of the participants' learning.

The Provider has a suitable trainer performance appraisal policy and a clear teaching observation procedure. The results of this policy and procedure will form a good basis for the identification of any CPD needs.

Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching sessions. The number of participants and the fact that the course duration is 11 months, with the same trainer undertaking all delivery, result in a good relationship developing between the trainer and the participants. This allows the delivery to be tailored effectively to meet participants' needs and learning styles.

The Provider has many online resources that are suitable for a wide range of academic levels and topic areas to match accurately individual participants' interests. These are used effectively. This was confirmed by the participants interviewed.

Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. The teaching includes the use of groupwork, with individual participant interactions. Formative feedback is inherent within this style of teaching.

Additionally, exercises are set that require participants to work together and then report back to the rest of the participant cohort. These techniques were seen during the lesson observations and are also included in the detailed lesson plans. The mixture of classroom teaching and other activities is well designed and ensures active participant involvement, as well as effectively developing the participants' independent learning skills.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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

Courses include a schedule of assessments, the procedures for which are available in writing and are provided in advance to the participants. The course plan was seen and has learning outcomes clearly described on a week-by-week basis. The associated frequent assessments, which are all formative, are clearly indicated. Participants said that they were clear about what assessments they were expected to undertake and by what deadline.

The use of frequent formative assessments is appropriate to the teaching of English and the background of the participants. Participants said that they found the formative assessments effective in providing regular feedback.

There are no final assessments.

Feedback sheets are used to record the feedback provided to the individual participants. These sheets were seen. They are produced by the Administrator and then reviewed by the Programme Leader. Should inadequate progress be made by a participant, this will be discussed with the participant, and additional support will be provided as necessary. This is well designed to meet the participants' needs, providing them with regular feedback and allowing them to make progress.

A key formative feedback mechanism is provided by regular assessments using the online resource, which was seen by the inspector. The resource is suitable for providing feedback to those studying English as a Foreign Language (EFL). Additionally, participants are provided with individual feedback via formal meetings that take place every four weeks. These meetings are used to review the individual participants' assessment scores, performance in set tasks, classroom interactions and hence their progress. Together, these support participants well to monitor their own performance.

For participants failing to make adequate progress, additional study is provided using online resources made available by the Provider. No alternative provision is readily available, and all participants are supported to allow them to succeed. Suitable additional study opportunities are also provided if needed.

The small size of the cohort allows the Programme Leader, who is also the trainer, to provide appropriate academic support outside the timetabled hours. There is ample time outside formal teaching hours for this to be done on site. This is appropriate and allows participants to access academic support when they require it.

The Provider takes appropriate steps to identify and discourage cheating and plagiarism. In the event that plagiarism is suspected or detected, the participant will be interviewed. Should this become a repeated issue, a formal disciplinary process will be invoked. This is suitable as an approach to manage plagiarism in a supportive manner.

All formative assessment exercises are completed online and the deadline is set as the next scheduled participant meeting. The assessment results are discussed with all participants at the meeting. This is a suitable approach and provides clarity for participants, allowing them to plan their studies appropriately.

Non-completion of the online exercises is identified and discussed by the Programme Lead and MD. Discussions then take place with the participant to identify the reason and to take remedial action if necessary. This provides a supportive approach to ensuring that all deadlines are met.

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

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

Comments

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

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

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

- | | | |
|------|--|--|
| 14.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14.2 | For internal awards, there are effective systems in place for examination security and administration. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14.3 | For internal awards, there are clear procedures for participants to appeal against their marks. | <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 appropriate provision of advice for participants intending to proceed to employment or higher/further education

- | | | |
|------|---|--|
| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 15.2 | If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. | <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

INSPECTION AREA – PARTICIPANT WELFARE

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

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a named staff member, the Participant Welfare Officer, who is responsible for participant welfare who is suitably trained and/or experienced and is accessible to all participants and available to provide advice. He has formal and appropriate qualifications and is readily accessible to the participants, allowing any welfare issues to be rapidly addressed. The participants confirmed that they had access to suitable welfare support if needed. Inspection findings confirmed this view.

The website provides a suitable level of information for potential participants. There is a document available that specifically includes useful guidance. This document is downloadable and includes course details and application processes and procedures. Additionally, there is an online form to request additional information. The online interview that all participants have with the MD allows tailored and specific advice to be provided to each applicant. Together, these mechanisms provide appropriate and comprehensive information and advice to applicants.

