BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Godolphin Flying Start

ADDRESS: Dalham Hall Stud
Duchess Drive
Newmarket
Suffolk
CB8 9HE

HEAD OF PROVIDER: Ms Clodagh Kavanagh

DATE OF INSPECTION: 14 & 22 December 2020

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 6 April 2021

PART A – INTRODUCTION

1. Background to the provider

Godolphin Flying Start (GFS/the Provider) is the trading name of Godolphin International Thoroughbred Leadership Programme (GITLP). GITLP is a charitable trust that is wholly funded by Godolphin Stud Management, a global horseracing and breeding company owned by Sheikh Mohammed bin Rashid Al Maktoum, the Emir of Dubai. GFS offers fully funded scholarships for its two-year training programme in management and leadership.

The aim of GFS is to advance standards and knowledge in the training and management of thoroughbred horses.

The GFS programme is managed from the Kildangan Stud, County Kildare, Ireland, where the senior leaders are based and key decisions regarding the content and delivery of the programme are made. The course in the UK is delivered at the Dalham Hall Stud in Newmarket.

The Trustees of GITLP are experienced members of the breeding and racing industry at senior level and maintain oversight and control of the programme.

The programme's management structure consists of the Executive Director (ED) and Management Assistant (MA), who are based in Ireland. They are supported by the United Kingdom (UK) co-ordinator who is based at the Dalham Hall Stud in Newmarket. The UK co-ordinator has day-to-day responsibility for the training delivered in the UK.

The first phase of the programme takes place in Ireland, where participants complete a Graduate Certificate in Management accredited by University College Dublin. The programme includes subsequent phases in Newmarket in the UK, Kentucky in the United States of America (USA), Hunter Valley in Australia, and in Dubai to develop participants' knowledge and experience of the international horseracing industry. BAC accreditation is for the Newmarket phase only.

2. Brief description of the current provision

The Provider offers a two-year management and leadership training programme for participants aged over 18 years. It is designed to prepare participants for professional careers in thoroughbred horse training, thoroughbred horse breeding or stud-farm management.

The curriculum covers all aspects of equine management and business management. Participants take part in practical horsemanship skills development, veterinary studies, the legal aspects of breeding and racing, marketing and media skills, human resources and financial management. Teaching is undertaken face to face as well as online and includes occasional blended learning content. There is a strong emphasis on individual personal development and building interpersonal and leadership skills.

The UK based phase of the programme runs for seven weeks and covers aspects of the equine industry specific to the UK. It involves presentations and lectures from visiting experts, skills workshops, external placements with industry professionals (externships), practical horse care and visits to racecourses, horse sales and other equine settings.

At the time of the inspection, there were 12 participants studying at the GFS training centre at Kildangan Stud in Ireland. There was an equal split of female and male participants. The majority of the participants came from Ireland and the USA with the remainder from the UK, Australia and France. The Newmarket phase has been incorporated as much as possible online and changes have been made to the content to meet the learning and experiential outcomes required during this phase.

Applicants for the programme are enrolled on the basis of an assessment of a combination of their academic qualifications and experience in the equine industry. They must have basic riding skills and have to submit a video of themselves riding as part of their application. Those who speak English as an additional language are also required to have a recent International English Language Testing System (IELTS) test score of at least 6.5. All applicants must hold full driving licences as they are expected to drive themselves to lectures, stud farms and other equine settings.

3. Inspection process

The inspection was undertaken online by one inspector over two days. The inspector held video meetings with the ED, other senior staff, and trainers and participants. Online and face to face lessons were observed and documentation was scrutinised. The training and administration facilities at Kildangan Stud were reviewed using online video. The residential accommodation at Newmarket was also reviewed using photographs submitted by the Provider. The staff were highly engaged and very supportive of the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	12 September & 18 November 2008
Interim	15 December 2009
Re-accreditation	6 & 12 November 2012
Interim	17 December 2014
Re-accreditation	12-13 December 2016
Interim	7 December 2018

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 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 including those working at the delivery venue or remotely.	☒ Yes	☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes	☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes	☐ No

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

Comments

The management structure is clear and details all aspects of the staff structure, including oversight by the Board of Trustees. As a result, the roles and responsibilities are well understood by stakeholders.

Leaders and managers are very well qualified and experienced in the racing industry, as well as having extensive leadership and management backgrounds. Their roles are further strengthened by an extensive network of UK industry specialists and practitioners, who provide outstanding support and encouragement for the programme.

