

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Full Inspection

INSTITUTION: New Century

ADDRESS: New Century House
Jubilee Terrace
South Esplanade
St Peter Port
Guernsey
GY1 1AH

HEAD OF INSTITUTION: Mr Tim Collins

DATE OF INSPECTION: 1 September 2016 - 22 November 2016

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

Date: 15 Dec 2016

1. Background to the institution

New Century Consulting Ltd (the Company) was formed, in 2006, following negotiations with the United States (US) Department of Defense. The company's aim at that time was to support the Department of Defense in the provision of specialised military and intelligence training around the world. The company was incorporated in the United Kingdom (UK) in 2007. It is registered in Guernsey and has registered subsidiaries in Botswana, Afghanistan, Australia and the United States of America (USA).

The company's aim is to provide bespoke and cost-effective specialist police and military skills training worldwide. The US Department of Defense is the major client of the company and over 80 per cent of its business comes from the US government.

Guernsey is the location of the company's general administration support, statutory affairs and financial management. Its main operational support administrative office is in central London. Administrative services are provided under contract in London by Pinpoint Corporate Services and in Washington DC by a New Century subsidiary. A Northern Ireland based team provides doctrinal, technical and training support.

2. Brief description of the current provision

The company works for a variety of military and law enforcement organisations, providing bespoke training and specialised courses. There are over 160 courses currently offered by the company. The minimum duration of a course is listed as two or three days, with the longest up to 60 days.

Courses offered include Community Policing Level 1, which is five days' duration; Strategic Leadership, which is also five days' duration; Bomb Scene Management, which is five 5 days' duration; Counter Narcotics Level 1, which is five days' duration; Pistol Proficiency, which is five days' duration; Intelligence Analyst, which is ten days' duration; Surveillance Level 1, which is 20 days' duration; Armed Response Level 1, which is also 20 days' duration and Commander Platoon, which is 60 days' duration.

Provision is negotiated with the client, usually the US Department of Defense and the end user, who may not be the United States Government. For example, the Company has organised anti-terrorist training with the US Department of Defense on behalf of the Tunisian armed forces for delivery on the ground in Tunisia.

Training is demand led by the US Department of Defense or other clients and takes place at times and at locations, which are negotiated with the Department and the end users of the training. Training normally takes place on military or police bases and not on any premises owned by the company.

3. Inspection process

The inspection was carried out by two inspectors over two separate days. One inspection day was spent at the London office of Pinpoint Corporate services and involved scrutinising electronic files and interviewing senior staff. The other inspection day was spent at an Army barracks in Bizerte, Tunisia observing two classes running, speaking to tutors, who are known as Subject Matter Experts and to members of the Tunisian special forces, the recipients of the training. A representative of the US Army was also interviewed. Despite the highly sensitive nature of the activities under observation, there was full co-operation shown by the company to the inspectors.

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Experts are utilised at all levels. They have operational credibility, experience and qualifications to enable them to consistently manage the needs of the company's clients.

2. The administration of the institution is effective

- | | | |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="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 institution. | <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 institution. | <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 |

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

Comments

Senior managers have a good knowledge of the administration and running of the company resulting in all staff being aware of their roles and responsibilities both in the UK and overseas. Appropriate training for administrative staff is provided.

3. **The institution employs appropriate staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. 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

There are strict criteria and well established procedures for the recruitment of the Subject Matter Experts, which are based on specific experience of a subject matter, competence in training, the ability to operate in difficult areas, the ability to work with an interpreter and personal qualities. All staff are regularly appraised inside and outside the classroom including appraisal from the US Army.

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

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. 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

Courses available can change rapidly depending on clients' demand and the company's training catalogue reflects this. Some courses are not publicised for security reasons.

5. **The institution takes reasonable care to recruit and enrol suitable learners for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. Yes No
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA

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

Comments

The training provision delivered by New Century is largely tailored to meet the needs of specific clients. The recruitment and enrolment process does not follow traditional models, but is unique to the specialised environment in which the company operates.

Interpreters are used, when appropriate, if course participants need this.

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

- | | | |
|-----|---|---|
| 6.1 | There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | Learner 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

The approach to delivery and assessment of the training requires full attendance over the scheduled delivery period. The assessment approach is detailed and requires frequent recording of trainees' activities and demonstrated skills.