The schedule and slide presentation for the participant induction were seen. The induction is comprehensive, covering details of the course, the premises and cultural aspects of living in the UK. The participant handbook provides additional introductory information. These have all been reviewed and are well written, providing an appropriate induction programme.

The participants confirmed that they had been provided with an out-of-hours emergency number that they were given during induction. This number diverts to a mobile telephone that is used by the Programme Lead exclusively for this purpose. Any emergencies can thus be rapidly managed, and participants are suitably supported.

There is a suitable and comprehensive anti-bullying policy, which is clear on definitions, procedures and responsibilities of both participants and staff. This is detailed in both the staff and participant handbooks. Participants are introduced to the participant handbook as part of their induction. Should bullying be detected, the disciplinary procedure will be invoked to protect the victim and deter future instances.

The Provider does not enrol participants under the age of 18 years.

A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. The Provider has an anti-radicalisation and extremism policy and a named officer who is responsible for its implementation.

The policy details indications of radicalisation and the actions to be taken should it be suspected by staff or by participants. These are detailed in the participant handbook. The Provider has a risk assessment and all staff members have undertaken relevant training. As a result, staff and participants are fully aware of how to respond to any suspected issues.

The policies and procedures manual for participants is clear about the need for mobile devices to be turned off.

16.8 There is no clear e-policy so that the inappropriate use of electronic media and devices could take place.

The Provider's participant record database is remotely accessible, allowing participant contact details to be accessed when off site. The access is suitably secured and allows the Provider to access participant details when necessary.

17. International participants are provided with specific advice and assistance

- | | | |
|------|---|---|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International participants receive appropriate advice before their arrival on travelling to and living in the UK. The participant handbook, which is available online, is thorough and covers the topics a new international participant would need. This information is effectively supported by the MD and Programme Lead being available to answer questions via e-mail and through online discussions. These mechanisms are tailored to meet the specific needs of the international participants and are appropriate. Participants indicated that they were well informed before arrival.

The schedule and slide presentation for the participant induction were seen. The induction is comprehensive and covers the cultural aspects of living in the UK. The participant handbook and the policies and procedures manual also provide additional useful information. These have been seen and are well written. All participants are international, and the induction is matched to their needs and works well.

Information and advice specific to international participants continues to be available throughout their course of study. The close relationship between the trainer and the participants ensures effective continuing support. All the advice and support that is provided is designed to be relevant to international participants. Ongoing support is available directly via the Provider or the local Pakistani community, of which the Provider is very much a part. This is suitable and matches the needs of the participants very well.

Cultural and religious support is good. All the current participants are of Pakistani heritage, as are the staff and trainers at the Provider. Any participants with a different background would be appropriately supported via the Provider's links with other community-based groups. This approach is well considered and suitable.

18. The fair treatment of participants is ensured

- | | | |
|------|---|---|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.2 | Participants 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 |
| 18.3 | Participants are advised of BAC's complaints procedure. | <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 website has clear terms and conditions, covering contractual terms as well as the refund policy. These are suitable and reasonable. A suitable cooling-off period is clearly stated.

A suitable complaints policy and associated procedure are documented in the participant handbook, as is BAC's complaints procedure. These are discussed with participants at induction. As a result, all participants are well informed and able to invoke the procedure if necessary.

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

- | | | |
|------|---|--|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided that meets the needs of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <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

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.3	The provider 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
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.5	Clear monitoring procedures are in place, with opportunities for participant 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

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

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

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

Comments

Participants are provided with appropriate information on opportunities for participation at local events and other leisure activities that may be of interest.

The participant handbook provides suggested starting points for those who wish to explore the local area. This approach is suitable for the profile of the participants and allows them to undertake social activities that meet their needs.

No formal social programme is provided.

INSPECTION AREA – PREMISES AND FACILITIES

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

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a long-term lease for the premises. This is sufficiently flexible to allow for the use of additional space should this be necessary if the number of participants increases.

The Provider does not anticipate the need to use any external premises on a temporary or occasional basis.

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

23.1 Access to the premises is appropriately restricted and secured. Yes No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA

23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No

23.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No

23.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No

23.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

23.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide an appropriate and clean environment for participants and staff.