Communication across GFS is excellent, with extensive use made of online meeting software and the Provider's management information system. Managers have access to very good levels of information, which supports prompt decision-making and enables effective operational management.

The Provider's published values and purpose provide clarity and focus for the provision. The collaboration between industry specialists and GITLP ensures GFS's training objectives are well understood and transparent and, as a result, the Provider attracts and selects high-calibre participants who progress into management roles in this highly specialist equine sector.

The system to monitor and mitigate risk is supported by well-promoted and monitored key performance measures, an embedded quality management process and robust stakeholder feedback systems. Relevant information is collected regularly and enables managers to adjust provision if required to manage any identified risks.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ 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	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

The well-organised administration functions are undertaken by highly qualified and experienced staff and effectively supports both managers and participants. The administrative roles are effectively supported by detailed job descriptions that include key objectives and are appropriately linked to GFS's policies.

Managers monitor the effectiveness of the administration function and additional administrative resources are available through GITLP if required. The UK co-ordinator's handbook provides a detailed reference guide for the required tasks and activities and includes checklists for every aspect of the provision to ensure its smooth running.

Data collection is effectively managed through the GITLP Horse Management System (HMS). Data is collected regularly throughout all the phases of the programme, including those in the UK. The information provides managers with accurate and timely information on all aspects of the provision, including individual participants' progress and achievement monitoring.

All personal records for participants and staff are maintained in a secure area of the management information system. The information is comprehensive and detailed, updated regularly and includes sufficient information to meet the organisational requirements.

Data protection is robust and certified to demonstrate that it meets UK legislative requirements. Data protection is supported by a detailed policy that is shared with participants through the trainee handbook.

3.   The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☐ Yes ☐ No ☒ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. Staff are employed by GITLP and their job roles include their annual secondment to the UK GFS programme.

The staff are highly qualified, experienced and well known in the thoroughbred horse network. All pre-employment checks are undertaken by GITLP and appropriate records are maintained.

Staff performance is monitored and measured through the success of the UK phase of the programme, with indicators ranging from participant and trainer evaluations and feedback. Training observations are undertaken routinely and the information is shared with managers and trainers.

Staff are well supported in their Continuing Professional Development (CPD). There is an established process for the identification of additional training or peer support which are provided effectively as required.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

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
4.3	The provider's key policies are accessible through the website.	☐ Yes	☒ No

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

Comments

The website is the primary source of information for prospective participants and is supported by a wide range of individualised information and guidance that is sent directly to applicants.

The course modules and themes are detailed on the website and provide a current and clear overview of the programme content.

Once a participant has been accepted onto the programme, the trainee handbook is sent to them and this contains the GFS policies.

4.3 The Provider's policies are not accessible through the website. However, this does not disadvantage participants as they receive all the policies as part of their enrolment documentation.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

The Provider ensures that the courses on which participants are registered meet the participants' expectations and needs. The GFS scholarship is highly regarded and offers a programme that represents the industry's gold standard for equine thoroughbred leadership. Participants apply online and the selection process is comprehensive and highly detailed as the programme is intensive and rigorous.

The entry requirements are appropriate for the type of course. Applicants are expected to demonstrate their proficiency and competency in order to be accepted onto the programme. Participants must have English language competency at a minimum academic level of IELTS 6.5 as the course demands exceptional levels of oral and written communication skills.

Selection is made on the basis of a rigorous process of evaluation, which is clearly and thoroughly explained on the website. The selection phase includes skills checks, such as horse-riding technique and proficiency, as well as a series of themed interviews to ensure those selected are able to get the most from the programme.

Prospective participants going through the selection process are given very high levels of information regarding the selection process and the programme's content. They receive appropriate support to ensure that they will be able to meet the demands of the programme. The timelines for the recruitment and selection process are detailed on the website and the Provider communicates with applicants in a prompt and timely manner.

Applicants with special educational needs, or who are physically challenged, are required to declare this as part of the application stage. Additional support needs are not a barrier to selection and there is a policy that includes effective mechanisms to support this aspect.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

The programme is intensive and prospective participants are given clear guidance on all expectations, including attendance and punctuality, prior to acceptance onto the programme. The attendance requirements are reiterated in the learning contract. The attendance policy is included in the trainee handbook and all stakeholders are aware of the expectations.

Attendance monitoring is undertaken by the team leaders, who contact the course co-ordinator if a participant is late or not attending. In the event of unauthorised absences, the co-ordinator invokes welfare checks in accordance with the Provider's welfare policy.

