

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Zenith Professional Training

ADDRESS: Astra House
Arklow Road
Deptford
London
SE14 6EB

HEAD OF ORGANISATION: Mr Dapo Ayoola

DATE OF INSPECTION: 7-8 June 2017

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- Accreditation to be withdrawn.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: 19 October 2017

1. Background to the organisation

Zenith Professional Training (ZPT/the Provider) was incorporated as a private limited company on 10 June 2009. It began operating in October 2010. Until recently, 40 per cent of the shares were owned by London Millennium College. The Managing Director now owns all the shares.

ZPT aims to gain a good reputation, especially in the Nigerian oil and gas industry, as a leading provider of corporate and management training in the areas of leadership, marketing, strategic management, public relations, finance and accounting, oil and gas, travel and tourism and education and security.

The short training courses are not subject to external accreditation. However, ZPT does offer a course for home delegates, who wish to enter the security industry. This is approved by the Security Industry Authority (SIA) and is accredited by the Highfield Awarding Body for Compliance (HABC), which is an awarding body for compliance in the security industry.

ZPT is looking to expand its short course provision to both international and United Kingdom (UK) markets through developing products that meet industry and client needs and are of high quality.

2. Brief description of the current provision

ZPT has run five short courses in the last financial year. All these courses were run at the Provider's premises in Deptford, London. In addition, approximately 15 short courses on a range of topics were run outside the United Kingdom (UK). Since 2010 courses have been run in Canada, Dubai and Ghana. ZPT's clients in the UK are largely from Nigeria and Ghana but recent expansion has seen participants come from Uganda and Tanzania. The courses are unaccredited and are often adapted to meet the individual needs of participants or their sponsor organisations.

ZPT also runs a five-day security course. This course consists of four days' teaching and one day of practical activities involving physical intervention. Towards the end of the fourth day, the delegates sit an external multiple choice examination, for the level two Door Supervision qualification. This qualification is accredited and certified by HABC. The course is designed for home participants, who wish to qualify for jobs in the security industry. It is approved by the SIA.

ZPT is investigating the expansion of its provision to include the running of a Level three health and social care qualification, which will be accredited by HABC. It is aimed at domestic participants. To prepare for this offer, the Managing Director has recently gained a health and social care qualification at Level three.

3. Inspection process

ZPT was inspected over two days by one inspector. The inspector observed two sessions of a public relations course, scrutinised documentation and held discussions with the Managing Consultant, other senior staff, trainer facilitators and participants.

4. Inspection history:

Inspection type	Date
Full Accreditation	17 & 20 May 2013
Interim	18 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 management of the Provider is inclusive, participatory and collaborative. As a result, working relations between the staff are extremely positive.

Staff share the same values, for example high standards of client care.

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

Administrative support is responsive, client-centred and proactive. Administrative staff are highly knowledgeable about the oil and gas sector and use this knowledge well to promote the business.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Staff are well-qualified and suitably experienced. Recruitment procedures are fit-for-purpose.

There is an adequate staff appraisal system. The appraisals result in a set of objectives for employees, which are clearly linked to the company's objectives and are recorded. The targets are sufficiently specific and the vast majority are clearly measurable. As a result, they can be used effectively to monitor the staff's performance.

The records provide for review dates and a completion deadline although the examples provided did not contain details of how well the targets are being met and any additional support required. It was noted that some of the deadlines are still in the future.

The feedback provided through staff appraisal, though highly positive, is often insufficiently targeted.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Publicity material is of good quality. Paper-based course information is extensive, detailed and accurate.

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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

Great care and attention is paid to effective communication with sponsors and participants. As a result, communication is informative, prompt, courteous and effective.

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

Participant attendance is monitored closely. Attendance rates are good.

Staff take care to promote attendance and prompt timekeeping on training days.

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

The system for collecting participants' feedback is thorough.

Feedback is collated and acted upon where necessary.

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

The regular informal review of provision, which takes place between staff almost continually, enables the Provider to maintain the overall quality of their provision.

