



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Osborne Training Services

ADDRESS: Atley Way
North Nelson Industrial Estate
Cramlington
Northumberland
NE23 WA

HEAD OF PROVIDER: Rahul Hazra

DATE OF INSPECTION: 15, 16 & 20 February 2023

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 21 July 2023

1. Background to the provider

Osborne Training Services Limited (OTS/the Provider) is a private company that was created as a division of Osborne Engineering Limited (OEL) in 2007 to administer the training aspect of the business. OEL is part of the Masood Group of companies. OTS provides training services to both organisations in the Masood Group and to external companies.

OTS occupies part of the ground-floor offices of the OEL building on an industrial estate on the outskirts of Cramlington, Northumberland. OTS has training centres in the United Kingdom (UK) and Dubai. British Accreditation Council (BAC) accreditation is for the UK-based provision only.

The Provider aspires to be a leading global training provider by delivering world-class engineering training services, reinforcing worldwide corporate alliances and upholding top-tier quality and ethical standards.

OEL's UK General Manager has overall oversight of OTS. The UK General Manager reports to the Group Director, who is based in Dubai in the United Arab Emirates (UAE). The Group Director was previously the head of the Provider. The UK General Manager is supported by the Training and Administration Co-ordinator, who has overall responsibility for the management of the Provider's day-to-day operations and is supported by administrative staff. The role of Training and Administration Co-ordinator is currently vacant, and recruitment for that role is under way. A Technical Consultant provides specific technical advice as necessary.

OEL also provides support for the Provider's sales, human resources and administrative functions.

2. Brief description of the current provision

The Provider offers courses in the oil and gas, renewable, and mechanical and electronic engineering fields. The provision includes Level 2 health and safety courses certified by the Institution of Occupational Safety and Health (IOSH) and Level 3 health and safety courses certified by the National Examination Board in Occupational Safety and Health (NEBOSH). These certified courses do not have any in-course assessments. The only assessment is the one set by the certifying body, which may be taken at the end of the course or taken at another time to suit the participant.

A wide range of non-certified engineering-related courses is also offered as bespoke training that is tailored to suit individual customers' requirements. The duration of the courses ranges from one to five days. OTS also has the facility to run longer bespoke courses for individual customers. All the courses are delivered in person and can also be delivered at other locations and on customers' premises, if required.

The Provider's main customers are private-sector oil and gas, power generation, and electrical and mechanical engineering organisations in the UK.

At the time of the inspection, there was one training course running for one of the Provider's clients, with four participants, three male and one female. All were over the age of 18. All the participants were from the UK. The Provider can accommodate up to 36 participants at any one time.

Participants can enquire about courses via the website or by contacting the OTS office. They will be accepted on a course if they meet the entry criteria, which typically include working in a relevant role. For IOSH and NEBOSH courses, previous health and safety certification is required. Enrolment is continuous for bespoke, customer-specific courses.

3. Inspection process

The inspection was conducted by a single inspector over a total of three days, with two days on site and one day online. Interviews were held with senior management, participants, administrative and training staff, and staff from human resources and sales and marketing functions. Various documentation and systems were scrutinised. A tour of the premises was carried out and a lesson observation took place. The availability of the information provided to the inspector was excellent and the Provider co-operated well with the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	9–10 December 2009
Interim	8 February 2011
Re-accreditation	27–28 February 2014
Interim	2 February 2016
Re-accreditation	12–13 December 2017
Interim	27 February 2020

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 that includes financial planning and that 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 comprehensive organisational chart provides detailed information about OTS and its position in the wider OEL Group structure. The chart clearly shows the various roles, reporting lines and the ultimate owners of the Provider. The company structure is considered as part of staff induction, and any changes are communicated to all staff by regular meetings and emails. As a result, the management structure is clearly defined, documented and understood.

Job descriptions are comprehensive and appropriate to the role. The job descriptions provide clearly defined areas of responsibility, so that the senior staff understand their specific responsibilities well. In addition, the curricula vitae (CVs) for the senior staff demonstrate that they are well qualified to meet the requirements of their role. Consequently, the senior staff are effective in carrying out their roles and provide effective leadership.