There are clear guidelines for following up on attendance infringements. Any infringements are recorded and monitored very carefully by managers. As a result, attendance levels are high.

7.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No

7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☒ Yes ☐ No

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

Comments

There are effective systems for monitoring and periodically reviewing all aspects of the Provider's performance. The Provider's quality assurance policy is comprehensive and details the mechanisms to measure and monitor all aspects of the provision. The mechanisms include the role of the trustees in approving and reviewing the curriculum, as well as taking into account summaries of participant feedback.

All stakeholders have good opportunities to review the current provision, comment on their experiences and make suggestions for improvement. Team leaders participate in weekly meetings with the co-ordinator and their feedback is recorded and passed on to managers as part of the weekly reporting process.

Stakeholder feedback is highly valued and actively collected from a variety of sources. Managers review this information through an effectively managed process. There is a variety of mechanisms for reviewing feedback from weekly reports to the ED, management team meetings and reports to the Trustees. There are well-promoted and successful systems for managing or escalating feedback. The feedback that is obtained informs and contributes effectively to the quality assurance and improvement process.

There are effective processes to ensure participants are informed of the Provider's response to their feedback. These include feedback from the team leader, feedback from the co-ordinator as well as written feedback, if appropriate.

Programme reports are compiled at the end of each of the programme's phases. There is also an annual report submitted to the Trustees. Self-assessment is robust and there is a highly effective quality improvement planning process that results in specific and measurable improvement targets.

Action-planning is very effective, with clear plans and assigned actions. Management reviews are regularly and consistently undertaken and, as a result, the provision is of an excellent standard.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes ☐ No

8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes ☐ No

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

Comments

The GFS curriculum has been developed to respond to the skills and competencies required by the Thoroughbred Horse Management (THM) industry. All GFS staff are qualified THM practitioners and actively collaborate with and contribute to the THM community. As a result, the curriculum is set at a very high level and the trainers are chosen for their expertise, skills and reputation in a particular subject.

The theoretical aspect of the training is supported by the Provider's managers, who review session content, create easily accessible teaching resources and monitor the effectiveness of the provision.

Training sessions are timetabled and rooms are allocated appropriately for the courses offered. All training sessions are scheduled in advance and in sufficient time to create and manage lesson resources effectively. Face-to-face classes are held in the training suites used solely by GFS at the Dalham Hall Stud in Newmarket.

The training is delivered by thoroughbred industry subject experts who have a good reputation in the industry. Training sessions are conducted as either lectures on course themes, facilitated workshops or practical activities in the stud-farm environment. The trainers receive very good levels of support from the ED prior to planning their sessions and this successfully ensures that lessons are focused, delivered using a variety of appropriate methods and result in very high participant outcomes.

As part of the session-planning process with the ED, the necessary lesson resources are identified and are put in place for the session. There is also a policy that outlines how all staff can request specialist or additional resources. Sessions are very well resourced.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers.	☐ Yes ☐ No ☒ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☐ Yes ☐ No ☒ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☐ Yes ☐ No ☒ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

The GFS programme's design and content reflects current knowledge and practice in the THM industry. The content is under regular review and changes are made in a timely fashion to respond to any sector innovation or development. The content is reviewed by four senior GITLP Directors, including the ED to ensure its ongoing relevance.

Each cohort of participants is assigned two peers to act as team leaders for the programme. The role of team leader provides a strong link between the programme delivery team and the participants, as well as providing a direct communication channel to the programme managers. This ensures that the programme continues to meet the participants' needs.

All course materials are reviewed regularly for content and accuracy and the associated resources are of a very high quality. The training materials for the face-to-face and online course delivery are of a very high quality, very well presented and successfully enable the achievement of the course aims and learning objectives.

The entire focus of the programme is to develop THM leaders for the future. With this aim in mind, participants are given an outstanding range of opportunities for independent learning. They are able, through attendance on the programme, to develop their self-confidence, improve their communication skills and to apply high-level management strategies and skills.

Participants are recruited from the equine community. They are able to identify any additional support requirements they may have. These are reported to the course leaders so that the necessary adjustments are made.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge, and pedagogic and communication skills, which allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☐ Yes ☐ No ☒ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	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

The trainers are chosen for their professional reputation, specialist knowledge and skills, and outstanding communication skills. As a result, they deliver sessions that are engaging and interesting and result in excellent learning outcomes. There is, therefore, no requirement for the Provider to support the trainers with the development of additional skills or development.

Trainers receive personal biographies for all the participants at the planning stage and this information is successfully used to inform session planning and associated delivery methods.