Attendance and active participation are integral to the learning experience. No examples of recording attendance were observed. However, as the training is taking place in a military environment, non-attendance is not an option for course participants.

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

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

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

Comments

Each training unit is tailored for the specific client and requires careful monitoring. Therefore, feedback is obtained from both the commissioning client and the individual trainees. Together with the assessment records of individual trainees' performance, in the form of a detailed metrics, there is a significant volume of feedback on the effectiveness of the delivery. The data is carefully analysed by both New Century and their individual client. This ensures a robust approach to the use of stakeholder feedback. The US government conducts performance and compliance reviews of the New Century training activity.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

There are regularised and effective quality assurance systems, which are used by the company to evaluate performance at all levels of the operational environment. The nature of the training offered requires frequent review. The style of review is not aligned with traditional academic approaches, for example involving external examiners. Neither is it based on terms or semesters. The approach adopted involves piloting of new training courses and regular updates of material to reflect the changing demands of the commissioning clients. This is a commercial operation and standards are measured by the client through the level of repeat business. The evidence shows that there is significant repeat business.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. **Academic management is effective**

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

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

Comments

The delivery of training takes places in many world-wide locations. The Programme Managers, based at the provider's central London office, visit the various training locations for quality assurance and logistical support purposes. Some locations are in secure military places, whilst other courses are delivered in open locations. Hence, the traditional model of scheduling is not applicable. What is practiced is applied logistics, more akin to the military and police operations, which the courses serve. The observed classes were delivered in the commissioning client's premises with suitable resources and equipment.

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

- 10.1 Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required to achieve stated learning outcomes or for final examinations or assessments. Yes No
- 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 Learners are encouraged and enabled to develop independent learning skills. Yes No
- 10.5 Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days. Yes No
- 10.6 Any required coursework and revision periods are scheduled in advance. Yes No NA
- 10.7 The academic or professional backgrounds and particular needs of learners 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

The courses are of variable length, ranging from a few days upwards. Trainees, who are selected by the client to attend, but who are identified, during the early stages of a course delivery, to be unsuitable for the course are asked to leave the programme.

Delivery of courses is monitored by the company's Compliance Officers, so that training courses remain fit for purpose.

10.1 The learning outcomes and what the participants can, or will be able, to do as a result of completing the programme is not always clear.

The delivery of the teaching observed was engaging and supported the trainees, who are from a wide variety of backgrounds. Observed delivery was with the aid of an interpreter and this worked effectively.

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

- 11.1 Tutors are appropriately qualified and experienced. Yes No
- 11.2 Tutors 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 teaching staff incorporate regular classroom observation. Yes No
- 11.4 Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning. Yes No
- 11.5 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Tutors employ effective strategies to involve all learners 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

There are approximately 300 trainers employed. Trainers are assigned to specific course deliveries, based on their skill sets, and prioritised on their previous successful course deliveries. The total number of trainers assigned to a specific course delivery will reflect the number of trainees proposed, and the agreed instructor to trainees ratio.

Teaching observations and appraisals of trainers occur, as required. A lead trainer is assigned to each course and feedback on other trainers, in that training team, is secured through this method.

Trainers can be contracted for relatively short or lengthy engagements. In all cases, they are experienced personnel, who already have previous teaching qualifications. Their standing and status in their respective fields are a key element of their employment.

There are programme coordinators in place, who periodically observe teaching and the commissioning client also undertakes classroom observations.

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

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

Comments

New Century produce training material through the company's division, based in Ireland. The design of material takes into account the resource requirements for delivery of the training. All courses, that have been delivered, have material available on-line.

There were examples of slides being used as handouts, which are in the local language. As a result, trainees receive focused material.

In Tunisia, the inspectors noted a fully equipped operational centre, in which New Century support staff were engaged with trainees, applying some of the classroom based work to actual operational activities.

13. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. Yes No NA
- 13.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA
- 13.3 Learners are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No NA
- 13.5 Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed. Yes No NA
- 13.6 Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Learners have appropriate access outside class time to tutors for academic support. Yes No NA

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

Comments

The nature of the training means that continuous practical assessment is typically used to assess progress. Constant feedback is provided on performance. The method for recording progress is detailed. Trainees are aware, because of the feedback, about the quality of their performance. The approach set out under key indicator 13.1 is not relevant. However, trainees and the commissioning client are made fully aware of progress through weekly reports. Trainees, who are not making the required progress, are often transferred to other programmes.