The Provider has produced an annual report for the previous calendar year. It contains details of its achievements for the year including courses run and data on participant satisfaction as well as steps it has taken to improve the quality of its delivery for example through the recruitment of new subject specialists. It also includes business projections for the next year with key sales growth targets.

8.3 The annual report contains appropriate actions to grow the business. Individual staff objectives include actions for them to focus on in their work. However, there is no organisational-wide operational action plan, which sets out, in detail how the courses have performed and any actions required to to improve the quality of the course provision.

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. | <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

Care is taken to match the skills and abilities of trainers to the needs and interests of participants and, as a result, participants enjoy the training.

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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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

Teaching and learning meet the needs of clients and the sponsor organisations.

The Provider's average success rate in examinations on accredited programmes, since December 2016, exceeds the awarding body's average figure.

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 are well-qualified and suitably experienced. They are carefully recruited and share a focus on ensuring that participants receive the training they need to be successful at work.

Trainers use a good variety of teaching and learning strategies, including role play and case studies. They fully engage the participants' interest so that they enjoy their learning.

Participants are well aware of and are able to describe effectively the skills and knowledge that they have gained on the course and how they will use these when they return to work.

Managers support trainers' Continuing Professional Development (CPD). However, there are no formal arrangements to enable trainers to further develop their practice, for example through peer observations.

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

Good quality participant packs are provided, which include a useful theory textbook.

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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

Verbal feedback is provided to participants at specific points in their training.

Participants on unaccredited courses do not receive any summative feedback or assessment, which would enable them to assess their learning and evaluate their own progress.

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 checked="" 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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

Unaccredited courses are developed as a result of a close scanning of the current trends or drivers in the oil and gas industry. This responsive and proactive approach has led to the development of some innovative provision, such as a recent course in community relations.

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
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No

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

Comments _____

The approach to participant welfare is positive.

Participants speak highly of the support they receive from all staff.

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

There is a good knowledge of the cultural norms and values of participants' countries of origin. This ensures that participants' cultural sensitivities are appropriately taken into account.

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

The social programme is thoughtfully designed and includes a variety of attendance options for participants.

However, the social programme is communicated verbally. It would benefit from being put into a leaflet form, to the same high standard as the course brochure, so that participants can consider their options in advance.

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

General guidance relating to health and safety and fire evacuation procedures is available and visible to all participants.

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

This is a serviced office with training rooms. Training rooms can accommodate up to ten delegates.

Training rooms are spacious and well-supported with good information technology (IT) facilities. This includes video recording equipment, which is used well to record participants' presentations, so that they learn from watching the replay of their performance.

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

Delegates can use the shared library resources and refreshment facilities.

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

Management have a collaborative and participatory leadership style, resulting in a strong team ethos.

All staff have an excellent knowledge of the oil and gas industry and of their client base, including a strong cultural awareness, which puts participants at their ease.

The curriculum is responsive to clients' needs and to participants' preferences. Courses are often personalised to meet participants' individual needs.

Actions required	Priority H/M/L
8.3 The Provider must develop an organisational-wide operational action plan, which sets out, in detail how the individual courses have performed and any actions required to to improve the quality of the course provision.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Highly experienced and knowledgeable trainers work well individually and as a team in the participants' interest.

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 value highly the care, support and individual attention provided by all team members.

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

The Provider is strongly recommended to ensure that the records of the outcomes of staff appraisal include details of the extent to which the targets are being met and any additional support required so that they provide a complete record for

monitoring purposes.

The Provider should ensure that the feedback provided through staff appraisal is sufficiently evaluative and helpful so that the staff member knows what they need to do to improve.

It is recommended that trainers are enabled to further develop their professional practice by observing each other or attending each others courses as participants.

It is recommended that all unaccredited courses are developed so that they include a summative assessment, which may be informal such as a quiz or team competition, to assess their learning during the course and enable them to evaluate their own progress.

It is recommended that the social programme be promoted through a written format so that participants can consider their options in advance.

COMPLIANCE WITH STATUTORY REQUIREMENTS