Sessions are planned to be highly interactive and collaborative. As a result, all participants are involved in active participation whilst on the course and their understanding of concepts and course content is continually checked. They receive excellent feedback on their progress throughout the course.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☐ Yes ☐ No ☒ NA

11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☐ Yes ☐ No ☒ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☐ Yes ☐ No ☒ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☐ Yes ☐ No ☒ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☐ Yes ☐ No ☒ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☐ Yes ☐ No ☒ NA

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

Comments

The UK phase of the programme is a separate practical component of the overall programme and participants are not formally assessed for this part of their programme.

Feedback is given to individual participants on a regular basis which is tailored to meet their specific needs. Participants are effectively supported through the use of individual mentoring sessions. These provide an excellent opportunity to discuss the participant's progress and development and to set individual goals.

The participants report that they find this support extremely helpful, especially in career planning and identifying areas for personal improvement. Inspection findings confirm this.

12.　　The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

13.	**There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**	
13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

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

Comments

14. There are satisfactory procedures for the administration of examinations and other means of assessment

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☐ NA
14.3	For internal awards, there are 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

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes ☐ No ☒ NA

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

Comments

Participants receive career coaching and mentoring. This takes the form of one-to-one meetings with the ED and is recorded as part of the participant's Personal Development Plan (PDP). The process is highly individualised and tailored to identify career goals and facilitate successful career progression at the end of the course.

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No

16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with an abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☐ Yes ☒ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced. The co-ordinator has been trained to undertake the nominated participant welfare role. Participants are advised about the co-ordinator's contact details through the trainee handbook, the welcome e-mail and as part of the induction process. Participants confirm they know where to go for help or support.

The programme selection process is rigorous. Prospective participants receive good levels of information and advice prior to the application stage. Once shortlisted, applicants receive appropriate guidance to assist with the interview stage. As a result, the participants know what to expect from attending the programme and what is expected from them.

As well as the main programme induction, participants receive useful country-specific induction information on arrival in the UK. The information is also included in the trainee handbook. The trainee handbook also includes out-of-hours contact information. This information is also included in the welcome pack and referenced at induction.

There are very strong policies to monitor and manage any aspect of discrimination. These policies are supported by the Provider's code of conduct and monitored through the weekly journal process. Each week, all participants complete a reflective journal, including their feedback. The journal must be returned to the management team. If a journal is not received by the deadline set, there is a well-promoted and understood follow-up process.

16.7 Managers have undertaken risk assessment and staff have undertaken appropriate training related to the prevention of radicalisation and extremism and there is a draft radicalisation and extremism policy that is fit for purpose and accurately reflects the nature of the programme. The policy will be implemented once it has been ratified by the Trustees.

There is clear and coherent e-policy that is included in the trainee handbook and is referenced at induction. There are very clear boundaries for the use of social media and mobile technology. As a result, there have been no breaches of this policy to date.

Contact information, including next-of-kin information, is collected at the start of the programme and is contained in a secure area of the Provider's information system. There is also a suitable protocol for accessing this information, for example in the event of the unavailability of a particular staff member.

17.   International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes ☐ No

17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes	☐ No
17.4	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

International participants receive appropriate advice before their arrival on travelling to and living in their host country. Prior to their departure for the UK phase of the programme, participants receive a comprehensive e-mail with specific travel information, country-specific legal requirements and information on what to expect once they arrive in the UK.

On arrival, participants receive a welcome pack that contains all the relevant information required to get the most from their time in the UK. For example, GFS provides driving lessons to participants who are not familiar with driving in the UK. Participants consider this a highly supportive part of the induction as it develops their confidence in driving abroad.

Cultural awareness and related support form an integral part of the induction process and this continues throughout the period of study in the UK. Participants are encouraged to identify any individual cultural or religious requirements and there is an appropriate process for supporting and meeting these individual needs appropriately.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes	☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes	☐ No ☐ NA

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

Comments

The process for applying for the programme is transparent, fair and very well explained. The selection process is rigorous and, as it is a scholarship programme, no fees are paid.

The Provider collects and responds to participant feedback on an ongoing basis throughout the programme. As a result, any issues are identified and resolved at an early stage. The trainee handbook contains the participant grievance policy and clear procedures for registering an issue or complaint.

Participants receive a copy of the BAC's complaints procedure as part of the induction process.