There are clear channels of communication between the management and staff. The Provider is a small organisation, and much of the communication is carried out through informal discussions. However, these discussions are supported by a weekly meeting that is used to ensure that all staff are aware of current issues. Additionally, a quarterly review report is sent to all employees to provide an overview of wider issues, strategies and tactics. As a result, the staff are well informed about the current priorities and are able to contribute effectively to meeting the Provider's goals.

The Provider has a vision, values and mission statement, which provides the foundation for its operations, ensuring all activities are suitably focused.

An annual business plan is developed from the vision, values and mission statement and this provides a sound basis for the Provider's operations and ensures continued financial viability.

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

Currently the Training and Administration Co-ordinator and UK General Manager are responsible for all administration. The postholders have suitable job descriptions, understand their roles and are well qualified and experienced to undertake this work effectively.

The size of the administrative team is appropriate to meet the administrative needs of the Provider and the number of courses it offers. There is sufficient cover available for any staff absence, as evidenced by such provision while a Training Co-ordinator is appointed. The number of administrative staff is adequate to provide a responsive and effective service to all stakeholders.

The support provided by the administrative function is suitably described through individual job descriptions. As a result, the support available is clear to all staff. This works well and ensures that a high-quality service is provided to trainers, participants and other stakeholders.

Administrative policies and procedures are adequately documented and are regularly updated. All processes are available online to trainers and other staff. The administrative processes are, therefore, fit for purpose.

Current data storage makes use of a mix of paper-based and online collation systems. Paper-based records are suitably detailed and, for participants, are based on information supplied on the student registration form that is completed at the start of each course. Trainers' records are regularly reviewed and updated as part of the annual performance appraisal process.

The records that are maintained are sufficient to meet the Provider's needs and to ensure that an effective service is provided to all stakeholders.

The Provider has a robust security system, with policies in place for protecting the data of its participants and trainers. Access to paper-based and online records is restricted to the Training and Administration Co-ordinator and the UK General Manager. These security arrangements are suitable.

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. Yes No

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

Comments

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. Human resources (HR) policies and procedures are provided by OEL. These are suitable and well described, so that they are fully understood and appropriately implemented.

All qualifications and experience claimed are formally checked by HR staff as part of the appointment process for new staff. Staff records are maintained, up to date and reviewed annually as part of the personal development planning process. This ensures that the staff are well qualified and experienced.

All employees have an annual appraisal that includes a self-appraisal element, discussions with the employees' line manager, continuing personal development planning and target-setting where appropriate. This is overseen by the HR department.

3.4 Whilst this is now regarded as a high priority by the staff, no classroom observations of trainers take place as an element of the annual appraisal process. As a result, opportunities are missed to identify additional pedagogic development needs.

All staff are subject to the same regular review process, which includes the development of a personal development plan (PDP). Any resources required to support the PDP are identified during the annual appraisal. The provision of the necessary resources is then discussed with, and agreed by, the HR department. Staff confirm that this process is effective, and inspection findings confirm this to be the case.

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

4.1 Text and images provide an accurate depiction of the provider's location, premises, facilities, and the range and nature of resources and services offered. Yes No

4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

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

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

Comments

The Provider's website covers both the wider OEL group, as well as OTS as a division within OEL. Images are appropriate and accurately reflect the Provider's premises and the services that it provides. The e-brochure that is available to download similarly provides an accurate description of the Provider.

Course information is comprehensive, accurate and up to date and is accessed through the website. The information provided about the provision and its specialist nature meets the needs of potential participants.

The website has all key policies readily available via a link from the Provider's home page, ensuring that these are well communicated to all participants.

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

5.1 The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. Yes No

5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<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/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider ensures that the specific courses on which participants are registered meet the participants' expectations. Some of the courses that are provided have to meet professional body certification requirements. This ensures that the content is well described and appropriate to meet the participants' needs. Most participants attending the bespoke courses are delegated by their employer to attend, and so the courses are specifically designed to meet their needs.

The technical entry requirements are clear on the website for the certified courses, and all participants are required to be competent in the English language. If a potential participant's level of English is in doubt, they are advised to contact the Provider. The Provider can then assess their English language level through discussion with them. For bespoke courses designed for a specific client, it is the responsibility of the client to ensure that the delegated participant has the necessary technical background and English competency.

