

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Future Connect Training and Recruitment

ADDRESS: 24-26 Arcadia Avenue
Finchley Central
London
N3 2JU

HEAD OF INSTITUTION: Mr Umar Tariq

DATE OF INSPECTION: 13–14 November 2018

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 1 March 2019

1. Background to the institution

Future Connect Training and Recruitment (FCTR/the Provider) is a private limited company founded in 2014 under the name Iproassist Limited (Ltd). It provides accountancy services and corporate training. It offers accredited certificates and diplomas in book-keeping and accountancy at Levels 1, 2 and 4, to FCTR's client organisations and also to individual participants. The Directors identified a gap in the recruitment market for training and, in order to enhance its market share, rebranded in March 2018 from Iproassist to FCTR to focus on practical training courses to complement theoretical learning.

FCTR is based in Finchley, North London but also has a training centre in Birmingham. All courses take place either in the London or Birmingham training centres. The Birmingham centre is housed on the ground floor of a refurbished office block on a main arterial road with good local amenities and public transport links. The London premises are in serviced offices on the ground floor in a busy area in North London with excellent public transport links.

FCTR provides practical hands-on training which aims to prepare candidates to take on roles in the accountancy and finance industries. FCTR aims to benefit the operations of its client organisations by providing courses which will enable participants to enter employment at the appropriate level of management.

FCTR has two directors who are the most senior members of the organisation and form the governing board. They are supported by an Academic Manager and an administrative team.

2. Brief description of the current provision

FCTR provides one-to-one, face-to-face accounting training to participants and equips them with skills for various jobs ranging from bookkeeping to the preparation of final accounts. The training is designed to give the participants insight into the day-to-day work of an accounting function. The training is based on the requirements of clients from various industry sectors such as information technology, retail, construction and the legal profession.

Courses are offered leading to awards at Levels 1 to 4 from the International Association of Bookkeepers (IAB). They are designed to be interactive, presenting theoretical insight through a focus on case studies and drawing on the experience of course delegates. All course delivery is on a flexible part-time basis. Participants are free to plan their individual training and can access FCTR courses up to six consecutive days each week. Participants book individual sessions at FCTR's training centres through the learner portal. Delivery is then provided on an individual basis with each learner being taught on his/her own, supported by trainers.

All training takes place through the application of proprietary bookkeeping and accountancy industry software and participants progress at their own pace. All courses are of three to six weeks' duration.

Enrolments are on a continuous basis. At the initial enquiry stage, FCTR staff identify the level of training required during a face-to-face consultation with the applicant. Participants are provided with individual training plans.

At the time of the inspection there were 70 students enrolled, the majority being male. All participants enrolled were over 18 years of age and were either from the United Kingdom (UK) or other European Union (EU) countries, for example, Poland and Romania. The total capacity of participants which can be accommodated is 82, 30 in Birmingham and 52 in London.

3. Inspection process

The inspection was carried out over two days by one inspector, one day at each centre in Birmingham and London. Interviews were held with the Directors, the Participant Welfare Officer, the Business Development Manager in Birmingham and trainers. A meeting was held with participants in each centre. Teaching observations were carried out at each centre. Documentation was scrutinised. All information was well presented and very easy to navigate. All staff fully co-operated with the inspection.

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

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|-----|---|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly documented and understood by all staff. The Managing Director and Director of Training are both graduates of UK universities and have experience of working together in different companies.

The Managing Director and Director of Training have a clear vision for FCTR's development and competently lead the small team of trainers and provide effective operational management in directing the organisation towards achieving its aims. The strong working relationship between the two directors leads to cohesion which is evident throughout the institution.

A centralised portal is used for task management which is accessible by all staff enabling efficient communication throughout FCTR. The classrooms and administrative offices are on one level of each building which helps facilitate good communication.

2. The administration of the provider is effective

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|-----|---|---|--|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The full-time administrator, who also fulfils the role of Participant Welfare Officer, is well qualified for the administrative role. The current administrative team is well equipped and able to manage operations effectively given the small size of the provision.

All staff have access to a shared database, which contains comprehensive information about FCTR's policies and procedures. All the processes are well documented and flow charts are available. This enables all the administrators to follow the standard processes. The policies and the flow charts are presented within the staff induction process and contained in the staff handbook. This ensures that all staff are made fully aware of them in order that work can proceed efficiently. All staff have access to the policies and procedures on the intranet. Data collection and collation systems are in place and information generated by these systems is available to all members of staff through the shared portal.

The central administrative office is in London. All the data processing and procedures are set through the London office.