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

19.1	Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants.	☒ Yes	☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes	☐ No ☒ NA

19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☒ Yes	☐ No	
19.4	A level of supervision is provided which meets the needs of participants.	☒ Yes	☐ No	
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes	☐ No	☒ NA

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

Comments

Whilst in the UK, participants are provided with accommodation in a large house in Newmarket. The house, which has a large garden, is spacious and has suitable areas for working, socialising and relaxing. All bedrooms have en-suite facilities and are well furnished. The quality of the residence is excellent and it provides a very safe and secure environment.

Health and safety information, including fire-safety and evacuation procedures, is displayed in the main hall area. There is information on whom to contact if there are any issues. All this information is also included in the trainee handbook.

All of the participants are professional adults and do not require any supervision in the residence. The trainee handbook gives clear guidance about behaviour expectations in all facilities, including residences, in line with the GFS's code of conduct.

20.	**The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**		
20.1	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
20.2	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
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes	☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes	☐ No
20.5	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

21.	**Participants have access to an appropriate social programme and information on leisure activities in the local area**			
21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	☒ Yes	☐ No	
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes	☐ No	☒ NA

21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

The GFS programme is designed to offer a wide range of learning and social experiences. Although there is no formal social programme, there are a variety of regular industry networking events that the participants can attend. Participants receive appropriate information about these events and how to make the most of these opportunities to network prior to their attendance.

The participants have been particularly impressed with the opportunities they are given to meet prominent and renowned horse trainers who would otherwise not be accessible to them.

INSPECTION AREA – PREMISES AND FACILITIES

22.　The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider's premises are owned by the GITLP organisation. Therefore, the Provider has secure possession of its dedicated training suite at Dalham Hall Stud in Newmarket.

The GITLP organisation is extensive and there are plenty of additional facilities and resources available to support any aspect of the training provision.

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

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No

23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

Access to the premises in Newmarket and Ireland is appropriately restricted and secured with controlled access Both facilities are located in well-monitored areas in the centre of Newmarket and around the Kildangan Stud. Both sites are very secure.

The quality of each of the premises is outstanding. All areas are well decorated and maintained to a very high standard. All areas are clean and tidy and provide a very safe environment.

There is good and appropriate guidance about health and safety. Information is available in the reception area and is provided to all visitors to the premises. There is clear and well-positioned signage around the building, including on fire-safety and evacuation procedures.

The GFS offices in Ireland occupy a large area with plenty of circulation space. There is a satisfactory number of toilet facilities and they are exceptionally clean and well maintained.

There is adequate heating and ventilation. The premises have central heating and there are windows that can be opened to provide ventilation as required.

24.   Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course.	☒ Yes ☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☐ Yes ☐ No ☒ NA

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

Comments

The course is delivered at a training centre in a large stud farm owned and operated by GFS. The training facilities are of an outstanding quality.

The training rooms are large and well designed. They provide a very good environment that is highly conducive to learning. The furniture and room set up allow for multiple configurations to facilitate various types of group and interactive training methods.

The training equipment is of a high standard. The main lecture room has a large, high-specification screen with a built-in webcam so the sessions can be transmitted to online participants.

25.   There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA

25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Participants have access to sufficient space to carry out their own private work and study in both locations. There are library/study areas that includes equine specialist publications, for example detailing different aspects of veterinary practice, as well as dictionaries in a wide range of language options. All participants have their own laptops and IT support is easily available.

Trainers have access to spaces where they can relax and hold informal meetings as required. There is a large cafeteria on site for staff and participants to eat and socialise in comfort. There is a small kitchenette in the training suite that is set up with appropriate equipment to prepare drinks.

The GFS offices include a suitable sized seating area for visitors or informal meetings. The staff office space is also of a good size, with sufficient room to hold private meetings.

The administration office is in close proximity to the training suite in a purpose-built large office block. The office is secure and provides a safe working environment. The office is large, has high-quality furnishings and is very well resourced with modern technology, including computers, printers and webcams.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☐ Yes ☐ No ☒ NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes ☐ No

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

Comments

The GFS programme has been delivered online since it has not been possible to continue with face-to-face lessons and activities.

Managers have demonstrated good levels of understanding about the range of resources and the levels of support needed to undertake effective online training and distance learning. The content of the course has been modified and is under continuous review, and as a result, it successfully meets the course aims and the needs of the participants.

The monitoring of the online interaction between the trainer and the participant is undertaken by team leaders and information is passed to the co-ordinator for recording and escalation if required. To date, there have been no issues.