There is no formal method for assessing English language competence, although competency in English has not been an issue to date.

There is a clear and comprehensive application process based on completing an application form. The application form captures key information. Once an application has been made, the participant completes a student registration form, which includes the provision of details about qualifications, experience and any special needs. All necessary information is collected to allow administration of the courses and to ensure that suitable participants are enrolled.

For the professionally certified courses, the information on the website is suitable. More detailed information can be requested if required. Specific questions and queries are managed effectively by the administrative team. For the bespoke courses, the customer makes the decision about the suitability of the course for its employees. Together, these arrangements allow applicants to make well-informed judgements about a course's suitability.

The Provider is appropriately responsive and replies to all enquiries within 24 hours. For certified courses, enquirers are directed to the certifying body's website. For bespoke courses, queries are managed effectively by the administrative team.

Special educational needs and/or disabilities are identified via the student registration form, which all participants complete. Any necessary support or assistance is then discussed with the applicant, and any necessary adjustments are made, ensuring specific requirements are met.

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 a clear policy on participant attendance and punctuality, which is effectively communicated to all participants. All participants receive the learner handbook, which includes clear information about the minimum attendance required and punctuality. This information is also included in the participants' induction, which highlights the attendance policy. As a result, the Provider ensures the attendance requirements are well understood.

Attendance at teaching sessions is monitored and logged. The logging systems are effective in monitoring each individual's attendance and identifying any issues.

Should participants fail to attend, initially this will be discussed with them to try to resolve any issues. Employers will be informed should poor attendance continue. Self-funded participants are also interviewed to resolve poor attendance. This approach is suitable and effective.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

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|-----|--|---|
| 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 follows OEL's effective approach to quality assurance as a basis to monitor its own standards.

Feedback from the participants is obtained via an end-of-course survey and supported by an online review. The survey is used effectively to collect appropriately detailed feedback.

For the bespoke corporate courses, the UK General Manager contacts the sponsoring company directly to review the delivery of the course and to identify any areas where improvements or modifications could be made. This discussion is formally recorded for new courses and discussed by senior management to ensure that appropriate actions are taken. These methods are suitable and effective and meet the Provider's needs. This ensures the delivery of a high-quality service.

All feedback is reviewed by management and discussed, and actions are taken where necessary, for example to make modifications to the course or its delivery. Any significant issues that are raised form part of a continuous improvement plan that is recorded and agreed by senior management.

Information about the actions taken as a result of the feedback forms an integral part of the relationship and communication between the Provider and its customers. Feedback on the actions taken is provided through regular discussions with customers for bespoke courses. For the professionally certified courses, feedback to participants is provided via comments in the online review. These are suitable mechanisms to ensure that participants are made aware and can review any actions taken as a result of their feedback.

Regular reports for business planning purposes are used to review overall performance and to identify any issues. These reports ensure that the members of the senior management team are aware of the Provider's performance and can implement suitable plans for enhancement.

A continuous improvement plan is developed that covers all the operations of OEL. The Provider's action plans are contained in this overall plan. As a result, the wider senior management team discusses and supports any actions to be taken by the Provider, the resources needed and the timescales for completion.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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|-----|---|---|-----------------------------|
| 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

There is a suitable course manager with responsibility for course delivery and the management of the trainers. The UK General Manager is both suitably experienced and qualified to manage both the professionally certified and bespoke courses delivered to meet customers' requirements.

The Provider has sufficient teaching space available, which it uses to beneficial effect and to ensure that suitable rooms are allocated for the appropriately timetabled training sessions. Joining instructions are clear on where and when the teaching will take place and who will the trainer will be. These ensure that courses have been allocated appropriate space.

The trainers are technically well qualified and hold suitable teaching qualifications, ensuring that appropriate and consistent learning, teaching and assessment techniques are used. In most cases, a single trainer will be responsible for all aspects of the delivery of a course, ensuring consistency in delivery. Occasionally, a second trainer with specialist knowledge may be involved to provide subject-specific teaching. This second trainer liaises with the primary trainer to ensure a consistent learning experience.

