BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: GISMA Business School London

ADDRESS: Buchanan House
30 Holborn
London
EC1N 2LX

HEAD OF INSTITUTION: Dr Thorsten Thiel

DATE OF INSPECTION: 15–16 November 2018

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 31 January 2019

PART A – INTRODUCTION

1. Background to the institution

GISMA Business School London Limited (GISMA London/the Provider) is a private limited company, which was registered in the United Kingdom (UK) in 2016. It is a subsidiary of the German International School of Management and Administration (GISMA Global) which is based in Germany. GISMA Global has three campuses, which are located in Berlin, Hannover and Hamburg. London is the fourth campus to be set up and BAC accreditation is for the London centre only. GISMA Global is owned by an international higher education group, which is called Global University Systems (GUS).

GISMA London aims to deliver short executive education courses in London to business professionals. It also delivers study abroad courses for participants, who are studying on the degree programmes offered through GISMA in Germany and who wish to spend a semester in London as part of their degree course. The Provider is located in central London.

GISMA London is run by the Academic Director, who is based in London. The London Campus is supported by GISMA managerial and administrative staff from Germany and from GUS. These include the Managing Director, the Director Academic Affairs, the Programme Manager, an Administrator, a Welfare Officer, a Safeguarding Officer and the Head of Accreditation. In addition, central services in areas such as human resources, operations, marketing, international development and quality assurance are provided by GUS.

2. Brief description of the current provision

GISMA London offers a selection of executive education courses in areas such as digital leadership, international accounting and finance, business analytics and accelerating women's careers. The sessions are delivered as modular workshops in order to provide participants with the skills and understanding needed to build a successful career. The courses are also intended to assist client companies to boost the performance of their employees. The executive education courses are two to six days in length and are designed to provide a practical interactive workshop experience so that participants can both broaden their knowledge of the topic and get a solid understanding of the key principles and how to apply them in the workplace. Delivery is face-to-face.

It is intended, for the future, that these courses will focus on contemporary issues in the area of study. Therefore, the detailed content will be prepared close to the commencement of the course in order that it remains up-to-date. It will be developed with stakeholders and take account of current market and regulatory trends. Participants will be encouraged to bring their own current, relevant and sector specific case studies for discussion in the sessions. These courses might include a final assessment that addresses the intended learning outcomes. These are likely to include methods such as written assessments and presentations.

The executive education courses are targeted at business professionals over the age of 18. It hopes to attract participants from the United Kingdom and the rest of the European Union and eventually worldwide.

Entry requirements include a bachelor level undergraduate degree or its professional equivalent and at least three years' relevant work experience. The marketing team from GUS assists with the sales effort and in recruiting participants. The short courses and workshops are scheduled according to demand.

During the inspection a two-day facilitated workshop was being held on the theme of accelerating women's careers. There were 13 participants on this workshop all of whom were female.

3. Inspection process

The inspection was conducted over a day and a half at the office in Holborn, central London and also at the training premises at Bloomsbury by one inspector. Meetings were held with the Managing Director from Germany, the Director Academic Affairs, the Academic Director, the Programme Manager, and the participants and facilitators of the two-day accelerating women's careers workshop. In addition, meetings were held with the Welfare officer, Safeguarding Officer, the marketing team and the Head of Accreditation, all of whom are from GUS. Associated documentation was scrutinised. A tour of the premises in Bloomsbury and Holborn was conducted. The information provided during the inspection was of high quality, well organised and readily accessible.

4. Inspection History

Inspection Type	Date
Stage 2	1 March 2018

PART B - JUDGMENT AND EVIDENCE

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

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff and those working at the delivery venue/s.	☒ Yes	☐ No

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

Comments

GISMA London's governance structure is clearly defined.

The Directors are highly qualified and provide a clear vision and strategic direction for the provision. The newly appointed Director Academic affairs is very supportive of her team. The Academic Director and Programme Manager are highly committed and support the Director Academic Affairs appropriately.

All roles and responsibilities are well understood and documented through up-to-date job descriptions and terms of agreement.

Effective channels of communication between the management and staff include regular face-to-face meetings, telephone calls, conference calls and e-mails. All communications are up-to-date and effectively recorded by means of meeting schedules, meeting agendas and action plans.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the provider.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective.	☒ Yes	☐ No

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

Comments

The Administrator is highly skilled and experienced. There is a systematic approach to recruiting suitably qualified staff who have relevant skills and experience.

Participants on the accelerating women's careers workshop and the facilitators stated that the administrative support they received during the pre- and post-course delivery was highly effective. Inspection findings confirmed this view.

The Provider has up-to-date policies covering staff responsibilities which include the administrative support available. The staff handbook is securely stored on the internal computer network. All staff have access to policies, procedures and systems through the intranet system.

Data collection and collation systems are effective. Policies have been reviewed to comply with up-to-date data protection regulation and staff have undertaken appropriate training in this regard.

Regular meetings between the Managing Director, who is based in Hanover Germany, and the current team in London are documented. Minutes of meetings indicate there is good and effective oversight and provision of appropriate and adequate support. Minutes are detailed with action plans including who is responsible for actions, deadlines and review.

