



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Social Farms and Gardens

ADDRESS: The Greenhouse
Hereford Street
Bristol
BS3 4NA

HEAD OF PROVIDER: Mr Chris Blythe

DATE OF INSPECTION: 24-25 November 2020

ACCREDITATION STATUS AT INSPECTION: Not accredited

DECISION ON ACCREDITATION:

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

DATE: 6 April 2021

1. Background to the provider

Social Farms and Gardens (the Provider) is a United Kingdom (UK) charity that offers nature-based activities to its members and people from community gardens, city farms and care farms. The Provider offers a range of services, such as advocacy, campaigning, training, and advice and guidance. British Accreditation Council (BAC) accreditation is for all training programmes delivered in the UK. The Provider was established in 2018 as a result of a merger between two long-established membership-based charities, the Federation of City Farms and Community Gardens, and Care Farming UK.

Social Farms and Gardens has a diverse membership base across the UK, working across both urban and rural settings. The Provider has over 1,800 members who are part of nature-based organisations, and most training is delivered to participants from these member organisations. Membership is free of charge and most training programmes are also free of charge. Training programmes are also open to non-member participants.

Social Farms and Gardens has a head office in Bedminster, Bristol. The head office is situated in a building called The Greenhouse and this is owned by the Provider. There is one rented satellite office space in London in operation. Other rented satellite office spaces are located in Cardiff, North Wales, and Belfast. However, these are currently closed because of COVID-19. The rented office spaces are used by regional staff as needed.

The head office premises are also used to deliver face-to-face training and offer participants a creative learning environment and access to green outdoor facilities. Member organisations' premises are also used for the delivery of training programmes, depending on the type of training and expertise required.

Social Farms and Gardens' mission is to improve the health and well-being of individuals, communities and the environment through nature-based activities. The Provider aims to deliver innovative training programmes that empower and enable communities to thrive and grow, by providing practical support and training to its member organisations.

The Company Director has overall responsibility for managing the Provider and reports to a voluntary Board of Trustees. The owner is supported by an Operations Manager, who is also the designated safeguarding lead. The Operations Manager also manages the training provision for England and is supported by three part-time regional managers for Scotland, Wales and Northern Ireland. Additional part-time managerial roles are a Business Development Co-ordinator, a Finance Manager, a Lead Administrator, a Human Resources (HR) and Finance Officer, and Communications Co-ordinator. The Provider also has 12 part-time trainers, some of whom are also project officers and advisers, reporting to the regional managers.

In March 2020, the Provider began offering online training sessions to members, to support the changing environment of their industries.

2. Brief description of the current provision

The Provider offers short, non-accredited, nature-based training programmes in the UK. The programmes are delivered face to face and more recently, online. The Provider plans to offer a wider range of online training programmes from 2021.

The Provider is experienced in delivering face-to-face training programmes and has been doing so for over 40 years. Examples of face-to-face training range from short courses for established garden suppliers to longer courses for government initiatives.

Programmes that are longer in duration include the Gardeniser Pro Online programme, the first of which commenced in October 2020 and is ten weeks in duration. This training programme is for key co-ordinators

working in community-focused farms and gardens. The 80-hour programme consists of 20 hours' attended online training, 20 hours of individual work and 40 hours of internship activity in the participants' member organisations or workplaces.

Once this training is completed, participants can take an optional online assessment to obtain the Gardeniser Pro Licence on the Gardeniser website which is run by a consortium of partners, one of whom is the Provider. Successful completion of the whole Gardeniser Pro training programme, inclusive of the online training programme and internship, gains a total of 7.5 points in the European Credit system for Vocational Education and Training (ECVET). These may be used towards completing European qualifications.

The Provider also delivers short, monthly live webinars to its members to support the different environments of their industries. These include a range of subjects such as Budgets and Cash-flow Forecasts for Funding Bids, Adapting Working Practices for Community Farming and Growing Sector, and Writing and Evidencing your Funding Bid, as well as allowing members to share experiences about the work they are doing.

The Provider has approximately 100 participants booked on five future online training programmes. Examples of future online training programmes are Protecting Your Trustees, Necessity Seed Saving Workshop and Care Farming for Learning Disability and Autism Spectrum Disorders.