The procedure in place for the acquisition of learning resources is appropriate for the Provider. When a need for resources is identified, this is referred to the UK General Manager, who in conjunction with the Technical Consultant where necessary, will assess that the acquisition of new resources is justified. Often, the need for specific resources is set by the company requesting the bespoke training. Therefore, in this case, the resources needed are determined by the customer, who may then resource the provision themselves. The UK General Manager has oversight of course materials and ensures consistency. These approaches work well and meet the customers' requirements.

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 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

The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. For the certified courses, the content and structure are defined by the awarding body. This ensures the currency of the content and that it meets industry requirements. For non-certified courses, the content is bespoke and is determined by the customer, in collaboration with the Provider. These approaches ensure the currency of the course content.

Courses are designed in ways that allow participants to develop the knowledge and skills required for assessments or that meet the needs of their employers. For certified courses, the course structure is set by the certifying organisation to meet their professional standards. For bespoke courses, once the course learning outcomes have been agreed, a trainer is identified who then develops the detail of the course. The course content is then agreed with the company client to ensure it meets its needs. The bespoke courses have no formal assessments.

For certified courses, the course teaching materials are provided by the certifying body, ensuring their appropriateness. For bespoke courses, the trainer developing the teaching materials is responsible for ensuring they meet the learning outcomes required and that any additional material is made available. As a result, the course materials are of a high standard.

For the certified courses, the teaching is strongly guided by the awarding body. A standard textbook that meets all the learning outcomes is provided to all the participants, ensuring a suitable focus is maintained as well as providing additional study material.

Independent learning skills are developed effectively through the style of teaching used, which requires the participants to engage with the trainer and the material being presented. Additionally, the small size of the groups, typically five to ten participants, ensures they are provided with individual support and encouragement.

The professional backgrounds and particular needs of participants are taken into account in the planning and design of the courses. Certified courses are specifically designed to support the development of participants in their profession. The professional development nature of the bespoke courses ensures the participants' needs, including any support needs, are fully catered for in the design and planning of the courses.

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

- | | | |
|------|--|---|
| 10.1 | Trainers have a level of subject knowledge and pedagogic and communication skills, which allows them to deliver courses effectively. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10.2 | Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 10.3 | Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10.4 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The trainers are technically well qualified and hold formal teaching qualifications. They all have substantial experience in the relevant industry, allowing them to answer queries and questions beyond those directly covered by the formal course content. This ensures effective course delivery.

Trainers undergo an annual performance appraisal process. This process results in the development of a personal development plan. Any resources required to support the personal development plan are identified during the annual appraisal. Therefore, the appraisal process is used well to review, agree and resource trainers' professional development needs.

Trainers are effective in using the small group sizes to ensure that all participants are fully supported and that their needs are fully met. They present the course material to participants with knowledge, skill and enthusiasm. This approach works well in ensuring all participants are involved and understand the course content.

The trainers' interactive delivery style, with frequent question-and-answer sessions, is both appropriate and effective and ensures that all participants are able to achieve the course learning outcomes.

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

11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.5	Additional support and 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 checked="" 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 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

All participants receive a learner handbook, which is also available via the Provider's website home page. In addition to course-specific information, the handbook covers the timing of the certifying body's final assessment that is undertaken for courses leading to certified qualifications. The handbook provides participants with appropriate detail.

There are no ongoing assessments for the certified courses, and the bespoke courses do not contain formal assessments in any form.

For certified courses, participants are provided with individual feedback during the course on their progress towards meeting the course's target level of achievement. Bespoke courses do not have specific targets. However, feedback is provided to the participants to allow them to judge their progress. This individualised approach is appropriate to the small cohort sizes.

Those participants who are not making suitable progress are identified by trainers and interviewed to establish the reasons for this. Where appropriate, this issue will be discussed with the participant's employer to decide on any actions to be taken or additional support to be provided. These mechanisms work well to support the participants effectively.

The small group sizes ensure that participants get regular and appropriate feedback and are provided with the opportunity to discuss this with trainers, ensuring they are made aware of their progress. The bespoke courses may include informal assessment activities that are intended to provide feedback to both the sponsoring customer and the participant.