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 Provider has detailed and appropriate staff recruitment policies in place which include a robust recruitment policy for freelance staff. These policies are effectively implemented.

Experience and qualifications claimed are verified appropriately.

The Provider has a clearly structured appraisal system in place for all full and part-time staff.

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 Provider has excellent quality publicity material for all its training courses and workshops. All publicity material, which contains views of the London premises and resources, are reviewed and updated on a regular basis by both the Academic and Marketing teams at GUS.

All training course details are accurate, up-to-date and accessible on the website. All materials are professional and include accurate representations of the provision and the services 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.	☒ Yes ☐ No ☐ NA
5.2	A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA

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

Comments

The clear entry requirements for each course are set by both the Director Academic Affairs and the Academic Director. The website and course fact sheets clearly outline course descriptions and entry requirements. These are also made available in the Operations Manual to which appropriate staff have access.

The application process is effective in ensuring that reasonable care is taken to enrol suitable participants.

Prospective participants are appropriately advised on the entry requirements including English language testing by the student adviser/participant support coordinator.

Courses are designed to provide a coherent programme of study at different levels of difficulty. The qualifications of prospective participants are effectively verified by the admissions team.

Currently there are no international recruitment agents.

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

6.1	There is an appropriate, clear and published policy on participant attendance and punctuality.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action taken.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider has a clear and documented attendance policy. This is up-to-date and reviewed annually. There is also a clear reference to participant attendance and punctuality in the Student Handbook.

Attendance is effectively monitored, through an appropriate daily registration process for each session. Copies of registration records are securely stored by the administrator.

There is a policy in place to follow up on participant absences, which is effective in monitoring attendance and punctuality.

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	☒ Yes ☐ No

	the provider's provision, including formal participant representation where appropriate.		
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 ☐ NA	

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

Comments

The Provider has effective methods to request feedback from participants and other stakeholders. The staff are highly committed to using feedback to aid improvements.

The process for obtaining staff and participant feedback after each workshop is clearly documented. Appropriate procedures are in place for feedback data to be collated by the programme manager and analysed to direct future improvements in provision.

Although the processes in place for obtaining and reviewing performance are sufficient and robust, as this is the first two-day workshop to be held at GISMA London, there is no report of the feedback analysis and review available at this stage.

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

8.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	☒ Yes ☐ No
8.3	Action plans are implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

Appropriate mechanisms are in place to ensure all aspects of the Provider's performance are effectively monitored. The Director Academic Affairs is responsible for reviewing the Provider's performance and the Academic Director based in London is responsible for producing the self-assessment report. The system in place to review the Provider's own quality standards is very thorough.

There is currently no report available on the evaluation of training courses, previous targets or staff and student feedback analysis as this is the first two-day workshop being held at GISMA London.

Action plans resulting from the self-assessment report will be reviewed by the Managing Director and the Director Academic Affairs. This process is appropriate.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9.   Programme management is effective

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

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

Comments

The academic management team, which provides strong direction and commitment to delivering a high-quality provision, is effective. The members of the team, which consist of the Director Academic Affairs, the Academic Director and the Programme Manager, are highly qualified and experienced for the purposes of effectively managing the team of freelance teachers.

The class size for the two-day facilitated workshop was appropriate.

The two facilitators were highly skilled and experienced which led to an enjoyable and enriching experience for the participants.

Facilitators and teachers are required to submit all plans and required resources to the Academic Director for review. This system is effective as it ensures the teaching and learning resources are reviewed in line with the training course's aims and objectives and participants' needs. This process is clearly documented.

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

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	☒ Yes	☐ No ☐ NA
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	☒ Yes	☐ No ☐ NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	☐ Yes	☐ No ☒ NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No ☐ NA
10.5	The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.	☒ Yes	☐ No

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

Comments

The two-day workshop on accelerating women's careers was designed to meet the participants' and, where relevant, their employers' needs. Participants were encouraged and challenged to come up with original ideas to enhance working practice.

For those who were sponsored by their employer, the intended outcome to motivate participants to acquire independent working skills was achieved very well. Participants were continuously encouraged, through the training activities that were used, to develop independent learning skills. They confirmed the extent to which they had

progressed in a short time to become more confident and to have the skills to be able to work more effectively in their work roles.

All participants engaged actively in the motivating exercises, used during the sessions, which led to a stimulating and enjoyable learning experience.

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 ☐ NA
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

There is a robust and clearly documented teacher recruitment process in place. The policy is reviewed annually and updated as required by the Academic Director. All recruitment policies are securely stored on the intranet.

Tutors and facilitators are contracted, based on the demand for training courses. The Provider has a robust system to allocate teachers to training courses, which is based on participant needs as well as the skills and experience of the trainers.

The appraisal procedures for tutors include lesson observations to be carried out by the Academic Director. The workshop session was observed by the Academic Director as part of the process of course review. It is expected that as part of ensuring quality, teachers will be observed once a year. The appraisal system is in its infancy and is not yet fully embedded.

