

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**ORGANISATION:** Opportunity Education Services

**ADDRESS:** 3 Monument Court  
1 Lower Canal Walk  
Southampton  
SO14 3AN

**HEAD OF ORGANISATION:** Mr Thomas Saunders

**DATE OF INSPECTION:** 9 and 10 May 2015

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

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

Date: 11 Jun 2015

### 1. Background to the organisation

Opportunity Education Services (OES) provides short courses in enterprise, English and sports in the south of England. Formed in 2014, OES is a company limited by shares. Courses take place in rooms rented within a conference centre and an all-weather astro pitch located in Southampton.

The Director is the only full-time member of staff. He is supported by an Operations Manager, who is a part-time member of staff, and an English Academic Manager, who works on a self-employed basis. Self-employed trainers and other staff are hired as required to develop and support the training programme.

This new company has created many procedures and policies but it is too soon for many of the procedures to have been tested.

### 2. Brief description of the current provision

Three key programmes have been developed, one aimed at UK university students and two programmes focused on Chinese school children. Enterprise Boot Camps are aimed at university students with a business idea that they would like to develop into a start-up business. The skills developed on this course can help students to pitch for funds available from a local university to assist with start-up companies.

The UK Culture and Football Programme is a two-week course aimed at 12-17 year old Chinese students who wish to develop their football skills whilst visiting some of the UK's most prestigious clubs. The South Coast English and Culture Programme is also a two-week course designed for a similar target audience who wish to develop English language skills, learn about British culture and explore the south of England. Neither of these courses had run at the time of the inspection. The first courses are planned for the summer of 2015.

At the time of the inspection 26 students were undertaking the Enterprise Boot Camps.

### 3. Inspection process

The inspection was carried out by one inspector over two days and included reading documentation, meetings with students and trainers, a series of meetings with the Director and Operations Manager, a tour of facilities including the classrooms, sports facilities and residential accommodation, and observations of training.

## 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 provider.

### 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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

This small organisation is well managed. The Director and Operations Manager work well together, ably supported by a small team of enthusiastic staff.

Regular team meetings take place. The first whole team meeting is scheduled for September 2015. Much informal communication is undertaken.

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

- |     |   |   |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider.     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Effective administration is undertaken by the Operations Manager and Director. At this stage of development of the organisation, additional administrative support is not required. Policies and procedures have been carefully developed.

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**

The managers undertake the administrative tasks. Good policies have been developed for the recruitment and continuing employment of staff. All staff are DBS checked and a central record is maintained.

An appraisal system has been created but not yet tested. Review of the courses takes place after each course.

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**

OES's website is well designed and provides an accurate description of the courses on offer and provides an appropriate level of detail.

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. | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> 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.                               | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |

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

**Comments**

Good systems have been established to ensure the suitability of applicants for the courses.

For the entrepreneurial course, an online application form is completed and reviewed to ensure that delegates have established an idea for a new business.

For the courses aimed at Chinese students, the educational centres in China run the initial assessment to establish that a minimum IELTS score is achieved: a level 3 for the football and a level 4 for the English course. OES only deals with closed group bookings for the courses for Chinese students.

Experience of working with China has been developed over a number of years and agents are carefully selected. OES has developed an information manual for its agents and partner schools.

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

- |     |   |                                      |                                     |                          |
|-----|---|--------------------------------------|-------------------------------------|--------------------------|
| 6.1 | There is a clear and published policy on participant attendance and punctuality.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |                          |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |                          |

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

**Comments**

6.1 Clear expectations regarding attendance of all sessions are published in the student handbook for the courses for Chinese students. Clear expectations are stated regarding punctuality for the entrepreneur course, but there is no clear statement about attendance on this short course.

Chinese students are registered six times a day and any non-attenders would be chased up immediately.

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

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

**Comments**

Good systems have been developed to obtain feedback. For the enterprise course, a student feedback form is completed along with verbal feedback at the end of the day. The university supplying the students also completes a client feedback form. OES responds directly to the clients regarding any issues.

For the summer courses aimed at Chinese students, a written feedback form will be completed at the end of each course. Students will also be asked to feedback on the agents through which they have booked.

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**

Appropriate plans have been established to review performance. This includes an annual review team meeting, annual programme monitoring reports and an external moderator checklist. The template for the monitoring reports is comprehensive and includes responses to issues raised in earlier reports, main issues raised by students, feedback analysis, identification of good practice, proposed changes, peer observation and an agreed action plan. However, it is too early for any of these procedures to have been implemented.

OES would benefit from input from a board of trustees or similar body to offer oversight and provide a point of reference.

## 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 teaching and learning resources.  Yes  No  NA

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

#### Comments

Well qualified and experienced experts in their field, who work in the local university, have developed and deliver the training programmes.