Outside normal teaching hours, there is limited but appropriate access to trainers. The intensive, short nature of the provision means that such access is rarely needed.

The Provider takes appropriate steps to identify and discourage plagiarism. The learner handbook provides a link to the malpractice section of the website of one of the certifying bodies. This provides suitable clarity on plagiarism for those undertaking a final assessment supplied by the awarding body.

The certified courses and the bespoke courses do not have any in-course assessments, so there is no need for the provider to set deadlines.

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

Where courses provided by the Provider are certified, they are certified by recognised professional bodies.

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 has clearly described and implemented systems to ensure the effective management and security of assessments that are set by the certifying bodies.

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

Given the short length and professional nature of the courses and the fact that the participants are normally sponsored by their employers to attend, there is no need for participants to access advice from an appropriate staff member on further study and career opportunities.

INSPECTION AREA – PARTICIPANT WELFARE

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

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The HR staff are responsible for participant welfare and provide welfare guidance as necessary. All participants are mature adults, and the welfare advice provided meets their needs well. The Provider has appropriate policies and procedures in place to manage any issues. This provision is suitable and has worked effectively when needed.

Participants receive appropriate information, advice and guidance before the start of the course. Participants are sent joining instructions in advance of their attendance. These instructions provide all the information needed to ensure that participants arrive at the venue for the course easily. The learner handbook is also available to participants in advance via the website and is also issued to them during the course induction.

A formal induction is provided at the start of the course. This covers health and safety, course timings, whom to contact for support, and other useful and relevant information. This additional information is suitable and covers all the appropriate areas.

There is no need for the Provider to provide the participants with a contact number for out-of-hours and emergency support. Participants would rather contact their employer or family in such situations. This is appropriate for the nature of the courses and the participants.

Well-written and suitable bullying, harassment and equal opportunities policies have been developed, and all staff are aware of these. Should there be an instance of bullying or harassment requiring resolution, this will be handled by a qualified member of the HR staff.

A suitable policy regarding the prevention of radicalisation is in place. This policy is supported by a risk assessment and includes a clear procedure to be followed should a concern be identified. All staff have undertaken training to prevent radicalisation and extremism. Consequently, any identified issues are effectively, promptly and appropriately managed.

The employee handbook has a section covering the appropriate use of email and the internet. This handbook covers both personal and business use and is clear about the basis on which the Provider's Information Technology (IT) facilities may be used. The learner handbook provides comprehensive guidance on the use of the internet for participants and what constitutes inappropriate usage.

For certified courses, the participants are registered directly with the certifying body, and the next-of-kin data is collected as part of that registration process. The Provider has appropriate access to this information. For bespoke courses, the next-of-kin data is held by the sponsoring company, which would be contacted for this information if necessary. These mechanisms are effective for the nature of the courses and the participants.

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 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

As all international participants are sponsored by their employer, the Provider liaises with the employer to ensure relevant information and support are available to participants before the course commences.

A comprehensive induction is provided for all participants. The induction is suitable enhanced to support international participants who may be unfamiliar with the local area or other local customs and practices.

Ongoing pastoral and academic support is provided by both the trainers and the administrative staff. In practice, support is rarely needed, as all international participants are mature adults who are sponsored by their employer. The mechanisms that are in place work well when needed.

All participants are required to complete a student registration form that captures any specific cultural or religious requirements. For example, a prayer room and mats can be made available as needed, as can kosher or halal food. A tailored approach to this provision ensures that all participants' needs can be met effectively.

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

For certified courses, the certifying body's fair and transparent terms and conditions are clearly referenced in the learner handbook. For bespoke courses, the contractual terms form part of the commercial agreement with the sponsoring company.

The learner handbook includes a clear complaints procedure for both certified and bespoke courses. Initially, complainants are encouraged to discuss the issue with the Provider so that it can be quickly resolved. Links are also provided to the complaints procedures of the awarding bodies and BAC.

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. 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 that 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

No accommodation is provided.

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. Yes No

20.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular reinspection by a responsible representative or agent of the provider. Yes No

20.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No

20.4 Appropriate advice and support are given to both hosts and participants before and during the placement. Yes No

20.5 Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

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

Comments

No home-stay accommodation is provided.