2.4 Some policies indicate that they apply to different organisations other than FCTR. Some policies have omissions and are incomplete with abrupt endings mid-sentence.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The policy and procedures for recruitment are robust and well documented and are based on best practice as recommended by the Advisory, Conciliation and Arbitration Service (ACAS). References are also obtained.

The experience and qualifications claimed are verified before employment but the evidence for such checks having been carried out is sometimes missing meaning that the system for recording verification is not sufficiently robust.

Staff appraisal is conducted every three months but this is likely to prove too onerous as FCTR expands and, therefore, it might move towards a six monthly or annual process. The regularity of staff appraisal ensures that high quality teaching delivery is maintained.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The location of FCTR's premises, facilities, and courses offered is accurately shown in its publicity material which provides confidence to prospective participants regarding their learning experience after enrolment.

The information on courses provided is comprehensive and accurate.

4.2 The prospectus indicates that the courses offered are appropriate for participants studying for qualifications awarded by some chartered accountancy bodies. This implies that the courses offered will improve their qualification status. The courses offered by FCTR are at a technician rather than a professional level. The chartered accountancy bodies award qualifications which require a professional level of study which is in advance of the technician level offered by FCTR. A more appropriate indication would be for FCTR to make it plain that the practical experiential element of the courses it offers will benefit students undertaking study with chartered accountancy bodies by complementing their theoretical professional studies.

The prospectus contains some minor spelling errors.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

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|-----|---|---|-----------------------------|--|
| 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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are no formal educational requirements for entry to courses offered by FCTR and awarded by the IAB. This is clearly stated in publicity material.

The application process is efficient. However, enrolment forms are not always signed by participants.

There is an online registration system in place and the participant is required to indicate that he or she accepts the terms and conditions and the data protection, complaints and attendance policies. This process generates a participant profile which identifies when the terms and conditions and policies were accepted.

Applicants receive a prompt response from FCTR's staff on enquiry and are clearly briefed on the contents of the programmes offered through one-to-one interviews enabling them to make informed choices.

Presently, FCTR has not engaged any recruitment agents, however, it has plans for the future to recruit students from an overseas university using the services of a recruitment agent.

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

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|-----|---|---|-----------------------------|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The policy on attendance and punctuality is clearly set out in participant documentation.

A biometric attendance system is in use which ensures that attendance records are accurate and enables close monitoring which helps to achieve efficient booking of desk space and use of resources. Daily attendance is identified on the intranet which also shows which participants are booked for a particular day.

Punctuality is not really an issue for FCTR as participants book desk time individually and work at their own pace.

Participants who book for particular days but are absent are quickly highlighted and followed up by administrators and where necessary referred to senior management who take necessary action. This ensures that participants are able to receive appropriate advice and counselling if they miss a booked session including re-booking for a future time.

7. The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary

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|-----|---|---|
| 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a regular and effective feedback mechanism. Feedback is collected at each step, from course enquiry to the end of the course, and is reviewed by management on a monthly basis enabling swift action to be taken as appropriate. This enables management to keep up-to-date with participant feedback.

The feedback is collated and the results are shared with all FCTR's staff. This ensures that feedback is considered seriously and action is taken where appropriate. For example, the presentation of the course material has been changed following participant feedback. This was positively highlighted by participants interviewed.

Posters indicating FCTR's response to feedback are displayed in each centre. This is an efficient and appropriate way of reporting responses from FCTR to participants' feedback.

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

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|-----|--|---|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Monitoring and review of performance is currently undertaken on a monthly basis. This is recorded in minutes and leads to action plans being established with deadlines set. Action is then recorded in the minutes and reviewed monthly which enables improvements to provision to be evidenced. The impact on FCTR is that it is continually reviewing its provision and taking action, when appropriate, on participant feedback.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The management team is appropriately qualified and supported by a team of qualified accountants and bookkeepers among its training staff. The Director of Training supervises the training of staff and is supported by a suitably qualified Programme Manager.

The approach used, whereby participants book individual sessions of training, means that the classrooms are appropriately allocated for the courses and there are always qualified trainers available for participants when they book sessions. The delivery provided by the trainers is monitored by the directors and their performance is also reflected in feedback from participants. Participants commented that they always feel well supported and are able to work at their own pace. Observation of teaching confirmed this view.

Teaching observations are carried out quarterly which feed into the staff appraisal process enabling management to satisfy itself that the quality of delivery is being maintained or enhanced.

There is limited demand for academic resources. The directors are amenable to suggestions from staff for the development of material and acquisition of additional training resources and such requests are actioned where practicable.