The Provider has capacity for 40 participants for face-to-face training at its head office premises. Capacity can also range from between ten and 60 participants at different training venues, such as member organisation premises.

For online delivery, the Provider has a capacity of 25 participants per training programme. Capacity for online webinars can increase to up to 100 participants as these are mostly trainer led with limited interaction from the participants. At the time of inspection, all courses were being delivered online.

At the time of inspection, six male and 18 female participants were enrolled on the Gardeniser Pro online programme. All participants were over the age of 18. The majority of participants were from the UK and three were from Prague, Spain and Italy respectively.

Enrolment for face-to-face and online training programmes is ongoing across the year. All training programmes are only open to applicants over the age of 18. Face-to-face training programmes are only open to UK applicants and online training programmes are open to UK and European applicants.

There are no formal entry requirements for any training programmes. However, participants require a good working knowledge of English. English level B2 in the Common European Framework of Reference (CEFR) is recommended by the Provider. Selected training programmes also require participants to have experience within a certain subject area, for example working in a community garden.

3. Inspection process

The inspection was conducted remotely over two days by one inspector. Meetings were held with the Director, Operations Manager, senior management, administrators, trainers, the Chair of the Board of Trustees and participants. Online training sessions were observed and a virtual tour of the head office premises was carried out. The inspector scrutinised various electronic documentation. The availability of the information provided to the inspector was excellent and the Provider co-operated very effectively with the inspector throughout the inspection.

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.	<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 including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively 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

The Provider has a well-defined and documented management structure that is well understood. The structure is up to date regarding the company as a whole. Although the training staff structure is well understood by the staff, it is quite difficult for other stakeholders to identify the specific management and roles for the training provision, both face to face and online, from the organisation chart.

The Director is highly qualified and experienced and holds a clear vision for the Provider and its participants. He is supported by a senior leadership team. The senior leadership team is highly committed and assists the Director effectively to ensure all staff and participants are fully supported prior to and during programme delivery.

All the staff roles and responsibilities are well understood and documented for full- and part-time staff.

There are highly effective channels of communication between the management and staff. Regular meetings, telephone calls and e-mails are scheduled at least weekly. All communications are up to date and effectively recorded. These systems demonstrate that the Provider is effectively managed and that communications are efficiently recorded.

The Provider's written statement of its vision, mission and strategy is communicated to all stakeholders and effectively implemented. The risk management strategy is also well implemented. Both systems are regularly reviewed by the Director, senior management and the Board of Trustees.

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.	<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	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider has a qualified and experienced Lead Administrator, who works closely with the Operations Manager to oversee the administration process from initial applications to registration. The Lead Administrator is supported effectively by the project officers and advisers.

The size of the administration team is sufficient for the number of staff and participants and ensures the effective day-to-day administration of the Provider. Administration responsibilities are clearly identified and documented.

There are clear and documented policies covering administration procedures and systems. These are included in the staff handbook and are disseminated during the staff induction and are accessible on a secure online system.

Data collection and collation systems are effective. Policies have been reviewed and updated to comply with current data protection regulations. The senior leadership team has undertaken recent training to ensure this compliance is adhered to.

All administration records are stored on a secure and central database system. This is set up to include staff and participant information. The database system ensures that all staff have efficient access to up-to-date administration records and documentation.

These systems together ensure that there are highly effective administration procedures in place to support staff and participants.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider has detailed and appropriate staff recruitment policies. These include policies on legal checks, academic references and qualifications verification for all staff.

The recruitment of trainers is dependent on academic qualifications and experience within their subject specialisms. Trainers' experience and qualifications are verified by the Operations Manager prior to employment contracts being issued. The HR and Finance Officer stores records on the Provider's secure online system. All online trainers are also experienced face-to-face trainers and have previously undergone a face-to-face interview.

The Provider has a structured review process for all training and non-training staff, recorded as part of the staff annual appraisal. For trainers, this includes at least one training session observation carried out by the Operations Manager during each programme delivered. The feedback obtained from the host member organisation and the participants is also used to review the performance of staff where applicable.

The performance of all staff, including the delivery of training programmes, is reviewed by the Director and Operations Manager. Feedback on staff performance is communicated to staff in review meetings as part of the annual appraisal process. The process includes the identification of appropriate action plans. The appraisal process is effectively documented.

The staff appraisal process is inclusive of the identification of any Continuing Professional Development (CPD) needs.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider's printed promotional materials provide an accurate depiction of the method of delivery, location, premises, facilities, resources and programmes offered. The Provider's website is well maintained and has been updated to include all programmes offered to UK and European applicants.

The information provided at the start of the programmes is relevant, accurate and up to date in respect of all programmes.

The Provider also produces programme handbooks that are comprehensive regarding background information, required resources, level of English required, session plans, learning aims, evidence required and assessments. These are reviewed for accuracy after every programme and prior to the next cohort of participants being registered.

As a result, prospective participants are able to make informed choices about the most suitable programme to undertake.

The Provider's website provides access to relevant policies and associated information.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider undertakes research across the industry, and with its member organisations, to ensure they offer training programmes that are current and meet participants' needs. Participant feedback is continuously requested to ensure training programmes are meeting expectations.

Application forms are used to obtain relevant participant information that is required prior to registration. Once registration is confirmed, participants undertake an initial questionnaire to further assess any support needs. The resulting information is used effectively to plan the training programmes. In addition, any information received from the administration or adviser teams is used to inform the planning of training programmes.

There are no formal academic entry requirements for most training programmes. There may be prerequisites such as the need for a participant to be present in their workplace to allow practical application of learning for some programmes. Prerequisites for all training programmes are clearly stated on the application forms and programme marketing materials, including the recommended level of English language. Other prerequisites may include technical system requirements for online programmes, previous experience, current job roles and access to specialist resources.

A formal application process ensures participants meet the requirements. This is verified at registration and prior to commencing any programme. The Operations Manager also arranges a face-to-face meeting if required.

Participants are provided with sufficient information to enable them to make an informed judgement on the suitability of the training programmes offered by the Provider. There is also a range of opportunities to discuss programmes and their delivery methods prior to registration. The Provider also produces programme handbooks that are comprehensive regarding background information, required resources, level of English required, session plans, learning aims, evidence requirements and assessments.

All application and general enquiries are responded to promptly by the Lead Administrator and advisers. Other enquiries are referred to the Operations Manager as needed. The Director and Operations Manager also have regular communications, including meetings, with the Board of Trustees, member organisations and funding agencies to ensure all stakeholders are up to date regarding the training programmes.

The Provider does not make use of overseas recruitment agents as all recruitment is undertaken within the organisation.

The Provider has effective systems to identify participants who have special educational needs and disabilities that may require additional learning support or other assistance. Participants have a range of options to disclose any specific needs prior to enrolment and whilst on their programme.

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.	<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 regularly 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 is 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

There is an appropriate, clear and published policy on participant attendance and punctuality.

Attendance registers and records are maintained using the secure central administration system. Attendance and punctuality are reviewed as part of each programme evaluation by the Operations Manager.

The Lead Administrator monitors participant attendance effectively and follows up any absences promptly. Online attendance absences are followed up by the trainer delivering the programme. Appropriate action, including additional support to participants, is taken based on the reasons for the absence.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

Comments

The Provider's business plan is used as a tool to monitor the Provider's performance for all aspects of the organisation, including staff and participant feedback. The training provision is also regularly reviewed by the Board of Trustees.

The Board meets quarterly to assess the organisation's performance against action plans and information is fed back to all staff by the Director. The training provision is included as part of every meeting agenda, and plans are continuously checked to see whether the goals set have been met. Board meetings are also used to analyse the success rates on the

training programmes.

The Operations Manager produces an evaluative report after every programme, including an action plan for the next cohort. The report includes participant and trainer feedback and the outcomes of training session observations. Additional evaluation reports are also compiled to be sent to funders. As a result, programme evaluative reporting is ongoing. The various reports feed into the annual business plan to aid continuous improvements, and the evaluation reports and the business plan also include action plans. There is also an action plan for potential new provision. Action plans are monitored by the senior leadership team and the Board of Trustees.

The Provider has a collaborative approach to obtaining feedback from participants. All participants complete a questionnaire at the end of each programme. In addition, group discussions with the trainers take place during programme delivery to check participant satisfaction. All feedback is formally collated by the Operations Manager after every programme and is used within the programme evaluation reports. Responses to feedback are fed back to participants during delivery and after the programmes have been completed.

These effective systems and processes ensure the Provider works with all stakeholders to monitor its own standards to drive improvements across all aspects of the training provision.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Programme management is highly effective and contributes significantly to a positive and productive learning environment. The Director and Operations Manager are well qualified and highly experienced to manage the team of training staff. In addition, the Provider has a team of project officers who lead on each training programme and effectively support the trainers.

All training sessions are clearly timetabled and planned effectively, with appropriately allocated start and finish times and multiple breaks. Rooms and other areas, such as practical workspaces, are also effectively timetabled.

Participants confirm that they are happy with the planning of training sessions and that this meets their needs.

There are appropriate capacity limits in place for all programmes, which ensures an appropriate ratio of trainers to participants. The ratio has been carefully considered based on method of delivery, venues and resources to ensure the learning experience is of a high and consistent quality. Participants confirm that trainers have excellent subject knowledge that supports their learning very well.

The Operations Manager works with the training team to develop the training resources. Resources are discussed with trainers prior to programmes commencing. This process ensures that all resources are reviewed and standardised in line with the training programme aims and objectives, and the participants' needs.

A standardised and documented system is in place for the planning and implementation of all training programmes. The Operations Manager and training team meet frequently to ensure all stakeholders have an effective understanding of the programme goals, learning outcomes and the participants' needs.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

All programmes have been carefully developed to ensure they reflect current knowledge and practices within the sector and associated disciplines. They are designed to allow participants to develop the knowledge and skills required for the final assessment. The Operations Manager works closely with subject experts to develop programme content for all programmes to ensure this is up to date and appropriate. All training materials are checked for quality by the Operations Manager prior to any delivery.

The course materials for the Gardeniser Pro Online programme are designed for a specific and clearly stated level of study. They are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. All materials are tested to ensure their accessibility during the quality assurance checks. Participants confirm that the training materials and resources are highly appropriate and help them to achieve their learning objectives from the training.

For the Gardeniser Pro course, the participants create a portfolio of work. Once they have completed all the online teaching sessions and the practical work, the participants can then go on to take a final test. As a result, the course is designed so they can take the test at the end. The Provider was involved in writing the test, which is recognised through the European Credit System for Vocational Education and Training (ECVET). ECVET is a technical framework which supports the transfer, recognition and accumulation of learning outcomes.

All programmes have comprehensive delivery plans in place, including detailed session plans, to ensure delivery methods are wide ranging and inclusive. Programmes also aid the development of independent learning skills and include group work and presentation skills.

The professional backgrounds and academic and support needs of all participants are taken into account in the planning and delivery of all training programmes. Information is obtained from the participants' application forms,

individual participant enquiries and initial assessments. The Operations Manager ensures she meets with the Project Officer and trainers prior to any training programme to ensure the trainers are aware of the programme details and participants' needs, including in relation to any social activities that may be planned.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	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

Trainers have a high level of subject knowledge and know the Provider and member organisations well. They are recruited based on their level of subject knowledge, training experience and communication skills.

All training staff are required to update their curricula vitae (CVs) and CPD record annually. This facilitates the effective allocation of trainers to the programmes. Training staff confirmed that subject-specific CPD has a high priority for the Provider and is encouraged and supported by the senior leadership team. This support ensures that the participants receive a relevant, up-to-date and specialised learning experience.

Trainers are highly enthusiastic regarding maintaining their own CPD. This is achieved through their professional employment in the industry, as well as updating their own skills and qualifications in their specialist subject areas. Trainers are also supported by the Provider regarding any mandatory training requirements, such as safeguarding.

Trainers respond effectively to the different backgrounds and particular support needs of participants in their delivery approaches and methods.

The Provider has a participant-focused ethos and works hard to ensure programmes are designed to include varied content and delivery methods appropriate to the age, background and levels of any participant cohort. Trainers are very responsive to participant needs and very aware of being inclusive. They continuously check understanding during and after the training sessions.

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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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

Participants are provided with a programme handbook that sets out how their progress relates to their target level of achievement. The level of achievement to which the participants aspire varies across programmes depending on their duration, which ranges from one day to several weeks. Courses that are longer in duration, for example over a number of weeks, include weekly review sessions and opportunities for the trainers to review any portfolio evidence produced, where applicable.

The Provider offers appropriate support and advice to prospective participants regarding all available training programmes prior to registration. Appropriate advice and guidance are also offered to any registered participants should they want to change to an alternative programme.

Feedback is given to individual participants on a regular basis and depending on the duration of the specific training programme and method of delivery. Feedback is developmental and tailored to meet the participants' specific needs. All participants have access to a course adviser, who provides support outside the scheduled programme delivery times.

Participants confirm that the feedback and guidance from staff are highly effective in enabling them to develop technical gardening skills, as well as valuable social and transferable skills. This is an excellent confirmation of how the Provider is committed to participants' progression and enjoyment while on the course.

Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard. For the Gardeniser Pro course, the participants are told what course work is required to be completed and emailed the day after to explain what is required in writing. The work is submitted every week and the standard of this is reviewed at the start of the lesson to which it refers so that any appropriate improvements can be made for future course work.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	External moderators are involved in the assessment process.	<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

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	<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

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<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 – 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
16.4	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
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
16.7	A suitable policy and 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	
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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Participants receive effective advice and guidance from advisers, which ensures that they are well supported on their training programme. Advisers provide all participants with detailed Information, advice and guidance prior to any course commencing. In addition, all participants are provided with administration staff's contact details should they require any additional administrative support.

Staff respond to any enquiries, including from the administrator or advisers, efficiently and promptly by means of e-mail or telephone prior to participants applying or registering for a course.

All participants receive an induction as part of the first session of any training course. This is a standardised activity that can be amended to suit the participants, delivery method and venue requirements. The induction activity is welcoming, engaging and informative. It includes appropriate information about expected behaviour and health and safety.

All participants are provided with contact details for staff if they require support or assistance, including emergency contacts outside normal working hours.

The Provider's policies and procedures clearly state that abusive behaviour, including cyberbullying, is not tolerated. All participants sign a learning agreement to ensure that they adhere to the Provider's terms and conditions for each training programme. This ensures that any discriminative or abusive behaviour is avoided.

The Provider does not recruit participants who are under the age of 18 or who are vulnerable adults.

A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Staff members have received suitable training on how to protect participants from the dangers of radicalisation and extremism. There is a relevant but basic risk assessment in place. However, the risk assessment is limited in detail and would benefit from a review after the completion of the update training.

The Provider has a range of policies and appropriate guidance that cover participants' use of social media and digital devices, such as mobile telephones, tablets and cameras.

The Provider securely stores contact details for all participants for online and face-to-face training. Face-to-face training participants also provide a next-of-kin contact to the Provider.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | Participants have access to a fair complaints procedure, of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Participants are advised of BAC's complaints procedure. | <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 is a fair and transparent enrolment procedure for all face-to-face and online training programmes. Participants are provided with clear contractual terms and conditions that are signed and dated. There is an appropriate refund policy in place.

Participants have access to a fair complaints' procedure, which they are informed of at the induction. The complaints procedure is also accessible from the Provider's website.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

19.4	A level of supervision is provided which meets the needs of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<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

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<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 Provider offers a social programme that reflects the participants' needs and interests well. This is based on market research, which is also carried out with member organisations, as well as participant feedback. This ensures planned activities are meaningful, as well as appropriate to meet any cultural or religious needs.

All social programme events are arranged by the advisers, who are qualified and experienced in arranging such activities. All social programmes are appropriately risk assessed and managed to ensure they are safe.

The social programme is available for review by participants prior to registration and they have the opportunity to feed back to the Provider so that reasonable amendments are made.

No additional costs are incurred as a result of participation in the social programmes.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	<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 Provider has secure tenure agreements for its head office premises and the rented satellite office spaces.

The lease and partnership agreements for the external premises used are clearly documented and up to date.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.8	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

The head office premises provide a safe, secure and clean environment for staff. There is appropriate secure access to the head office through the main building's reception area on the ground floor.

The facilities are spacious, effectively maintained and clean.

General guidance on health and safety is provided to staff and visitors on arrival and all visitors are requested to sign in and are issued with a visitor badge. There are clear notices and signage regarding fire and other health and safety procedures throughout the premises to ensure the safety of participants, staff and visitors. Health and safety are also covered as part of the participants' induction.

The premises provide very good circulation space for the number of staff accommodated and there is a suitable space in which to receive visitors.

There are good toilet facilities throughout the premises that are clean and appropriately maintained. There is good heating and ventilation in all rooms.

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

The Provider has access to one large and suitable equipped training room that can easily accommodate various numbers of participants and trainers depending on the set-up of the room.

There are two additional smaller training rooms that can be used for smaller groups, if needed. The training rooms allow for the effective delivery of a range of training methods.

There are no assessments conducted on any training programmes.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced 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

Participants have access to sufficient additional workspaces at the head office premises if required.

The Provider supports participants by providing all the resources required for the programmes, such as Information and Communications Technology (ICT), audio-visual equipment, interactive whiteboards and projectors.

Staff have access to suitable additional facilities at the head office, including office space, communal break areas and private meeting rooms.

Participants and staff have access to separate relaxation areas and outdoor seating areas.

Training staff have appropriate facilities and access to lockable offices and secure storage. All training rooms are secure, allowing participants to safely store personal belongings.

The administrator's office is also situated in the head office and is of a good size. The location of the office is effective as it allows full sight of the reception area and main entrance.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are established processes which 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Operations Manager has undertaken extensive research regarding effective online delivery methods. This included running a pilot delivery of an online session prior to enrolling any participants. In addition, the Operations Manager has analysed survey data from member organisations to identify online training needs to effectively inform future online training programmes.

There is a suitable data-collection policy that clearly outlines how the Provider will protect its personal data appropriately. The policy includes the name and contact details of the Data Protection Officer (DPO), who is responsible for the data-collection and collation systems and for monitoring the storage of data.

The Lead Administrator oversees all course registrations and liaises with the Operations Manager and the project managers to confirm attendance lists for each online training course and individual training sessions.

Each online training session has a minimum of two trainers. This allows one trainer to engage with the online delivery and the other to contact any absent participants. This also allows one trainer to monitor how the participants are interacting and responding and to monitor the communication systems such as the chat boxes.

All course content is reviewed by the Operations Manager, who also checks that all the resources, such as video footage or external weblinks, are safe and appropriate for the participants. Participants are only required to attend pre-booked sessions to which they are invited and with the trainers present. As a result, no attendance or other monitoring of participants is required.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<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

Suitably qualified staff have responsibility for the online programme delivery and the management of the trainers. The Operations Manager leads all online course management and is supported effectively by project managers. The project managers are also trainers.

The Provider has a sufficient number of trainers who can be deployed to run the online training course. All staff involved in training are suitably qualified and experienced within their field of expertise. They have also recently undertaken appropriate training using the Provider's online delivery application. This ensures that the training programmes are delivered to a good standard.

The Operations Manager ensures that all participants receive a consistent learning experience by allocating a small number of trainers to each course. The trainers are subject experts and also experienced in pastoral support.

The trainers work with the Operations Manager to ensure that a varied range of delivery methods are used to enhance the online learning experience and to ensure all participants are engaged and responsive. The Operations Manager currently monitors all online training sessions, including the trainers' performance and the participants' feedback.

The outcomes of the performance monitoring and participant feedback are used appropriately to inform staff appraisals and future delivery.

All training courses have clear delivery plans in place that accurately reflect the course objectives and intended learning outcomes. These are clearly documented and sufficiently detailed.

The Operations Manager works closely with the project managers and trainers to standardise the online programme content. The staff aim for the online courses to mirror the face-to-face delivery as much as possible. The content makes use of a range of learning methods, including trainer-led sessions, break-out sessions for group work, video footage and the use of online voting polls. This range of methods ensures that the participants receive a varied and interactive learning experience.

Training programmes vary in duration and some courses require pre-reading or additional work to be undertaken independently between sessions. All instructions for the use of the additional study materials are clear and accessible.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Trainers clearly demonstrate a good understanding of the special challenges and demands relating to the delivery of online training courses. As the delivery of online training courses is new to the Provider, staff have worked hard to research effective approaches and analyse the participants' training needs. This ensures the programmes are fit for purpose for the subjects and method of delivery.

All trainers are employed part time and also have other roles within the Provider. Most trainers have been with the Provider for at least five years. As a result, they have a good understanding of the Provider's ethos and values. Trainers are experienced in the face-to-face delivery of the Provider's courses and have received appropriate training in the use of the online applications.

All staff, including the online trainers, receive an annual appraisal from the Operations Manager. This is an appropriate formal and documented process.

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The enrolment process is sufficiently detailed and clearly documented.

Initial communications with the participants clearly state the level of digital literacy required for any training programme. Information regarding the expected level of digital literacy is also communicated through the marketing information.

The necessary instructions relating to the technical requirements for joining the online courses are also included in the initial welcome e-mail sent to the participants. In addition, participants are required to test their technical devices prior to the start date of any courses and are appropriately supported by administrative and technical support staff as needed.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
30.4	The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider has effective systems in place to ensure participants are well informed and supported regarding the required study methods for the online courses. All participants receive a standardised induction at the start of their programme, and this is supported by a programme handbook. Programme handbooks are comprehensive and include useful instructions and suggestions on how to study using the Provider's choice of online application.

Participants are supported by an administrator, advisers, trainers and a technician throughout their online courses. The participants confirm that all enquires are handled promptly and sympathetically. Inspection findings confirm this to be the case.

Participants are advised of the technical system requirements prior to any training programme commencing in the welcome communications. Technical support guidance is also provided on the use of the online delivery application. This approach ensures that participants are well prepared to undertake their chosen course.

The online training courses, regardless of duration, encourage participants to interact during and after the sessions to network and share good practice. This is supported by staff-led activities that use an appropriate method such as a monitored social media channel. Participants confirm that this is a positive and well-received aspect of the courses.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider is using a reputable online application to deliver its training courses. The Provider is registered as a business user with the application and the Operations Manager leads on the scheduling of the online training sessions.

The Business Development Co-ordinator has delivered relevant training to all the trainers and has created support guidance for the online application. The guidance has been sent to all staff and to the participants registered for a training course.

All staff involved in the administration and delivery of the online training courses have sufficient knowledge to provide the necessary technical support to participants. There is also an experienced Information Technology (IT) technician who can be contacted both during and outside the hours of the formal programme delivery.

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

All staff are extremely passionate and committed to providing an excellent service to other staff and the participants, in accordance with the Provider's ethos of being an inclusive organisation.

The Provider collaborates very well with its member organisations to ensure the training programmes are flexible and participant focused. This promotes a creative and inclusive learning environment for participants.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Online training sessions are creative and engaging and have exceeded the participants' expectations.

Online delivery approaches support participants to build confidence and technical skills, and to widen their subject knowledge by interacting with others from a broad range of experiences.

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

PARTICIPANT WELFARE

Provider's strengths

The Provider supports and encourages safe participant interaction through a variety of methods that allow networking and the effective sharing of good practice.

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

PREMISES AND FACILITIES

Provider's strengths

The Provider has modern and spacious head office premises, with access to pleasant outdoor green spaces and that promotes a positive and creative learning environment for participants.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The Provider has used research from member organisations to ensure its online training programme offer is fit for purpose and meets the needs of participants. Online training programmes have been planned in detail to ensure that a range of interactive delivery methods are included.

Online training sessions are well paced to ensure participants are fully engaged. These include effective visual resources that assist in replicating very well the face-to-face delivery.

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

The Provider is recommended to have a separate organisational structure for the training provision that includes the management and reporting lines.

It is recommended that the radicalisation and extremism risk assessment is reviewed and updated.

COMPLIANCE WITH STATUTORY REQUIREMENTS

--