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 short-course nature of the provision allows little time for leisure events. However, the Provider does provide advice and information on local events and activities on request from participants. This approach is appropriate and effective.

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 formal arrangements in place that mean it has suitable access to its premises The Provider holds a ten-year lease on its premises that expires in 2031.

All delivery is carried out at the Provider's or client's premises. Therefore, no temporary premises are required.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the premises is appropriately restricted and secured. The clearly marked entry to the premises has an adjacent, permanently staffed reception desk that all visitors must pass on entry. All visitors and participants are required to register at reception and sign into and out of the building This provides a suitable level of security.

The premises are located in a modern office building that is clean, bright and suitably decorated to a good standard. As a result, the premises provide a welcoming and pleasant environment to support effective work and study.

Entry to hazardous areas for visitors and participants is on an accompanied-only basis. The hazardous areas are well marked, with clear walkways. Suitable safety guidance is provided, as is personal protective equipment. These measures are effective in ensuring staff and participants' safety in all parts of the premises.

All visitors and participants are provided with clear safety information on arrival to ensure that health and safety requirements are met. All areas are well marked with suitable health and safety notices and clearly indicated emergency exit routes.

The entrance to the Provider is well signposted and visible from the approach road. Notice boards are available in the reception area and elsewhere as appropriate. These contain up-to-date information relevant to staff, participants and visitors.

A suitable area in which to receive visitors is available. Adjacent to the entrance of the building is a small but suitable seating and waiting area. There is also a meeting room available immediately adjacent to the seating area. There is suitable circulation space for the number of visitors, staff and participants.

There is good provision of toilet facilities, including an accessible toilet. These are of a good standard and are clean, well lit and well equipped to meet staff and participant needs. All rooms have effective heating and cooling equipment that can be adjusted by the user of the room to suit their needs.

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 that 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

There are multiple training rooms of various sizes to suit the various group sizes of up to 20 participants. The training rooms are clean, spacious and suitably equipped with appropriate furniture, projectors, wireless access and demonstration equipment.

Where specialist workshop facilities are needed, the participants use a clearly defined area in the Provider's production workshop. This ensures that the participants are using industry-standard equipment and doing so in a professional environment. This is good practice and provides a high-quality learning environment.

The training rooms are of a sufficient size to provide space for the awarding body's assessment to take place in those rooms, if required.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants have access to sufficient space, including suitable IT facilities, so that they can carry out their own private work. A large, comfortable and well-equipped recreational area is available that has the space and facilities for individual work.

Trainers have adequate facilities to prepare training materials. They can make use of office space that is located adjacent to the training and workshop areas. For relaxation, they can use the area that is shared with the participants or their offices. This is an effective approach and works well.

Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink. The recreational area is multipurpose, providing suitable space for both study and relaxation. It is of a sufficient size to allow effective separation between those wishing to study and those relaxing or eating and drinking.

The office adjacent to the entrance area can accommodate up to eight people. It is comfortable, well equipped and suitable for holding meetings.

The administrative team has appropriate office space. The Provider is in the process of recruiting a Training Co-ordinator, and there is sufficient space to accommodate the Training Co-ordinator once appointed. The offices are well resourced to allow the administrative team to provide an effective service.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Provider's management and administrative teams work together effectively to deliver a high-quality service to participants and clients.

Actions required	Priority H/M/L
3.4 The Provider must produce a procedure for, and carry out, classroom observations in a regular and systematic way for all trainers.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The Provider delivers high-quality, bespoke courses that are tailored to meet individual customers' requirements.

The small teaching group sizes allow trainers to be responsive to individual participant needs.

Trainers are highly qualified and experienced, and this is reflected in high-quality teaching.

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

PARTICIPANT WELFARE

Provider's strengths

The small group sizes and close relationships between the trainer and the participants allow any welfare issues to be quickly identified and resolved.

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

PREMISES AND FACILITIES

Provider's strengths

The premises are large and well equipped and provide a very good learning environment for the participants.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Provider considers how English language competence could be formally assessed when necessary.

COMPLIANCE WITH STATUTORY REQUIREMENTS