### 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

Courses have been very well planned to ensure that skills are developed effectively. For the enterprise courses, students participate fully in a variety of engaging tasks to ensure that learning is an active process. For example, potential entrepreneurs are encouraged to network and develop useful contacts through a 'speed pitching' activity that requires students in pairs to pitch their business ideas to each other and then to offer feedback. This is a very effective exercise and helps students to develop confidence and to reflect on their ideas and refine them.

Detailed schemes of work and lesson plans have been created for the courses planned for the summer.

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
- 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**

Trainers on the enterprise courses are well qualified and experienced entrepreneurs. Short courses begin with the trainers establishing the current level of experience and expertise of the delegates so that the training can best meet their needs. The variety of engaging activities included within the course ensures that participants learn with enthusiasm.

Peer observations are undertaken and plans are in place for the formal observation of teaching and learning for which appropriate documentation has been created. These plans have yet to be tested.

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**

Useful handouts are given to students, on which notes are made, for example sheets are used on which they can list their skills and contacts to help with the development of their business. In a finance session, handouts include useful examples of cash flows.

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.                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.    | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> 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.                       | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments**

For the enterprise courses, ongoing feedback is provided. The key assessment opportunity is provided when the students present a formal pitch for funding to a panel at the university. At this point, if successful, up to £2000 can be secured. Feedback and advice is provided on the business plan.

For the courses for young Chinese students, appropriate assessment schedules have been created. For example, with the football course, an initial placement test will be undertaken to ensure that students are placed in the appropriate group. Midway through the course, students may be moved up or down depending on progress made. Students at the end of the course will compete in a tournament and will be assessed on their football skills.

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**

- |      |   |                           |                          |                          |
|------|---|---------------------------|--------------------------|--------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> 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 where appropriate.  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 \_\_\_\_\_

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**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

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

Comments \_\_\_\_\_

Good plans have been developed to ensure appropriate pastoral support for the short courses for Chinese students. On arrival a brief introduction to the accommodation will cover basic health and safety issues. An orientation on the first morning of the first day covers further necessary aspects to ensure that the risks are minimised and that the young people are kept safe. A cultural orientation will also be provided.

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. Where possible, participants have access to speakers of their own first language.  Yes  No

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

**Comments**

A pre-departure guide will be sent out a month before the programme and a student handbook sent out a week before the start date. These will be distributed by the agents. On arrival, an appropriate induction covers the essential information required for a successful visit.

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

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

**Comments**

Appropriate transparent contractual terms and conditions are in operation. An effective complaints procedure is in place.

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**

Residential accommodation is secure and is of a high quality.

All staff within the residential accommodation are DBS checked. Separate areas for residential accommodation are arranged for under 18s. The accommodation is open to any necessary regulatory inspection.

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**

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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**

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The two-week programmes for Chinese students feature a wide range of social and leisure activities that includes trips, a welcome party, international cultural evening, a movie night, a farewell dinner and an awards ceremony.

## 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 training purposes of a temporary or occasional nature.  Yes  No  NA

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

#### Comments

All premises are hired as required. Excellent sports facilities are available to be hired for the football course.

### 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

OES makes use of high quality premises of a professional nature, located within a conference centre in the local university. The conference centre is clean, safe, secure and comfortable.

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 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  NA
- 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**

The classrooms are of a high quality with multi-media projectors used for displaying slides and video clips. A conference room with tables set out in cabaret style enables effective group work. In one of the conference rooms used there is a need for either a flip chart or whiteboard to more easily allow the trainers to capture contributions made by the students.

The sports facilities available for the development of football skills are of exceptional quality and include the third generation of astro turf.

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

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

**Comments**

Rooms are available for hire as and when required within the conference centre.

**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

- OES is very well managed.
- Carefully thought through policies and procedures have been developed to thoroughly meet the needs of the organisation.

| Actions required  | Priority H/M/L   |
|---|--|
| 6.1 Clear requirements for attendance must be included in the literature provided for the students applying for the enterprise courses. | <input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low |

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

- Outstanding training provided by experienced and well qualified entrepreneurs.
- Students are enthusiastic, respond very well to the training provided and gain a considerable amount from the course.
- Thorough and effective course planning.

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

### PARTICIPANT WELFARE

#### Provider's strengths

- The needs of students are well met through the thorough preparation and planning undertaken.
- Residential accommodation of a very good standard is available for students.

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

### PREMISES AND FACILITIES

#### Provider's strengths

- High quality professional training rooms and sports facilities are available to support learning.

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

### RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

OES should develop a board of trustees or similar body to offer oversight and provide an objective point of reference.

OES should provide access to flip charts or a whiteboard so that students' input can be more easily captured and shared during the training.

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**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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