23.1 Access to the Provider's premises is open and directly off the street. There is no reception desk or other security mechanism. This allows potentially unchallenged entrance to the premises.

The premises are clean, well lit, well maintained and comfortable, thus providing an environment conducive to learning.

There are no hazardous areas requiring specific safety rules.

General guidance on health and safety is made available to participants and staff. Emergency exit routes are clearly marked in the building. Participants confirmed that health and safety had been covered during their induction.

23.4 Specific health and safety guidance is not routinely provided to visitors and, therefore, visitors may be unaware of the procedures to follow.

Key areas of the building are well signposted. The entrance and the study areas have numerous notice boards that can be used for both course-specific and general notices. This allows notices to be readily posted. This meets the needs of the participants.

The premises have adequate circulation space. There are several rooms suitable for receiving visitors and for meetings. There is a small lift to the first floor to support those with impaired mobility. The building is appropriate for the current participant cohort and can accommodate several more cohorts simultaneously if expansion were to take place.

There are suitable toilet facilities on both the ground floor and first floor of the premises. These are adjacent to the teaching rooms. They are clean and in good condition, with soap, towels and driers available. Rooms are all suitably heated, ventilated and comfortable to work and study in.

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

- | | | |
|------|---|---|
| 24.1 | Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 24.2 | Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | <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 training room is appropriate for the courses offered. It is of a suitable size, with appropriate furniture and a ceiling-mounted data projector. These facilities are suitable for the course being taught, allowing the trainer to teach effectively.

A well-equipped computer suite provides access to the online resources and meets the needs of the participants.

There are facilities suitable for conducting the assessments required for each course. All assessments are formative and undertaken by participants either using the computer suite that has some 15 workstations, or off site using their own devices.

25. There are appropriate additional facilities for participants and staff

- | | | |
|------|---|---|
| 25.1 | Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.4 | There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate additional facilities for participants and staff. The computer suite is suitable for private study. Outside formal teaching hours, the course classroom is available for private study. Together, these provide space that meets the needs of the participants, allowing them to study on site in a suitable environment.

The only trainer currently working does so part time and chooses to prepare his work off site. Should trainers need to prepare work on site, there is sufficient unused space to allow this.

The teaching room is multi-purpose and is used for both teaching and as a base room. It provides a suitable space for eating and drinking, with a kitchen in an adjacent room with facilities for making hot drinks or using a microwave oven.

Alternatively, there are food outlets immediately outside the premises. Participants said that they usually went off the premises to eat. Participants are well served for both relaxation space and refreshments. These arrangements work well and meet the wishes of the participants.

The premises have rooms that can be used by the Provider and these rooms are suitably equipped for holding staff and other meetings. This allows for meetings to be held either on a scheduled or ad-hoc basis.

Administrative offices are adequate in size and are resourced for the effective administration of the Provider. Participant-facing administration is undertaken by the Receptionist/Administrator, who has a desk in the computer suite. Adjacent to the desk is a workstation and filing facilities.

Back-office administration that does not need direct contact with participants is undertaken off site by the Administrator or MD. These arrangements are suitable and work well, as confirmed by the participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Provider has a highly committed MD and experienced staff and these provide responsive and effective management and administration of the organisation.

Actions required	Priority H/M/L
1.4 The mission statement must be clearly communicated to all stakeholders.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.6 The Provider must implement a process for regular, documented annual course reviews.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
7.7 Action plans must be developed, implemented and regularly reviewed.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

An enthusiastic, experienced and skilled trainer delivers effective and engaging teaching.

The well-designed course meets the participants' needs very well and provides flexibility to meet their individual requirements.

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

PARTICIPANT WELFARE

Provider's strengths

The Provider has a caring attitude towards its participants, who are in a different and unfamiliar environment, and this support enables them to study successfully.

Actions required	Priority H/M/L
16.8 An acceptable e-policy must be included in the participant handbook.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The building is ideal for the course being offered and provides comfortable accommodation with a dedicated room for the participants.

Actions required	Priority H/M/L
23.1 Suitable measures must be put in place to restrict access to the premises.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
23.4 The Provider must implement a procedure to ensure that all visitors receive appropriate health and safety guidance.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that all policies and procedures be consolidated into a single document.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

Bob Harris

Lead Inspector