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

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|------|---|---|-----------------------------|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The course content is designed to be of practical use in the workplace, as well as providing the necessary underpinning theoretical knowledge. The trainer applies his or her own accounting experience and provides useful practical examples. This, coupled with classroom discussion of participants' experiences, has the effect of aiding recognition of practical issues which often need to be addressed when applying theory in a workplace setting.

The careful and detailed application of the awarding body's learning outcomes is part of the courses offered. This ensures that participants are effectively prepared for their external examinations.

Continuous formative assessment is provided through the completion of case studies and other exercises at the end of sessions. Much work is undertaken outside the classroom. This helps the participants to develop independent learning skills. Learning within the classroom is at the participants' own pace. The trainers are always on-hand supervising the participants' training experience. The impact of this is that the participants feel very well supported in their learning.

Applicants are assessed at enrolment as to which of the courses offered best suits their needs, depending on their educational background and experience. The impact of this is that participants do not waste time on pursuing courses which are at too high or too low a level for their individual requirements and therefore are able to progress satisfactorily while in the classroom.

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

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|------|--|---|---|
| 11.1 | Trainers are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2 | Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The appraisal procedures for trainers incorporate regular classroom observation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

All the trainers are suitably qualified and have appropriate industrial experience to teach on the courses to which they are allocated.

Courses are delivered effectively. While the subject knowledge of trainers is at a satisfactory level and pedagogy employed is appropriate for the level of training offered, it will be beneficial if some trainers obtained appropriate training in alternative pedagogic techniques. This will be especially beneficial when the proposed expansion of teaching international undergraduates takes place and teaching is delivered to larger groups and utilises a range of methodologies beyond one-to-one engagement.

Classroom observation is carried out every three months and feeds into the staff appraisal process enabling good and regular feedback to be provided to trainers.

Trainers are encouraged to pursue Continuing Professional Development (CPD) and FCTR is a certified CPD provider. Workshops and online training in new and enhanced software is made available to the training staff.

Regular reviews of participants' performance are provided to them through an electronic portfolio system in the training portal. This enables the trainers to adjust their training plans to suit the individual needs of the participants.

Recap and reflection on the previous session's training are continually provided in the course material which participants actively work through. This helps embed their learning and generates discussion with trainers which has the effect of helping participants develop their understanding.

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

The resources combine the use of widely used accountancy software with case studies which effectively enables trainers to provide a practical learning environment. This benefits the participants not only in achieving their target qualification but also in equipping them with necessary practical skills.

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

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|------|---|---|-----------------------------|-----------------------------|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

Feedback is provided to individual participants through the electronic portfolio system. This enables trainers to provide guidance to help participants improve their performance.

Course outlines and assessment requirements are provided to participants before enrolment which means they are in no doubt as to the demands which will be made on them in pursuing the course for which they enrol.

Assessment is by final examinations set by the award provider. Reviews of participant performance are carried out regularly and feedback is provided enabling trainers to provide assistance to those who are not making satisfactory progress. This includes advice where necessary on alternative courses which might better suit the participant in the light of experience.

The electronic portfolio provides a statement of participants' progression and indicates the next level of training required to achieve their target award. The impact of this is that the participants are able to establish instantly the position which they have reached in achieving their target award.

The contact details of trainers are included in the course material.

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

FCTR offers courses which lead to accredited awards of the IAB, a recognised awarding body.

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

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 NA

Comments

FCTR facilitates the conduct of assessments on behalf of the IAB and complies with its terms relating to security and administration.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a named participant welfare officer who provides relevant practical information on such items as accommodation. He has received no formal training for this role but this is not necessary for the profile of current participants.

Participants receive appropriate advice before arrival, including a one-to-one interview and a detailed induction programme at the commencement of the course. This results in them being very well prepared for the course of study for which they enrol.

The Participant Welfare Officer provides his mobile telephone number for participants to contact him in case of emergency, but this is hardly used as FCTR presently only recruits mature part-time participants.

There are suitable policies in place to avoid discrimination. Participants are also made aware through course material of FCTR's grievance procedure. The policy on equal opportunities for participants deals with abusive behavior and how this is dealt with. This, along with the policy on participant code of conduct and disciplinary procedure, are included in the participant handbook, but not in sufficient detail. These policies are also available through the online training portal.

There are appropriate policies in place relating to safeguarding and protecting participants from risks associated with radicalisation and extremism. Risk assessments have been undertaken resulting in staff training through CPD webinars relating to safeguarding, the processes to be followed if radicalisation and extremism is suspected and also health and safety. The staff interviewed clearly demonstrated the process to be followed if they suspect that a participant was subject to radicalisation or extremism.

