



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 inspection

NAME OF PROVIDER: Clear Corporation Training Ltd

ADDRESS: Office 133
63 St Mary Axe
London
EC3A 8AA

HEAD OF PROVIDER: Mr Ade Adenikinju

DATE OF INSPECTION: 17–19 November 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 17-19 November 2021

1. Background to the provider

Clear Corporation Training Ltd (CCT/the Provider) is a privately owned training organisation. Incorporated in January 2019, it delivered its first courses in summer 2019. The Provider offers short, non-accredited courses in a variety of subject areas and has so far delivered three courses to 30 participants.

The owner of CCT is also the General Manager, with the administration office based in the centre of London in the United Kingdom (UK). Courses are delivered at commercial venues in London hired by the Provider or online.

The Provider's vision is to provide value-added courses that make a difference to businesses, communities and the people within them. It aims to assist companies and participants in realising their set objectives through organising high-powered courses that address issues that are pertinent to their needs.

Oversight of all operational matters, together with the day-to-day management of the Provider, is the responsibility of the General Manager and Human Resources (HR) Manager. Academic support is provided by a freelance educational consultant, who advises on matters relating to educational management and curriculum development. The courses are designed and delivered by four freelance external training facilitators.

2. Brief description of the current provision

The Provider offers a wide range of unaccredited in-person, blended and online short courses, seminars, workshops and conferences aimed at the West African community and addressing key issues pertinent to the needs of the participants.

The subjects offered include Business and Management, Law, Environmental Science, Computer Science and Information Technology (IT), Mining, and Oil and Gas and are offered as either a closed or open course.

At the time of the inspection, there were 12 participants enrolled on a one-day online course covering continuous improvement in the office. All participants were aged over 18 years, and from Nigeria. The majority were female.

Since incorporation in 2019, two other closed courses, which are designed for specific clients, have been offered and completed, covering Value Driving Leadership and Mineral Processing Techniques.

Closed courses can be delivered at any time and have no set entry requirements. Enrolment dates and detailed academic and English language requirements will be set for all future open courses.

3. Inspection process

The inspection was carried out remotely over two and a half days by one inspector. The inspector carried out discussions with the General Manager and educational consultant and observed the training day. A wide range of electronic documentation was scrutinised. The Provider was well prepared for the inspection and gave full co-operation to the inspector.

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

A detailed management structure ensures that lines of accountability and responsibility are clear and fully understood by staff. The structure is appropriate for the size of the Provider and appropriately supported by comprehensive job descriptions and detailed person specifications.

The General Manager is well qualified, fully understands his specific responsibilities and is effective in carrying out all aspects of the role. He is experienced in managing and developing educational provision and understands the education needs of the Provider's target market within the West African community very well. An educational consultant provides specific support on matters relating to educational management and curriculum development.

Communication between management and staff is appropriate. Informal communication and meetings are scheduled and undertaken. A wide range of effective electronic communication is used to ensure that those working remotely have full access to relevant staff.

The Provider's aims are clearly stated on the website and are incorporated throughout the employee and participant handbooks and client training guidelines.

An appropriate, formal written risk management strategy, which includes financial planning, is in place, effectively implemented and regularly reviewed.

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

Administrators are suitably qualified and experienced and understand and carry out their specific responsibilities effectively. The majority of the administrative functions are undertaken, during this stage of the Provider's development, by the General Manager, with appropriate support provided by the Administration Manager and HR Manager. This meets the limited needs of the Provider at the current time.

All administrative functions are clearly detailed in the Provider's organisational chart.

An appropriate range of suitable administrative policies, procedures and systems are effectively implemented, updated and shared with staff and participants through the employee and participant handbooks and client training guidelines.

Systems for the collection of data and its collation are appropriate and effectively support the administration of the Provider. An appropriate system to record participants' and staff's personal details is in place and regularly updated. Relevant personal details are accurately recorded. Appropriate policies and security systems ensure that this information and data are well protected.

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

A suitable range of policies and procedures for the recruitment of suitably qualified and experienced staff is in place. These are appropriate for the size of the Provider and are used effectively to ensure that the Provider's staff are appropriate and carry out their roles satisfactorily.

All previous experience and qualifications claimed during the recruitment process are verified before employment and accurate records of this process are maintained. As a result, all staff are suitably qualified and experienced for their roles.

A formal staff performance management policy is in place and detailed in the staff handbook. Performance reviews and course delivery observations are undertaken by the General Manager.

3.4 However, the appraisal process has not yet been implemented.

A suitable policy to support the Continuing Professional Development (CPD) of staff is in place and this meets the needs of the small number of the current staff.

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 website is well developed and accurately details the Provider's location and ownership.

The website provides a comprehensive, up-to-date and accurate description of the range of courses and services on offer.

4.3 The Provider's key policies are not accessible through the website, which reduces their accessibility to the Provider's stakeholders.

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

Participants on closed courses are sponsored by a client organisation that has arranged delivery of the course with the Provider. The course content is agreed between the Provider and the client, with no entry requirements set by the Provider. Participants are selected by the client based on their current occupation, previous academic and English language achievement, and their professional development requirements.

Detailed academic and English language requirements are set for all of the Provider's open courses. A formal application and selection policy and process are in place and are used to ensure that participants enrolling on open courses meet the entry requirements. The procedure for participant enrolment is rigorous and includes initial assessments carried out during the pre-enrolment period.

The content of each closed course, and the methods of delivery to be used, are fully agreed with the client prior to delivery. All participants are provided with comprehensive information prior to the start of the course so they can make a final judgement on its suitability or raise any concerns. All application enquiries are responded to in a timely manner.

Appropriate policies and effective systems are in place to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. The application process for both open and closed courses allows participants to declare any specific learning difficulties and physical disabilities. Wherever possible, appropriate arrangements are made by the Provider to meet any participant's declared needs.

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

A detailed and clear policy on participant attendance and punctuality is effectively shared in the staff and participant handbooks. The policy is further covered in the staff and participant induction processes.

There is a clear process for recording and monitoring attendance. All absences are followed up promptly.

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The systems for monitoring and reviewing the Provider's performance are appropriate and meet the needs and size and current stage of development of the organisation. Evaluation systems are effective and inform improvement planning to ensure that the necessary resources are available to meet the developing needs of the Provider.

An appropriate range of mechanisms for obtaining feedback from participants and other stakeholders is in place. A meeting with the client sponsoring a closed course is held after delivery to ensure that the agreed aims of the course were met. In addition, participants complete an end-of-course questionnaire that invites participants to provide feedback on the course content, resources and the quality of teaching.

The resulting feedback is effectively recorded and analysed, and an action plan is completed if required.

An appropriate mechanism for reporting to the participants what the Provider has done in response to their feedback is in place and effectively implemented. If a concern is raised by a participant in their feedback, an e-mail reply details the action taken. In addition, the concern is recorded in the course delivery log and reviewed by the academic team.

7.6 Reports, which include the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans are not compiled at least annually. Consequently, the Provider does not have a clear overview of its performance.

7.7 Formal action plans are not always regularly reviewed with outcomes reported to management. As a result, it is not clear whether all identified actions are successfully completed.

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

Course management is effective. The General Manager acts as the programme manager and is appropriately qualified to manage the training programmes and the trainers effectively, for the benefit of the participants.

Training sessions are appropriately timetabled and training rooms are hired, as appropriate, in good-quality venues close to the centre of London. The rooms used are suitable for the courses being offered and for the number of participants.

The allocation of trainers to classes provides for a consistent learning experience and is monitored carefully to ensure a consistent and high-quality experience for the participants. Trainers use a detailed briefing document that clearly sets

out the aims and objectives of the course, the target audience and proposed delivery methods. The General Manager provides useful feedback to the trainers on their performance.

Appropriate learning resources are developed for each bespoke course, with the content and style of the materials checked by the General Manager to ensure consistency and that they are of an appropriate standard.

Other delivery resources are hired, as required, from the relevant training venue. The learning resources available for the observed sessions were of a high quality, and engaging and appropriate for the aims of the course.

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 that 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 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

Each course is carefully designed to cover the knowledge and skills that are required to meet its level and stated learning outcomes. The course design and content accurately reflect current knowledge and practice and course content is reviewed and revised by the General Manager before being delivered.

Courses have a clear structure and appropriate learning objectives, which meet the needs of the participants and their employers. Course timetables are clear and ensure that all planned content is delivered in the time available and meets the participants' and other stakeholders' expectations. A detailed course briefing document that is provided to participants includes relevant subject coverage and detailed timelines.

High-quality course materials are used and are well presented and sufficiently comprehensive to enable participants to achieve the course objectives.

Participants are effectively encouraged during the course to reflect on their current skills level, and the programme is designed to develop participants' independent learning skills.

The application form includes a suitable question regarding any additional learning support that may be required. In addition, the General Manager holds discussions with participants about their level of existing knowledge of the subject matter of the course prior to their enrolment. This information is taken into account in the planning and design of the course to ensure that it meets the needs of all participants.

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 that 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 are well qualified and experienced and have a level of subject knowledge, and pedagogic and communication skills that allows them to deliver courses effectively.

Most of the Provider's trainers are contracted on a course-by-course basis and are chosen for their specific knowledge, experience and qualifications in relation to the subject matter of the course.

Trainers respond effectively to the different backgrounds and particular support needs of participants in their delivery of the training sessions. Effective strategies are used to involve participants in their learning and to check their learning.

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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 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 courses offered do not include any formal assessments or coursework.

Trainers provide regular individual feedback to participants during the sessions. Feedback is constructive in its nature and delivery and effectively tailored to meet their specific needs.

Participants have access to the trainer during breaktimes and after the course has finished if they would like further support or information.

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA

13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

13.3 External moderators are involved in the assessment process. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

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

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

Comments

INSPECTION AREA – PARTICIPANT WELFARE

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

- 16.1 There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. Yes No
- 16.2 Participants receive appropriate information, advice and guidance before the start of the course. Yes No
- 16.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 16.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 16.5 The provider has policies to avoid discrimination and a procedure for dealing with any 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 General Manager is responsible for participant welfare. He is suitably experienced and accessible to all participants throughout their course to provide advice.

A wide range of information, advice and guidance is provided to participants prior to the commencement of their course. This includes detailed information regarding the content and aims of the course, as well as relevant details of the venue, its location and local transport links.

Participants receive an appropriate induction at the start of their course. A comprehensive participant handbook provides information relevant to promoting and maintaining their well-being. A 24-hour emergency contact number, together with other key staff contact numbers, is provided.

Policies and procedures to avoid discrimination and for dealing with any abusive behaviour, including cyberbullying, are in place and implemented effectively.

A suitable policy and effective arrangements protect participants from the risks associated with radicalisation and extremism. Appropriate risk assessments are in place and staff have undertaken relevant training.

The staff and participant handbooks have a clear e-policy that covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.

Arrangements for collecting, collating and storing contact details for participants are appropriate and staff can quickly access the information if needed.

17. International participants are provided with specific advice and assistance

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|------|---|---|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Comprehensive information is provided to international participants prior to their arrival. Full details of the travel arrangements, together with detailed advice on the requirements of visiting the UK, ensure that participants are suitably prepared for their trip.

On arrival, a comprehensive induction process provides information on the local area and this highlights who participants should contact should there be an issue.

Appropriate support and guidance are available throughout the course from the General Manager and the course teacher, and opportunities are also provided for participants to raise or discuss any issues.

The support provided takes into account religious and cultural considerations relating to the participants.

18. The fair treatment of participants is ensured

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|------|---|---|-----------------------------|
| 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 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 apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

A clear and fair complaints procedure is in place and is available to all participants. Details of the BAC complaints procedure is highlighted during induction and is contained in the participant handbook.

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 that 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 that 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 that 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 that 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

Participants are provided with appropriate information on local social opportunities, events and other leisure activities that may be of interest to them during their stay in London.

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 appropriate arrangements in place to ensure that it has access to suitable premises. A lease agreement provides administrative space within a managed building. The premises are not used by participants or trainers.

Appropriate commercial venues are booked as needed for the delivery of the Provider’s courses.

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 commercial premises hired by the Provider for administration and course delivery provide a safe, secure and clean environment for participants and staff. Training premises are of a high quality, appropriately secured and maintained in a good state of repair.

General guidance on health and safety is made available as required. Participants receive information prior to the start of the course and are reminded about health and safety during the course introduction. Visitors are advised about emergency evacuation procedures by the trainer.

Signage, circulation space and other facilities such as toilet facilities are appropriate.

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 commercial training rooms are of a good quality and are suitably equipped to ensure the effective delivery of the courses.

Feedback from participants confirms that the training room was appropriate and of a good size and appropriate layout. Inspection findings confirm this.

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

Feedback from participants confirms that there is good wireless connectivity at the hotels used for training, should the participants wish to carry out their own private work or study.

Trainers prepare their training material before the start of the course. However, amendments can be made to the material using the equipment in the training room if required.

There are good spaces in the hired commercial venues for participants to relax and consume refreshments. Coffee, tea and water are provided in the training room throughout the course.

The administrative offices are adequate for the effective administration of the Provider and to hold meetings if needed.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT

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 that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<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 General Manager has a clear understanding of the specific requirements of online, distance and blended learning.

Appropriate data collection and collation systems are in place. These include the logging of trainer and participant submissions and interactions. Appropriate action is taken if set standards of contact fall below expectations.

The online activity of participants and trainers is appropriately monitored, with action taken immediately if there are concerns about cyber bullying or other online risks to participants.

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 has 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 participant.	<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 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 General Manager is suitably experienced in the delivery of online, distance and blended learning and is responsible for the management of the trainers.

The Provider has access to a sufficient number of qualified online trainers to ensure each participant is provided with appropriate support.

Trainers are appropriately allocated to courses to provide a consistent learning experience. Delivery is effectively monitored to ensure consistency, with the methods used sufficient to attain the stated course objectives and intended learning outcomes.

The Provider's online programmes use a range of appropriate and effective teaching aids and learning resources.

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

The Provider has access to a range of trainers who have an appropriate understanding of the special challenges and demands of online, distance and blended learning.

The trainers are properly and continuously trained via staff development opportunities with respect to the Provider's policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.

Each trainer's performance is effectively reviewed and monitored via the end-of-course participant feedback and the General Manager observing elements of the course.

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

Participants are provided with clear information prior to the start of their course and this includes information about the necessary level of digital literacy required to successfully undertake the programme of study.

30. Online services provided meet the reasonable needs of participants

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

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

Comments

Clear instructions are provided to participants in the participant handbook and these effectively detail how to study and use the learning materials provided on the course.

Trainers effectively assist participants to resolve general and/or technical issues, with all enquiries from participants handled promptly and sympathetically.

Any system requirements for each participant's course are highlighted prior to enrolment. Participants have access to appropriate technical advice to assist with technological problems that are the Provider's responsibility.

Peer interaction is encouraged through social media and virtual learning environment platforms.

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

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

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

Comments

Appropriate and accessible technology is used to support the interaction between the Provider and the participant and to enhance instructional and educational services.

31.2 An experienced IT technician is not in place to ensure that systems are operative at all times and to provide appropriate support to trainers and staff working remotely.

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

A clear vision for the future development of the provision is in place.

The Provider has been successful in recruiting well-qualified trainers with excellent experience in their fields of expertise.

Actions required	Priority H/M/L
3.4 The Provider must implement a system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.3 The Provider must ensure that its policies are accessible through its website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.6 The Provider must ensure that reports of performance reviews, including data analysis and action plans, are compiled at least annually.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.7 The Provider must ensure that action plans are regularly reviewed and outcomes reported to management.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

High-quality resources are used in the delivery of short courses.

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

PARTICIPANT WELFARE

Provider's strengths

A comprehensive induction and the participant handbook ensure that participants quickly settle into their courses.

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

High-quality commercial premises are rented for the in-person delivery of short courses.

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

Actions required	Priority H/M/L
31.2 The Provider must provide 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 type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

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COMPLIANCE WITH STATUTORY REQUIREMENTS

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