

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Hamlets Training Centre

ADDRESS: Unit F5
Montefiore Centre
Hanbury Street
London
E1 5HZ

HEAD OF ORGANISATION: Mr Jamal Ahmed

DATE OF INSPECTION: 7-8 November 2016

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 15 Dec 2016

1. Background to the organisation

Hamlets Training Centre (HTC) was established in 2011. It provides a range of short accredited courses, which are primarily aimed at those in the the local Bengali community, who are seeking to improve their language and work skills. Subject areas include English language, food safety and qualifications to enable the holding of a personal licence to sell alcohol.

It is a private limited company and the sole shareholder is also the Director of the company. The Director is supported by a part-time Assistant Centre Manager and a receptionist, who also provides administrative support.

HTC aims to provide all trainees, who are enrolled on a programme, with greater employment opportunities by providing quality training, at affordable prices, to give them the right skills required in the workplace.

HTC is based in premises within the Montefiore Centre, which is a former school building, in East London. HTC occupies the first floor in the listed building. Its premises consist of a reception area, a classroom, a computer room and the Director's office. Toilet facilities, including for those with mobility impairment, are shared with other tenants. Additional classroom space can be rented in the building if required.

Since the last inspection, HTC has started working with two new awarding bodies. These are the Chartered Institute of Environmental Health (CIEH) and the British Safety Council (BSC). They have worked with CIEH since 2015 and BSC since 2016.

2. Brief description of the current provision

HTC offers a variety of accredited short courses. The main courses include preparation for the Secure English Language Tests (SELTs) for immigration purposes for example for leave to remain and for obtaining visas. These are offered at Levels A1, A2 and B1 on the Common European Framework of Reference for Languages (CEFR). They include speaking and listening skills and lead to Trinity College London's Graded Examinations in Spoken English (GESE). A further English language course, that is offered, is the Integrated Skills in English (ISE) SELT preparation course and examination for private hire drivers. This is required by Transport for London (TFL) for private hire drivers to renew their licence. It is at Level B1 on the CEFR and covers speaking, listening, reading and writing skills. The examination is through Trinity College London.

In addition, HTC offers a preparation course for the Life in the United Kingdom (UK) test, which is a requirement for anyone wishing to apply for indefinite leave to remain in the UK or for citizenship.

HTC offers programmes leading to recognised qualifications in food safety. These are designed for those employed in the catering sector and for those owning or manging a small catering business. A further programme enables individuals to apply for a personal licence to sell or authorise the sale of alcohol. All the programmes lead to qualifications from recognised awarding bodies such as Highfield Awarding Body for Compliance (HABC) and the Chartered Institute of Environmental Health (CIEH).

HTC is an accredited examination centre for Trinity College London.

Courses are generally part-time with delegates attending for two to three days a week. HTC also delivers courses off-site for individual companies.

At the time of the inspection, 20 delegates were enrolled on an English Language course, at Level B1, for UK citizenship and for private hire drivers. All delegates are over the age of 18 and the majority are male. The vast majority come from Bangladesh.

There are set start times for the courses. Prospective delegates are given an initial speaking assessment, through verbal questioning. Other entry requirements follow the awarding body's guidelines.

3. Inspection process

The inspection was carried out, over two days, by one inspector. Meetings took place with the Director, the Receptionist/Administrator and the teacher. A tour of the premises was carried out and the classes running during the

inspection were observed. Various documentation was scrutinised. The availability of the information provided to the inspector was good and the organisation co-operated well with the inspector throughout the inspection.

4. Inspection history:

Inspection type	Date
Full Accreditation	14-15 November 2012
Interim	12 November 2013
Spot Check	19 November 2014

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

The Director, who is also the sole owner of the training centre, is suitably qualified and has a clear vision for the strategic direction of the provider. He has been very successful in developing appropriate programmes to meet the needs of the local market.

Channels of communication between the Director and the rest of the staff are open and are appropriately supported by recorded team meetings, during which relevant matters are discussed.

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 type="radio"/> Yes <input checked="" 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

The current small size of the administration team is sufficient for the effective day-to-day running of the provider. This should be kept under review in the event that the business grows at the anticipated rate. The delegates confirmed that the administrative support they received was good.

2.3 The administrative support is well understood. However, administrative procedures and systems are not systematically documented so that others could provide effective administrative cover, if required.

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 staff handbook has relevant information about recruitment. The required recruitment documentation is available, including checks on right to work in the United Kingdom (UK) and previous qualifications.

Copies of qualification certificates are not marked to show that the originals have been seen and there is no checklist, to ensure that all checks prior to employment have been systematically carried out.

Appropriate policies are in place, which include the handling of disciplinary and grievance issues.

The performance of the staff is regularly reviewed through informal feedback and through a formal annual appraisal process, which includes development activities and performance objectives.

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

The website and other promotional material contains clear information about the courses that are offered.

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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

The majority of courses do not have any entry requirements. However, so that appropriate initial advice and guidance can be provided, initial assessment of speaking, listening, writing and reading skills is carried out. There is a pre-course questionnaire, which is used to assess the candidates' motivation and identify any specific learning needs. However, not all initial assessments have been completed and there is no formal initial assessment policy to ensure consistency.

Where appropriate, HTC also follows the awarding bodies' guidelines with regard to entry requirements.

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 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 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

Attendance is effectively monitored, through an appropriate daily registration process. Unexplained absences are followed up and electronic records are maintained using a spreadsheet. The registers do not include specific records of late arrival, in order that appropriate action is taken, if required.

