



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **RANDOM SPOT CHECK INSPECTION (Short Course Provider)**

**ORGANISATION:** Hamlets Training Centre

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

**HEAD OF ORGANISATION:** Mr Jamal Ahmed, Head of Centre

**Accreditation status:** Accredited

**Date of inspection:** 19 November 2014

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued Accreditation 29 January 2015

## **PART A - INTRODUCTION**

### **1. Background to the organisation (adapted from the interim report of November 2013)**

Hamlets Training Centre (HTC) was established in 2011 as a new community training provider in a cosmopolitan but competitive area of education. The Head of Centre has a teaching background, including ESOL and food safety and his focus had been to offer courses within his own fields of expertise. HTC delivers short courses in aspects of safety, etc., which are accredited with Highfield Awarding Body for Compliance (HABC) and courses in ESOL Skills for Life. In the past the latter led to awards from the Education Development International (EDI), although that awarding body is no longer used. HTC is now an accredited examination centre for Trinity College, London and the English Speaking Board (ESB) awards. It has recently had satisfactory quality assurance visits from HABC (in October 2014) and ESB (in July 2014) and Trinity College examiners complete a centre report form for Trinity after each examination session.

The small training centre continues to operate on premises in the Montefiore Centre, a former school building in Whitechapel. Montefiore Centre reception staff monitor visitors to the building. HTC is unable to display promotional materials outside because the building is listed. HTC's first floor premises consist of a reception area, a classroom, a computer room and the Head of Centre's office. Toilets, including disabled facilities, are shared with other tenants. Additional classrooms could be rented in the building if required.

### **2. Brief description of the current provision**

HTC's market for its programmes is mainly those in the Bengali community in Tower Hamlets seeking to improve their language and work skills. It does not attempt to attract international students, and none were enrolled. The present staffing consists of the Head of Centre, a receptionist and an ESOL teacher who works regularly for HTC but is engaged on a self-employed basis. An apprentice is also employed but is due to leave shortly. The Centre Manager employed at the time of the last inspection now works only part-time when needed. The Head of Centre himself teaches the non-ESOL courses or hires specialist trainers for specific courses. In addition to the regular ESOL teacher, details of several other teachers who can be employed when needed are kept on file.

At the time of the full inspection in November 2012 there was only one class of ESOL Entry Level 1 with six learners being run, but that provision has since been modestly expanded. At this spot check, there was a morning ESOL Skills for Life class at Entry Level 1 with 12 learners enrolled, and a more advanced afternoon class at Entry Levels 2 and 3 (CEFR A2/B1) with seven students. The courses are part-time, with students attending for two or three days a week. (CEFR English language levels A1 and B1 are stipulated, respectively, for a Spouse Visa and for 'Indefinite Leave to Remain' or British citizenship requirements. The Home Office accepts Trinity and ESB ESOL Skills for Life awards as approved English language tests.) HTC is also delivering short Food Safety and Personal Licence courses, with examinations leading to certificates relevant to the restaurant and off-licence trades. Six students had just completed a Food Safety course and examination (Level 1) and their certificates from HABC arrived while the spot check was in progress. One student was doing a Personal Licence course (Level 2), with his examination due at the end of the week.

The HTC website says it provides other courses such as First Aid at Work, Paediatric First Aid, IELTS, Fire Safety and a Teacher Training certificate, but none of these has been delivered recently.

### 3. Inspection process

The organisation was given no notice of this spot check. An ESOL course was in progress. The inspector arrived at 10.00 and spent two hours in the centre. He was shown around the premises, interviewed the Head of Centre, examined documents including staff files and recent examination results, discussed the previous report, and was introduced to the ESOL tutor. He did not observe the ESOL lesson but the classroom door, which was next to the Head of Centre's office, was open and he noted that the class was lively and the students were engaged and actively participating. The teacher's file confirmed that he was appropriately qualified and had a range of experience teaching ESOL in schools both in the UK and abroad.

### 4. Inspection history

Full inspection: 14 and 15 November 2012

Interim inspection: 12 November 2013

### 5. Significant changes since the last inspection

There have been no significant developments since the 2013 interim inspection apart from a modest growth in student numbers and the staff changes outlined above.

### 6. Response to actions points in last report. (Original report and interim report's comments in italics.)

- i. *The Centre must put into action an appraisal system and initiate a plan for lesson observation.*

*The Centre is putting in place arrangements for regular staff appraisal and development, and a report was seen on lesson observation, conducted by the Director. The action point has been satisfactorily addressed.*

No further progress has been made. The present ESOL tutor was last observed on 18 March 2013 and the last appraisal, that of the Centre Manager, took place on 8 July 2013. Despite the very small size of the training centre and its stable staffing, the inspector stressed to the Head of Centre the importance of these requirements and asked him to send BAC evidence that up-to-date observations and appraisals had taken place.

- ii. *Publicity and course information for those who have a low standard of reading in English should be adapted to appear in bilingual versions.*

*Evidence was seen of documentation in English and Bangladeshi, demonstrating that the action point has been satisfactorily addressed.*

A new bi-lingual single sheet publicity leaflet was seen.

- iii. *Lesson observation needs to be introduced in order to monitor the quality of teaching and to improve the teachers' effectiveness.*

*A report was seen on lesson observation demonstrating that the action point has been satisfactorily addressed.*

See this inspector's comment under 1 above.

- iv. *Staff appraisal needs to be implemented and reviewed more frequently than once per year.*

*The Director is aware of the need to delegate responsibility in order to release his time to recruitment and is aware of the need for a staff appraisal and development system as the Centre grows. The action point has been satisfactorily addressed.*

See this inspector's comment under 1 above.

- v. *The Centre should devise a centralised system for tracking participants' progress and achievement.*

*The inspector was able to see Excel records of the recruitment of current and previous trainees to various programmes, including examination results. The action point has been satisfactorily addressed.*

This inspector was shown satisfactory records of students' progress and achievement.

- vi. *The Centre should monitor the signage for fire evacuation.*

*The action point has been satisfactorily addressed.*

Satisfactory signage remains in place.

## **7. Conclusion including any requirements and/or recommendations**

HTC has grown modestly since the Interim Inspection a year ago. It continues to deliver its limited provision of courses effectively. However, it has not maintained its systems of staff appraisals and tutor observations and should be required to provide evidence that these systems have been re-instated.