There are highly effective monitoring systems for all aspects of the provision to ensure its successful delivery.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	☒ Yes	☐ No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	☒ Yes	☐ No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes	☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes	☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☐ Yes	☐ No ☒ NA

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

Comments

GITLP has an excellent range of expertise and experience in online applications and methods. The ED has collaborated with one of the Trustees in leading the introduction of online sessions and producing a learning policy that details the rationale behind web-based provision.

A review was undertaken to identify technological resources, including video-conferencing and course document-sharing platforms, and these were secured and implemented in time to deliver the course to this year's cohort.

Online training with industry professionals has provided participants with outstanding levels of information, and opportunities to discuss the subject in depth and share expertise. Participants report being highly satisfied with the online aspects and consider they have been given outstanding opportunities to meet high-level industry experts online who would not normally be available to them.

Trainers receive excellent levels of support pre- and post-online sessions. There are very high levels of support and guidance available as well as managers undertaking quality assurance monitoring of online presentations. As a result, presentations and training resources are of a very high quality.

Participants have been able to make excellent progress through their programmes and there has been no detrimental impact from moving the provision online this year.

All online lectures and resources are available to participants through a dedicated area on the GITLP server.

28. Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes	☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes	☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes	☐ No

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

Comments

All the trainers are equine trainers and specialists and work with owners, breeders and other specialists in their practice. They are knowledgeable and share their skills well with the participants, including through online delivery methods.

The trainers are encouraged to self-evaluate their current levels of knowledge and IT skills. They are then supported very well by the GITLP team to deliver their sessions effectively using multimedia. Participants report extremely high levels of satisfaction with the trainers.

The training is delivered by racing and equine experts. Session plans and reference material are submitted by the trainer and reviewed by GFS prior to delivery. The approaches used by the trainers in the online sessions are effectively supported by well-organised IT services and support systems to ensure they are in line with the Provider's policies, the participants' needs and the use of appropriate instructional technology.

Industry trainers are subjected to educational performance reviews by GFS. In addition, the sessions are reviewed by participants, and managers successfully use this information to monitor the quality of these sessions and the impact on learning outcomes.

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29. The enrolment process is comprehensive, transparent and supportive to applicants

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes	☐ No

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

Comments

Digital competency is a prerequisite for all aspects of GFS's provision and assessment of these skills is included in the participant application process.

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30. Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes	☐ No
30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.	☒ Yes	☐ No
30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility.	☒ Yes	☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.	☒ Yes	☐ No

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

Comments

The trainee handbook includes a wide range of information on the range and type of online resources and study materials available, as well as information on who to go to for help and support.

GFS has access to the GITLP's IT support team. Any required support can be requested through the team leaders or the co-ordinator. Participants report that assistance is provided very quickly.

The system requirements for the effective deliver of the GFS programme are included in the trainee handbook. A fixed amount of money is provided to participants and this can be used to support IT maintenance.

There are outstanding levels of peer interaction through shared online platforms for remote visits and tours, online conferencing and document-sharing systems. Participants report that they find this aspect to be in line with their professional experience and find the systems highly conducive to providing exceptional levels of peer interaction and collaboration.

31.   The technology used to deliver the programmes is fit for purpose and effective

31.1	The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.	☒ Yes ☐ No
31.2	The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No

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

Comments

All the technology used is appropriate and readily accessible. Participants consider the systems to be highly effective. They say that the systems provide them with a high-quality learning experience. Inspection finding confirm this view.

There are outstanding levels of technological support available from the GILPT's IT team.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The management structure is very clear and the provision is supported by high-quality and well-managed policies.
The selection of participants is comprehensive and thorough and results in outstanding levels of achievement.
Quality assurance is excellent and results in an accurate self-assessment report and clear improvement planning.

Actions required	Priority H/M/L
4.3 The Provider must provide links to key policies through the website.	☐ High ☐ Medium ☒ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

A highly specialised and up-to-date curriculum, delivered by pre-eminent practitioners, provides participants with outstanding learning opportunities.
Personal development and career mentoring result in excellent progression into specialist areas of employment.

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

PARTICIPANT WELFARE

Provider's strengths

Participants receive outstanding levels of information and support prior to arrival and during the UK phase.

Actions required	Priority H/M/L
16.7 The policy for the prevention of radicalisation and extremism must be fully implemented.	☐ High ☒ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

Outstanding training facilities and high-specification learning resources provide a comfortable and safe learning environment.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

There has been a highly responsive approach to moving this year's programme online. A highly effective online curriculum has provided additional opportunities for participants to meet and interact with industry specialists and horse trainers.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS