



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: The Tailoring Academy

ADDRESS: George St
Macclesfield
SK11 7AE

HEAD OF PROVIDER: Brita Hirsch

DATE OF INSPECTION: 13, 15 & 17 June 2022

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

- Accreditation awarded
- Decision on accreditation deferred
- Refuse accreditation

DATE: 5th August 2022

1. Background to the provider

The Tailoring Academy (the Provider) is a privately owned organisation which offers an accredited diploma and non-accredited certificates at level 3 and above in bespoke tailoring. It was founded in 2018 in response to a growing demand for bespoke tailoring training in the United Kingdom (UK).

The Provider is located in a former silk mill in Macclesfield, Cheshire.

The Provider aims to provide high standard bespoke tailoring training courses in the UK, with a strong focus on the delivery of practical craft and pattern construction skills, which are sought after in the sector but hard to find in the training market.

The Provider's sole proprietor is also the Director, who is supported by a small team of trainers, all of whom have subject specific vocational qualifications as well as academic qualifications in subject related fields. The trainers also offer support with the day-to-day administration of the Provider, when required.

The Tailoring Academy became the first training provider to be accredited to deliver a regulated, specialist Level 5 qualification, designed by the UK Fashion and Textiles Association (UKFT) and the Savile Row Bespoke Association (SRBA).

2. Brief description of the current provision

The Provider currently offers six training courses of which only the full-time, Level 5 Diploma course is accredited. The accredited level 5 course is delivered on site at the Provider's premises, from September to July of the following year.

In addition to the level 5 programme, the Provider offers a Summer School during the month of August, which is also delivered on site. This course is designed for candidates with a strong background in garment making. The Provider also offers four online courses in pattern construction and tailoring, ranging from 3 hours up to 34 weeks.

The Tailoring Academy premises can accommodate a maximum of 14 participants for the full-time course, a maximum of six participants for the Summer School and a maximum of 15 participants for online classes, although online courses usually consist of under 10 participants due to the specialised subject area.

At the time of inspection, nine participants were registered on the full-time Level 5 Diploma course and 15 participants were registered on the online tailoring course, run over 34 weeks. All participants were over the age of 18.

Of the nine participants registered on the full-time Level 5 Diploma course, the vast majority were female. All were from the UK. Of the 15 participants registered on the online tailoring course, the large majority were female with countries represented including the UK, Australia, New Zealand, United States of America, Norway, Chile, Myanmar and Singapore.

Enrolments for the level 5 provision takes place annually in September and for the Summer School, enrolment typically starts in March each year. Enrolment for online courses is on a continuous basis throughout the year.

Entry requirements for the full-time diploma are set in line with the awarding body's requirements. There are no formal entry requirements for any of the Provider's online training courses, however, some previous experience of a practical and technical nature is beneficial. The only entry requirement for the Summer School is an intermediate level of experience in garment making.

3. Inspection process

The inspection was conducted on a hybrid basis, with one day in person and the rest online. It was carried out over two and a half days, by one inspector. Meetings were held with the Director, two trainers and participants. A number of lessons were observed on the premises as well as online. A physical tour of the premises was also undertaken. Hard-copy and electronic documentation was scrutinised. All documentation requested was made available and all staff participated positively throughout the inspection.

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<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 by stakeholders. It includes senior management staff, staff involved with teaching and learning and support roles.

The Director is highly qualified and experienced and has a clear vision for the Provider, its staff, and its participants. As a result, the Provider is managed effectively. The Director is supported by a small team of appropriately qualified and experienced teaching and support staff to form a highly effective close-working curriculum team.

There are effective channels of communication between the management and staff. Formal meetings that include all staff are scheduled at least monthly and additional smaller team meetings are scheduled daily.

Meetings are also supported by more regular informal communication as all staff are based on site. Telephone calls and e-mails are also used as and when needed. All communications are effectively recorded and disseminated to ensure there is an audit trail of decisions made.

The Director regularly reviews the mission statement to ensure that it guides training and all other activities within the Provider. The mission statement is also clearly communicated to all stakeholders.

The Director regularly reviews the risk management strategy, which includes financial planning to ensure a high standard of training provision is maintained for all staff and participants.

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 Director has overall responsibility for the administration of the Provider. The Director is supported by two trainers, although the trainers are mostly responsible for delivering training, they offer support with day-to-day administration when required. The Director is suitably qualified and experienced and understands the specific responsibilities and duties of their role and is effective in carrying them out.

The size of the administrative team is sufficient for the number of staff and participants and ensures the effective day-to-day administration of the Provider. Administrative responsibilities are clearly identified and understood by all staff.

There are clear policies covering administrative procedures and systems. These are reviewed annually by the Director. The policies are also included in the Employee Handbook and disseminated to staff during their induction. They are accessible to all staff through the Provider's secure online system.

Data collection and collation systems are effective, secure, and supported by an appropriate policy. The Director, as the single point of contact, has undertaken recent training to ensure that there is full compliance with all data collection policies and regulations. Relevant policies are accessible from the Provider's website and information is disseminated to all staff and participants at induction.

All administrative records are stored on a secure central database system and updated as appropriate, including staff and participant information. The database system ensures that relevant staff have efficient access to up-to-date records and documentation. As a result, there are effective administrative procedures in place to support staff and participants and ensure the efficient day-to-day running of the Provider.

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

The recruitment of all staff is dependent on academic qualifications and experience within subject specialisms. Staff experience and qualifications are, therefore, appropriately verified by the Director prior to employment contracts being issued.

All training staff are based on site at the Provider's premises and have previously undergone a face-to-face interview prior to employment. The Provider currently has a sufficient number of staff in place and, in the event of recruiting additional staff, all applicants will have a face-to-face interview in person or online.

The performance of all staff is managed by the Director. The Provider has a structured annual performance review process for all staff. The outcomes of the review process are recorded as part of the staff annual appraisal and this process is effectively documented.

The staff appraisal system is inclusive of the review of participant feedback, and training staff use this as one of the reflection tools to improve their own performance. There is also effective use of external moderators and participant feedback to ensure an objective perspective is included within the appraisal of training staff.

In addition, the training staff have ongoing peer observations and at least one scheduled lesson observation from the Director during the delivery of each course. As the Director also delivers training, the lead trainer undertakes lesson observations of the Director. The observations are effective in ensuring that all those with training responsibilities understand their strengths and areas to develop. The outcomes of the observations are not formally recorded in order to better support the usefulness of the annual performance review document.

The staff performance process also includes the identification of Continuing Professional Development (CPD) needs. CPD and any other identified support requirements are overseen by the Director. As a result, all staff understand what they do well and what they need to improve and have access to suitable CPD opportunities to support their ongoing development.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's online and digital promotional materials provide an accurate depiction of the method of delivery, location, premises, facilities, resources, and training courses offered. The Provider's website is well maintained and regularly updated.

The information provided prior to and at the start of courses is relevant, accurate and up to date. The Provider also produces detailed participant information materials in response to all enquires prior to registration. As a result, prospective participants have access to comprehensive information to enable them to make informed choices about the most relevant course to meet their needs.

Participants are provided with the key policies upon registration for a training course or on request. The Director plans for key policies to be available online in September 2022 when the website is redeveloped and upgraded.

4.3 Key policies of the Provider are not currently accessible through the website.

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 judgment 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

There are detailed course descriptions on the Provider's website. These clearly state what participants can achieve at the end of each training course and how courses can contribute to progression or professional development.

Entry requirements for the full-time diploma are set in line with the awarding body's requirements and stated on the Provider's website. There are no formal entry requirements for any of the Provider's online training courses, however, some previous experience or level of practical and technical skills may be beneficial. The Summer School's only entry requirement is an intermediate level of experience in garment making.

All courses are delivered in English and participants are advised of the required level of English prior to registration. Although this information is discussed prior to registration with staff and included in the course materials available, it would be useful if this information was clearly stated on all course descriptions on the Provider's website for prospective participants.

A formal application process ensures that participants provide all required information prior to registration. This is verified at registration prior to participants commencing any training course. The Director also arranges further communication with prospective participants to ensure that they meet any required entry criteria.

All applications and general enquiries are responded to promptly by the Director. Applicants are provided with sufficient information to enable them to make an informed judgement about the suitability of the training courses offered by the Provider. There are also opportunities to discuss the training courses and delivery methods prior to registration with the training staff. The Provider produces detailed course information materials that include lesson agendas, module information, required resources, learning aims and session plans.

The information provided to applicants prior to registering on any training course clearly outlines the participants' responsibility to check that they have the skills and knowledge to study their chosen course. In addition, participants have a range of opportunities to disclose any specific needs prior to enrolment and while undertaking any programme.

Any special educational needs and disabilities requiring additional learning support or other assistance are referred to the Director, who is highly effective in implementing appropriate support where possible.

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. The policy is communicated to participants prior to any training course commencing, at induction, and within the course handbooks.

Attendance and punctuality are reviewed daily as part of each course by the Director and training staff.

The trainers are responsible for monitoring participant attendance. Class numbers are checked at every training session by the Director who ensures absences are followed up immediately.

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 course evaluation process is used effectively as a tool to review the training provision. The review process considers both staff and participant feedback. In addition, a number of annual reports are published, which evaluate all aspects of the Provider's performance.

The Provider has a clear approach to obtaining feedback from all participants. All participants are requested to complete a questionnaire at the end of each unit or training course. Regular group discussions with staff also take place during any course delivery to check participants' satisfaction. In addition, feedback from stakeholders is also sought through regular communications with the Director.

All feedback is regularly reviewed by the Director on completion of every training course. Findings are reported on at staff meetings, and documented, inclusive of follow-up actions. The responses to feedback are provided to participants and stakeholders during delivery and after the training courses have been completed using in-person and online communication methods.

The annual reports present the results of the Provider's reviews and incorporate action plans. Reports include analysis of year-on-year results on participant satisfaction, retention, achievement, and completion rates. Action plans from annual reports are regularly reviewed by the trainers, with outcomes reported to the Director and to appropriate stakeholders.

These effective systems and processes ensure that the Provider works with stakeholders to monitor its own standards and 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

The Director leads on the delivery of all training courses and is supported by the trainers. The small team of experienced staff ensure that the teaching, learning and assessment of all courses are effectively managed.

Timetables are carefully planned with consideration given to the method of delivery, equipment requirements, duration, and participant needs.

The allocation of trainers to programmes is carried out systematically. It is effective in ensuring that participants receive a consistent and specialised learning experience, with training staff appropriately allocated based on their expertise and experience. These processes result in the highly effective delivery of specialist training, high completion rates and high rates of participant satisfaction.

Course content and materials are regularly reviewed, and this review is a key activity in the Provider's quality cycle. This results in high-quality courses that meet the needs of participants and stakeholders. The course management systems and processes are supported by appropriate policies to ensure that all staff follow a consistent approach and that participants receive a high-quality learning experience.

Regular communication with the Director ensures that there is effective acquisition of teaching resources. The policies and effective communications mechanism ensure that all training staff have access to the appropriate quantity and quality of resources throughout the course delivery, which benefit all participants.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 training courses are carefully planned and designed to reflect participant needs and subject specialist areas. They are regularly reviewed and updated to support their continuing currency and to prepare participants for any assessments. Participants receive detailed training materials at the beginning of their courses, including all assessment schedules and deadlines. This results in participants being well informed of their assessment deadlines, enabling them to manage course requirements and to work very effectively.

Delivery methods and course design are highly effective for courses delivered online or in person. The Provider continuously reviews its resources in line with subject specialisms and works hard to ensure that participants have access to the latest resources to aid their professional development. In addition, the Provider has invested in digital technologies to ensure that its online delivery is of industry standard.

Teaching and learning methods include small-group and independent study, with individual support and access to self-learning activities with well-designed assignments and study guides. The courses are designed so that participants are encouraged and enabled to develop independent learning skills using both online and classroom-based methods.

Course delivery plans maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding organisation and that they are at an appropriate level. Planning is inclusive of formative assessment opportunities that effectively reflect the subjects and level of courses. Regular individual supervision is a key aspect of this process and ensures that participants are fully prepared for summative assessments. Delivery plans and timetables also include preparation periods for summative assessment.

Training staff employ a range of methods and processes to encourage and support participants to become independent learners. These include self-negotiated projects, assessments of practical and technical skill development and opportunities to lead professional discussions. This approach is a high priority for the Provider as it effectively supports participants in finding suitable employment.

Training staff understand well the application of the Provider's approach to the participant learning experience. They are well informed about participant needs and backgrounds, which they accommodate appropriately in their training delivery and methods of checking participants understanding.

Training staff are very confident in using a range of online technology that supports the effective delivery of teaching and learning. This results in a high-quality learning experience for all participants and high levels of achievement.

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, 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

Training staff are very well qualified, have extensive experience in their subject areas and in delivering in-person and online programmes. The allocation of training staff to courses provides for a consistent learning experience for participants and delivery is effectively monitored to ensure consistency.

Training staff are appropriately supported in their CPD and have recently been trained in delivering online learning. Training staff are also current tailoring practitioners and are up to date in their level of subject knowledge, pedagogic and communication skills, which allow them to deliver the content of courses effectively. The Provider is highly supportive of industry engagement and the progression of all its staff and prioritises the provision of resources that may be required to enable staff to network and progress.

The Provider provides regular training for all its staff to ensure that they are updated on policies, participant needs, instructional approaches and techniques, and the use of appropriate instructional technology. Staff also regularly engage in CPD offered by the Director to work on private commissions.

Delivery and assessment plans are highly effective to ensure that the differentiated learning needs of participants are of priority. Information received prior to participants enrolling is evaluated to ensure that the planning and delivery of training sessions are fit for purpose and meet the needs of all participants. The Provider also permits a wide range of submission methods for assessment materials that can be individualised in response to participants' learning style to encourage active learning. Participants were very positive about their learning experience and the approach of the Provider to support them as individuals.

Regular development training is provided to all training staff. This frequently includes the employment of effective strategies to ensure that all participants are involved in their learning and that their understanding is regularly checked.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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

All courses include a comprehensive schedule of assessments, which is provided to participants in the pre-course materials. This results in participants and training staff being well informed about formative assessment requirements and final submission deadlines. Ongoing formative assessments effectively support participants' understanding of the scope and the required standards of the final assessments.

Rigorous monitoring of progress and assessment outcomes results in timely intervention that supports progress and achievement for all participants. An effective monitoring and tracking system enables participants to understand their progress towards their target level of achievement. This results in participants being well informed of their progress.

Regular reviews of progress and achievement enable the provision of effective additional advice and guidance on alternative courses. Although rare, this allows participants to be directed to more appropriate courses where appropriate.

An effective feedback format provides comprehensive information on how formative assessment content meets learning outcomes and assessment criteria. Participants receive effective feedback that informs them of their strengths and areas to improve and is constructive and informative. This results in participants being aware of their progress and which skills and knowledge need further development. In addition, participants also have access to training staff outside their scheduled classes.

Participants are made aware of the Provider's plagiarism policy at induction, and this is continuously communicated to participants by training staff during programme delivery. The Provider takes appropriate steps to identify and discourage cheating and associated activity and any offenders are penalised.

The importance of meeting assessment deadlines is continuously communicated to participants. Although rare, prompt action is taken when participants miss deadlines. The Provider has an effective intervention system in place to support participants when any work submitted is not of a satisfactory standard.

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

The full-time Level 5 Diploma is accredited by a leading awarding organisation and regulated by Ofqual. The Provider is compliant with all quality assurance requirements from the awarding organisation and has two annual audits.

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

The Provider complies with the requirements of the awarding organisation and receives annual standardisation training and two annual quality assurance visits per year.

The full-time Level 5 Diploma is internally assessed and is subject to external moderation from the awarding organisation.

There is a clear and documented procedure in place for participants to appeal against their assessment if needed.

- 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 have access to information, advice, and guidance from all the training staff regarding further study opportunities and career progression. This process is effectively demonstrated through regular group- and one-to-one communication with participants, employer visits and careers events.

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. Check online 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

The Director is responsible for participant welfare and is suitably experienced and qualified. The Director is supported by experienced training staff, who are able to provide information, advice, and guidance, as well as other relevant pastoral support if required.

Participants receive effective advice and guidance from the Director and trainers, which ensures that they are well supported on their chosen courses. They are also provided with detailed information, advice, and guidance prior to any course commencing including online, as appropriate.

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

The Provider provides participants with study guidance that supports them to learn effectively and efficiently. Participants confirmed that the methods used have enabled them to work collaboratively and independently.

All participants are provided with contact details for the Director should they require support or assistance, including an emergency contact number outside working hours.

The Provider's policies and procedures clearly state that abusive behaviour, including cyberbullying, is not tolerated. All participants receive a handbook that includes all the Provider's policies to ensure that participants are aware that any discriminatory or abusive behaviour is unacceptable.

A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. This is inclusive of a risk assessment for the prevention of radicalisation and extremism. All staff have recently received training on how to protect participants from the dangers of radicalisation and extremism.

Participants are informed of any system requirements prior to registering on any course. They also have access to appropriate technical support to assist throughout their course of study.

The Provider has a range of effective processes in place to encourage peer-interaction in person and online, including on social media platforms.

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 continues 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. Yes No NA

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

Comments

There is a fair and transparent registration procedure for all in-person and online training courses. 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 complaint's procedure, about which they are informed as part of the induction. The complaints procedure is also accessible from the Course Handbooks and includes clear reference to the British Accreditation Council's (BAC) complaints procedure.

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

20. The welfare of participants in homestay 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 is 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

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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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 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 Director and training staff provide all participants with appropriate information regarding opportunities or events that may be of interest to them based on their academic and subject interests. These could be in the local area for in-person participants or via online access for online participants.

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 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 secure possession agreements for its head office and course delivery premises.

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 of 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 on the ground floor. The Provider is located on the third floor of the building with offices, a kitchen and an open-plan practical teaching area.

The premises are newly renovated and furnished with a high industry standard of specialist machinery and equipment, resulting in a contemporary and professional working environment.

General guidance on health and safety is provided to staff and visitors on arrival, and all visitors are requested to sign in upon entering the premises. There are clear notices and signage regarding fire and other health and safety procedures throughout the building and on the ground floor to ensure the safety of all visitors.

The facilities are spacious, effectively maintained, and clean. They provide excellent circulation space for the number of staff accommodated and to receive visitors. There are appropriately located toilet facilities in the premises that are clean and maintained daily.

There is good heating and ventilation in all rooms and teaching areas.

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 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 access to training rooms on the third floor that easily accommodate various numbers of participants and training staff, depending on the setup of the rooms. There are additional, smaller rooms that can be used for meetings if needed.

Training areas are well equipped and allow for the effective delivery of a range of teaching methods, including practical workshops. The Provider effectively supports participants by providing all resources required for its training courses,

such as industry-standard specialist equipment, Information Communication Technology (ICT), audio visual equipment, interactive whiteboards, and projectors.

All training areas can be used for formative and summative assessments and are appropriate for this purpose.

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 a sufficient number of suitable workspaces at the head office premises as required.

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

Staff are supported while they deliver training courses and have access to lockable offices and secure storage. All training rooms are secure, allowing participants to safely store personal belongings.

The administration office is also situated at the head office and is of a good size to support the effective administration of the Provider.

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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input 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 Provider has a suitable management structure and expertise in place to manage, staff and administer online courses.

There is a data collection policy that clearly outlines how the Provider seeks to protect the personal data of its employees, participants, and other individuals for business purposes. The policy is inclusive of the name and contact details of the Data Protection Officer (DPO). The DPO is responsible for training staff regarding data collection and collation systems and is also responsible for monitoring the storage of data. The Data collection and collation system also includes the logging of trainer and participant submissions and interactions.

There are effective processes in place that enable the Provider to verify the identity of participants. Participant data is securely stored on the Provider's online database, which includes application and registration details. The Director oversees all course registrations and liaises with the trainers to confirm attendance lists for each training course and individual training sessions, and for the timely submission of work.