18. International participants are provided with specific advice and assistance

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|------|---|---|--|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

It is FCTR's intention to recruit higher numbers of international participants. Therefore, the Provider has created a specific website to provide international participants with appropriate information before arrival. This includes policies and procedures and guidance regarding visa requirements, the attendance policy and language ability. There is a named individual who is responsible for pastoral support. Praying facilities are available on site.

18.2 At the time of the inspection, an induction pack aimed at providing specific information was not available. However,

it is in the process of being produced. It will include details of local facilities as well as contact details and information for embassies and consulates.

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

Participants are recruited under fair and transparent contractual terms and conditions which they accept through the online registration process.

Participants have access to a fair and detailed complaints procedure which is available at induction, in the policies section of the electronic portfolio and the participant handbook.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The contract for the lease of the premises in Birmingham expires in July 2019 and arrangements are in hand to extend this to encompass an additional floor of the building. The contract for the rent of the Finchley premises is on-going with a three-month termination clause which can be put into effect by either side.

Should it be required FCTR has access to other suitable premises given its city centre locations.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

| | | | |
|------|--|---|-----------------------------|
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

A receptionist meets people on entry to each of the buildings and requires them to sign in. The premises provide for wheelchair access and are clean and pleasantly decorated. General guidance on health and safety is made available to all stakeholders and visitors and the signage inside the foyer area of the building in Birmingham is satisfactory.

There is no signage indicating that FCTR or any other company is located in the building in Finchley although the building's name is clearly marked. It is proposed that the entry foyer to this building will have a list of the occupants in due course.

There is good circulation space and adequate toilet facilities which were clean at the time of the inspection in the Birmingham location. In the Finchley location, there are tiles missing from the floor in the men's toilets which might present a trip hazard.

There is adequate heating and ventilation in all rooms.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The training rooms are sufficient for the current provision. Going forward, more space will be needed if planned expansion occurs but this can be provided.

Training rooms are equipped with sufficient desk space and seating and computers running appropriate software and training material.

The training rooms are adequately equipped for the efficient conduct of examinations.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.2 | Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

| | | | | |
|------|---|---|-----------------------------|--|
| 26.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.4 | Participants and staff have access to storage for personal possessions where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 26.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Both locations in London and Birmingham are in serviced spaces, with sufficient room for participants to relax and study.

Trainers can use the boardrooms or side rooms to prepare material or hold meetings. Complementary coffee and tea are provided at the venues and food can be obtained from the large number of outlets in the nearby area. If there is a need for additional space, meeting rooms can be hired.

The administrative offices are of an appropriate size for administrative tasks to be carried out efficiently.

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

Clear management focus on delivery and development which is responsive to highlighted deficiencies and recommendations.

Strong and effective administrative support.

| Actions Required | Priority H/M/L |
|--|---|
| 2.4 All policies must be reviewed to ensure they are complete and customised to FCTR's requirements and must not refer to other organisations. | <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |
| 4.2 FCTR must state clearly on online and printed publicity material that its courses will benefit students of chartered accountancy bodies by providing practical experience to complement their theoretical studies. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Excellent trainers who are greatly appreciated by participants.

Excellent practical case studies within the teaching material.

| Actions Required | Priority H/M/L |
|------------------|--|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

PARTICIPANT WELFARE

Provider's Strengths

Very good advice provided to prospective participants.

| Actions Required | Priority H/M/L |
|--|---|
| 18.2 FCTR must provide an appropriate induction pack for international participants. This must be completed in advance of recruiting any international participants. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

PREMISES AND FACILITIES

Provider's Strengths

Premises provided in accessible locations supported by good transport links.

| Actions Required | Priority H/M/L |
|------------------|--|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that qualifications of prospective staff members which have been verified are always recorded.

It is recommended that the spelling errors contained within the prospectus are corrected.

It is recommended that participants are always required to sign their enrolment forms.

It is recommended that some of the trainers undertake training in pedagogic techniques to enhance their skills in readiness for future expansion of provision and that the Participant Welfare Officer receives suitable training in welfare matters in readiness for when FCTR receives international students.

It is recommended that the participant equal opportunities, code of conduct and disciplinary policy are provided in sufficient detail within the participant handbook.

It is recommended that the foyer to the building in Finchley is supplied with a list of the occupants of the building and made available for display and that the toilet facilities are repaired where necessary to ensure that they are of a good and safe standard.

COMPLIANCE WITH STATUTORY REQUIREMENTS

| |
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|--|