The two trainers facilitating the workshop on women's careers were highly experienced in their subject area and in the delivery of the sessions which led to an enjoyable experience for all participants. A range of teaching and learning styles were employed throughout both the days which had the effect of engaging and motivating all participants.

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

All materials and resources for the workshop were provided by GISMA. The Programme Manager worked very closely with the facilitators to ensure that the resource requirements were clearly identified and provided in advance of the sessions.

The participants were highly satisfied with the quality of the training materials.

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.	☒ Yes	☐ 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.	☒ Yes	☐ No ☐ NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place where appropriate.	☐ Yes	☐ No ☒ NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	☐ Yes	☐ No ☒ 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.	☐ Yes	☐ No ☒ NA
13.6	Participants have appropriate access to trainers outside class time.	☒ Yes	☐ No ☐ NA

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

Comments

Feedback during the workshop was ongoing and interactive. A range of teaching and learning techniques were employed by the two trainers to engage and motivate all participants.

Policies and procedures on assessments and feedback on participant performance and progress are robust and clearly outlined in the associated handbooks.

Participants have access to trainers outside session times, during breaks, before the start and after the end of each session.

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 (this does not apply to the provision of certificates of attendance only)**		
15.1	There is a clear statement of the level claimed relative to the RQF and evidence that participants 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

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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.	☒ Yes ☐ No ☐ NA
16.2	For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.	☒ Yes ☐ No ☐ NA

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

Comments

Procedures for the administration of examinations and assessments for future course provision are robust and appropriate.

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

There is a designated student welfare officer who is also a qualified counsellor. She is appropriately trained to provide advice, guidance and support.   Participants received helpful advice during the enrolment period. They participated in a mandatory induction programme at the start of the workshop which they found useful and helpful.   There are clear policies and procedures in place to avoid discrimination and to deal with inappropriate behavior. These are clearly accessible in the staff and participant handbooks. Participants interviewed were made aware of this during induction on the first day of the workshop.   The safeguarding officer is responsible for ensuring that all staff are appropriately trained. There is a clear and detailed safeguarding policy which is stored in hard copy and on the intranet.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks. This includes a risk assessment carried out by GISMA. Staff have been appropriately trained to identify any risks and the action to take in this event. The procedure includes lists of key personnel both in the organisation and outside agencies who can provide support.

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.	☒ Yes	☐ No

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

Comments

Participants were mainly from the UK and confirmed that the advice and guidance they received was appropriate and relevant. Arrangements to support participants from outside the UK are very good with excellent information available to them on living and learning in the UK.

Appropriate information and advice continues to be made available throughout the course. In addition, members of the academic team speak German and are able to offer specific advice and guidance to participants from Germany.

There is provision to account of any cultural and religious considerations, for example, prayer mats and quiet areas.

19. The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	☒ Yes	☐ No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No

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

Comments

There is a clearly documented, fair and transparent application process and a well explained refund policy.

Copies of all application forms are securely stored on the intranet.

There is a clearly documented complaints policy, which is published in the staff and participant handbooks.

The participants confirmed that they are treated fairly and that the Provider considers their safety, health and well-being to be of high importance.

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

Whilst there is no formal social programme, appropriate information on opportunities for participation in events and leisure activities is provided.

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 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

GISMA London has secure tenure agreements on its premises. Associated contracts and agreements are securely stored in hard copy in the Director's office.

The training venue for teaching and learning, which is secured under a suitable agreement, is in the premises of the University of Law in Bloomsbury.

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 premises are safe and secure. All staff, participants and visitors report to the main reception area on the ground floor of the main building before accessing GISMA's facilities.

The Provider has a clearly documented handbook for staff that outlines the health and safety requirements. All visitors are presented with this information, requested to sign in and issued with a visitor badge.

There are clear notices regarding fire, health and safety procedures throughout the premises.

The premises are maintained in a good state of repair and decoration and are clean with good toilet facilities.

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/or 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

Training rooms and other learning areas provide highly effective accommodation in order to facilitate the effective delivery of the courses offered.

The facilitators and the participants confirmed that the learning areas are well maintained and effective for course delivery.

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
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	☒ Yes	☐ No

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

Comments

Staff have access to suitable additional facilities including a separate reception area, communal break areas and private rooms. Participants have access to a common room and separate areas for refreshment and lunch breaks. There is a cafeteria for the use of staff and participants.

There are a number of rooms in the building which can be booked and used for meetings with staff and participants. The Provider has one administrative office which is of adequate size to ensure the effective administration of the provision.

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

GISMA engages a highly qualified and skilled academic management team.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

The presentation of the two-day workshop on accelerating women's careers by the members of the academic team was excellent.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's Strengths

Excellent student welfare support services are available to the participants. These include counselling and safeguarding support.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's Strengths

Excellent training facilities and services at the Bloomsbury venue.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the tutor appraisal system is brought fully into operation and includes regular classroom observation.

Feedback from participants and other stakeholders should be analysed and published in the Provider's self-assessment report.

It is recommended that a report is made available on the evaluation of training courses, previous targets, as well as staff and student feedback analysis.

COMPLIANCE WITH STATUTORY REQUIREMENTS