Each training session of any online programme has an electronic register taken by the trainer and is accessible to the Director. Although absences are rare, this allows the Director to contact any absent participants efficiently.

All course content is reviewed by the Director, including checking that all resources such as video footage or external internet links are safe and appropriate for participants prior to any online delivery.

Participants are only required to attend pre-booked online sessions to which they are invited and in which trainers are present. Therefore, no attendance or other monitoring is required outside these sessions. Additional appropriate processes are in place to manage the risk assessment of online course 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.	<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

The Director leads all online course management and is appropriately supported by the trainers.

All staff involved in training are suitably qualified and experienced within their fields of expertise. They have all undertaken training, making use of the Provider's online applications that are used for delivery. This ensures training programmes are delivered to a high-quality standard.

The Director ensures that all participants on courses have a consistent learning experience by allocating a small number of trainers per course. Trainers are subject experts and work with the Director to ensure varied delivery methods are used to enhance the online learning experience and to ensure that all participants are engaged and responsive.

The Director currently monitors all online training sessions, including trainers' performance and participant feedback. Performance monitoring and participant feedback inform staff appraisals and future delivery.

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

The Director works closely with the trainers to standardise the online programmes and content. The content is coherent and inclusive of a range of learning resources, such as trainer-led sessions and break-out sessions for group work. These methods ensures that participants receive a varied and interactive learning experience.

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

Trainers clearly demonstrate a valid understanding of the special challenges and demands of 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 training needs. This ensures that the programmes are fit for purpose for the subjects and method of delivery.

Trainers are experienced with in-person delivery and have recently undertaken appropriate training in online delivery.

All trainers are employed full time and have other roles with the Provider. Trainers have been with the Provider from the date of its establishment, and therefore have a good understanding of the Provider's ethos and values.

All staff, including online trainers, receive an annual performance appraisal from the Director. This is a formal and documented process. The appraisal includes feedback on their performance, participants' feedback and any identified CPD needs.

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

Initial communications with participants clearly state the level of digital literacy required for any training course. Information regarding the expected level of digital literacy is also communicated as part of the marketing information, and [all](#) required joining instructions and technical requirements are included in the welcome materials.

Participants are required to test their technical devices prior to the start date of any courses and are 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. This is supported by a Course Handbook which is comprehensive and includes instructions and suggestions on how to study using the Provider's choice of online applications.

Participants are advised in the welcome materials of the technical system requirements prior to any training course commencing. Technical support guidance is also provided to enable the effective use of the online application that is used for the training delivery and can be further supported by telephone guidance. This approach ensures that all participants are well prepared. Participants are supported by a range of appropriate staff, including a technician, throughout their online courses and outside the scheduled sessions as needed.

The online training courses, regardless of duration, encourage participants to network and share good practice during and outside the training sessions. This interaction makes use of 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 uses a reputable and common online application to deliver training courses which facilitates and supports appropriate interaction between trainers and participants and serves to support learning.

All staff involved in the administration and delivery of the training courses have sufficient knowledge to provide technical support to participants. In addition, there is an experienced Information Technology (IT) technician who can be contacted during or outside programme delivery times.

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 participants.

The Provider produces detailed course materials that deliver agendas, module information, required resources, learning aims and session plans.

Actions Required	Priority H/M/L
4.3 The Provider's key policies must be accessible through the website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Training staff employ a wide range of methods and processes that encourage and support participants to become independent learners.

The training staff, who are active tailoring practitioners, ensure programme content reflects the best current sector standards.

The implementation of visiting employers is an excellent opportunity for participants to engage with industry and prepare for progression.

Actions Required	Priority H/M/L
	<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 effective networking and sharing of good practice to enhance the participant experience and support progression.

Actions Required	Priority H/M/L
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

The Provider has spacious head office premises which effectively promote a creative and professional learning environment for participants.

Actions Required	Priority H/M/L
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's Strengths

Trainers employ a wide range of delivery techniques to ensure online participants are able to engage with lessons and are supported individually.

Actions Required	Priority H/M/L
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that observations of training sessions are formally recorded.

It would be useful if information regarding the course language of delivery was clearly stated the Provider website for prospective participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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