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

Formal and informal mechanisms are used to obtain feedback from participants. The small team can provide feedback through informal communications and team meetings. The feedback is reviewed in course reviews and appropriate action is taken. It would be useful to include feedback as a standing item on team agendas, to ensure it is systematically discussed and any resulting actions taken are recorded.

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

Good methods are used to monitor and review HTC's performance.

These include a review of participants' pass rates in examinations. From the data seen, pass rates for the ISE preparation course and examination for private hire drivers, the food allergen awareness and food safety in catering are high at between 92 and 100 per cent.

Other methods include a self-assessment report, which includes strengths and weaknesses and a quality improvement action plan. The plan includes success measures, timelines and the impact on the learner of the actions taken. Course reviews are also carried out.

There is no quality policy, which brings all these methods together and shows how they complement each other in a continuous quality cycle.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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|-----|--|---|
| 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Director and the tutors work very well together to ensure the students have a consistent learning experience. The principal English tutor does a lot of work for the provider and, therefore, knows the students and the provider's way of working very well.

The specific activities covered during a session are recorded on the register, which also has space for tutors to make notes on the effectiveness of the delivery.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The content of the courses, including assessments, is designed following the awarding bodies' guidelines, materials and syllabi, where appropriate.

The provider uses detailed schemes of work and lesson plans, with clear objectives and notes on how anticipated problems will be addressed. Lesson plans include specific exercises, which are designed to help students pass the related examination. In the classes observed during the inspection, frequent reference is made to the requirements of the examination.

Independent learning is encouraged through homework. Students are asked to bring, to the sessions, ideas of topics they can talk about to develop their English language skills.

In the classroom, the tutor adapts the level of difficulty of exercises, according to the strengths and weaknesses of the delegates.

The participants confirmed that they were enjoying the course and that it was focused on passing the examination, which was their objective from attending the course.

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

Tutors are well qualified. They communicate and engage with the students very well and ensure that all are involved and participate well in the classroom activities.

Lesson observations are carried out and observation records include an assessment of the extent to which students are learning and making progress. There is no schedule of observations to ensure they take place with appropriate regularity.

Tutors keep up-to-date, including through activities, which are organised by the awarding bodies.

The participants confirmed that the tutors are very engaging, give good explanations and build very good relationships in class.

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

A mixture of materials from the awarding bodies, supplemented by handouts provided by the tutor, is appropriate for the participants' and tutors' current needs.

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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <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

Formative assessment includes mock tests in speaking and listening skills. Mock tests for reading and writing skills are in the process of being developed. For other courses, students undertake progress tests and receive feedback on their progress. The feedback provided meets the participants' needs

Tutors will stay, after the end of the session, to provide additional advice to participants. They are very supportive and helpful to the delegates. Participants, who are deemed not ready to sit an examination, will be advised to take the examination at a later stage. Tutors run additional tutorials to provide further support, if needed.

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 assessment and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

Participants, who are local residents, receive appropriate personal support and relevant initial information, from either tutors or the Director, in accordance with their needs. Forms are used to note down any personal enquiries, that participants have. They do not need an out-of-hours emergency support number.

The participants confirmed that the initial information they received was sufficient for their needs.

The administrator is appropriately trained in equality and diversity. The Candidate Handbook includes a statement about non-discrimination and mentions the responsibility of staff to promote the equality and diversity policy. There is an abusive behaviour policy. The course application form asks for details of any disabilities and the building is fully accessible to people with mobility impairment.

Staff are aware of the issues connected with radicalisation and extremism, although they have not been formally trained.

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 _____

19. **The fair treatment of participants is ensured**

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

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

Comments _____

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

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

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

Comments _____

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

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

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

Comments _____

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

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

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

Comments _____

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

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

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

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

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA

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

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

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

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

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

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

Comments

The current standard of maintenance and decoration is adequate. The landlords have a plan to re-decorate and re-furbish the premises.

It is not possible to put up signage outside the premises because it is a listed building. The signage and display of information inside are adequate.

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

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

The premises include a large community space, where delegates can relax and consume food and drink.

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 Director is very knowledgeable about the local community. He has an excellent profile amongst the Bengali residents and understands the needs of the participants very well.

The Director is enthusiastic about the provider's contribution to the development of the local community.

There is excellent teamwork between the Director and the tutors.

Actions required	Priority H/M/L
2.3 The provider must fully document its administrative procedures and systems so that these are clear and appropriate additional cover can be arranged if required.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Tutors are well qualified and experienced.

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

PARTICIPANT WELFARE

Provider's strengths

Participants are very well supported in accordance with their needs.

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

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

Copies of qualification certificates should be marked to show that the originals have been seen.

The provider should develop a checklist to ensure that all checks, prior to employment, have been systematically carried out.

The provider should consider developing a formal initial assessment policy and ensure it is systematically implemented.

The registers could include specific records of late arrival, in order to ensure that appropriate action is taken in the case of regular late arrival.

It would be useful to consider including the outcomes of participants' feedback as a standing item on team agendas, to ensure it is systematically discussed and that any resulting actions taken are recorded.

The provider should consider developing a quality policy, which sets out all the methods used to manage the quality of the provision, to show how they complement each other in a continuous quality cycle.

There should be a schedule of lesson observations, to ensure they take place with appropriate regularity.

Staff should be formally trained so that they are aware of the issues connected with radicalisation and extremism.

COMPLIANCE WITH STATUTORY REQUIREMENTS

The landlord is responsible for the overall management of health and safety at the premises. However, individual lessees are responsible for their own units. At the time of the inspection, not all the fire extinguishers in the provider's unit had been checked and Portable Appliance Testing (PAT) testing had not been carried out. This has now been addressed and satisfactory evidence has been provided to this effect.