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

- 14.1 For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body. Yes No NA
- 14.2 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.3 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.4 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

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

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

Comments

The educational model used at New Century means that, to a large extent, the client is the external moderator. The client agrees the design of the provision and receives a detailed report on the trainees' performance. Further contracts are a clear indicator of the level achieved and whether the identified training need has been met.

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA

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

Comments

Assessment is continuous and the students' performance is carefully recorded. These records form part of the data provided to individual clients. In this respect the end client is the awarding body.

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

- 17.1 Learners have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Trainees are selected by the client, as part of the development strategy for a range of security scenarios. Key indicator 17.2 is not applicable because proceeding to employment or further study is not the function or objective of the training. However, the company does advise individual trainees on further courses. The evidence from the training, that was observed, indicates that the trainees are deployed in order to make use of their training skills and that the training has prepared the trainees for operational activity.

INSPECTION AREA - LEARNER WELFARE

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

- | | | |
|------|---|---|
| 18.1 | There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | Learners receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Learners receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Learners are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Due to the nature of the operation, appropriate pastoral support is provided by the clients rather than New Century.

19. International learners are provided with specific advice and assistance

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

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

Comments

19.1, 19.2 and 19.3 are not applicable as trainees are trained in their own country. However, New Century is very aware of how cultural, religious, tribal or other issues can impact on the success or failure of the training exercise and the instruction. The policy of New Century of having highly experienced managers on the ground at training locations is very important in this regard in identifying any local obstacles to training success.

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

- 20.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms Yes No and conditions.
- 20.2 Learners have access to a fair complaints procedure of which they are informed in writing Yes No at the start of the course.

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

Comments

The trainees on the programmes, which were observed by the inspectors, are members of the Tunisian Army and as such are subject to military systems and processes concerning all aspects of their career. However, New Century, along with the Army, ensure that the trainees are suitable for the course and that they enrol with full knowledge of the course content. The complaints procedures are those of the Tunisian Army.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of learners. Yes No

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

Comments

Accommodation is provided by the end client. For this inspection, the Tunisian army provided barrack blocks for trainees. The accommodation had appropriate security and was clean.

22. **Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and learners before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for learner 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

23. **The institution provides an appropriate social programme for learners and information on leisure activities in the area**

- 23.1 Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 23.2 The social programme is responsive to the needs and wishes of learners. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. Yes No NA
- 23.4 Any activities organised by the institution 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 _____

INSPECTION AREA - PREMISES AND FACILITIES

24. **The institution has secure possession of and access to its premises**

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments _____

25. **The premises provide a safe, secure and clean environment for learners and staff**

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate temperature control and ventilation in all rooms. Yes No

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

Comments _____

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

- 26.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 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
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

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

Comments _____

In observed sessions, there was some excellent course related equipment available.

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

- 27.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Learners and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

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

Comments _____

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

Well organised and documented quality assurance systems and processes, that are regularly reviewed ensuring that client needs are met and that the company can accurately assess its own strengths and any areas for development.

Close working relationships with clients and the final end users of the training ensuring that training expectations are fully met and flexible to meet any required changes.

The company is very highly rated by both the US and UK governments, leading to the development of continuous and effective training relationships.

Use of well experienced and qualified staff at all operational levels of the company and especially local experts, with up to date knowledge of local conditions and circumstances.

Bespoke training provision suited to individual client needs.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

It is clear that, in the teaching sessions observed, there is active engagement with the trainees, supported by tutors who encourage that approach.

Well qualified and committed staff meeting the needs of the trainees.

Good linkages between theory and practice for trainees.

Excellent out of classroom support from New Century staff.

Actions required	Priority H/M/L
10.1 The provider must improve statements of learning outcomes enabling stakeholders to understand what trainees can actually achieve on completion of the training course.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

LEARNER WELFARE

Institution's strengths

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

PREMISES AND FACILITIES

Institution's strengths

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

RECOMMENDED AREAS FOR IMPROVEMENT

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COMPLIANCE WITH STATUTORY REQUIREMENTS

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