

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Full Inspection

INSTITUTION: Professional Institute of Marketing and Business Studies Ltd

ADDRESS: #1, Harris Street
Curepe
Trinidad
West Indies

HEAD OF INSTITUTION: Mr Ramgopaul Roop

DATE OF INSPECTION: 18-19 January 2017

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full three-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 25 August 2017

1. Background to the institution

The Professional Institute of Marketing and Business Studies Limited, (PIMBS/the Institution) was established on 11 July 1997 and provides professional courses in marketing and business studies. It identified the need for relevant education for young people and Trinidad's workforce, which emphasises quality and guided tuition utilising information technology.

The Institution is based in the town of Curepe which is about 12 kilometres east of Port of Spain, Trinidad's capital city. It also has a secondary education arm, which is called Our Lady of Fatima High School which shares the same site. The high school operates Monday to Friday, during the day, while the tertiary college operates in an evening and on Saturdays offering face-to-face tuition to part-time learners. This inspection and BAC accreditation only relates to the tertiary level provision.

The Institution's mission is to provide the highest quality marketing, business and environmental training to members of the Institution by ensuring that the training is relevant, up-to-date and accepted locally and internationally. Its long range institutional plan is to offer affordable education and training courses to its membership ensuring that all activities are applicable to the local and international work requirements. Reference is made in the mission statement and long-range plan to membership because, under the Institution's constitution, all learners become members on payment of a fee. The Institution also aims to provide relevant work related tuition in marketing, business studies and environmental sciences and assist in the placement of graduates into jobs, which are suited to their experience and provide education at a reasonable price.

There are three directors of the Institution, the Chairman, Managing Director and Business Development Director. It has a hierarchy of part-time lecturers reporting, through a coordinator, directly to the Managing Director. In addition there are a number of other senior roles including a Marketing Manager, Quality Manager, Information Technology (IT) Officer and Chief Financial Officer, who also report directly to the Managing Director. The Managing Director reports to the Board of Directors on which he sits. The Institution is a company limited by shares. Its premises are leasehold.

Some learners obtain state funding for the Institution's Association of Business Executives (ABE) courses under the Government Assistance for Tuition Expenses (GATE) programme.

All education providers in Trinidad and Tobago are required to register with the Accreditation Council of Trinidad and Tobago (ACTT). PIMBS is listed on the ACTT website under the heading Institutions Pending Continuing Registration - Pending Final Approval. The inspectors were informed that this is a new category established for institutions, which are in discussion with ACTT regarding the conditions of registration. Inspectors saw evidence that ACTT's External Evaluator's Report, dated 18 August 2015, recommended that the Institution be given registered status for a period of three years. The Institution is recognised as a teaching institution by the Trinidad and Tobago Ministry of Education.

2. Brief description of the current provision

At present, the Institution's tertiary education provision is exclusively for part-time learners studying for qualifications which are offered by the Chartered Institute of Marketing (CIM) and the ABE. All of these learners are in employment and at the time of the inspection there were 28 in total.

ABE is registered with ACTT and the Institution was first accredited by ABE in November 2002. The ABE qualifications, at levels four to six, are assessed by examination whilst the level seven qualification is assessed by a mixture of examinations and assignments. The provision, which leads to the awards made by the CIM is the Foundation Certificate in Marketing Level 3, Certificate in Professional Marketing Level 4, Diploma in Professional Marketing Level 6 and Post Graduate Diploma Level 7. These are all assessed by a mixture of assignments or examination. The Institution has been accredited by the CIM for 19 years. Since January 2016 it has been undertaking teach-out arrangements for its CIM learners as CIM did not re-register with ACTT after its registration expired. As a result, the Institution can no longer offer the CIM accredited Communication Advertising Marketing (CAM) Foundation Diploma in Marketing Communications. At the time of the inspection the Institution had no learners on this programme.

All ABE and CIM modules are offered bi-annually with enrolment in January and September, leading to assessment the following December or June respectively. All modules are of nine months' duration. Learners are free to sign up with the examination body for an earlier assessment if they feel that they are ready.

In addition, the Institution offers computer courses and locally developed three month professional certificates, although, at the time of the inspection, there were no learners undertaking these courses. The Institution's environmental science associate degree has been accepted by Trent University in Canada and the Berkeley College in the United States for matriculation into their higher education programmes.

The Institution offers a Tertiary Passport which is designed to bridge the gap between secondary and tertiary education for mature learners who have been out of secondary education for an extended period and wish to pursue tertiary education. The passport is registered as a trade mark with the Ministry of Legal Affairs. It also offers Prior Learning Assessment for learners who are working but who have not obtained the qualifications necessary to enter tertiary level courses.

At the time of the inspection there were no learners undertaking tertiary courses under the age of 18.

3. Inspection process

The inspection was carried out over two days by two inspectors and a student inspector because the original application was for accreditation as an Independent Higher Education institution (IHE) under the IHE scheme. Interviews were held with the Chairman, Managing Director, Business Development Director, who is also the Quality Manager, the Information Technology (IT) Officer, the Chief Financial Officer and a representative group of staff members. A separate meeting was held with a representative group of learners. Three observations of teaching and learning practice were undertaken and documentation which was provided by the institution was scrutinised before and during the inspection.

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution 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="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Business Development Director is undertaking the duties of a senior administrative manager. A job description is available for the post of Administrative Manager. The structure chart and the narrative in the job description, in terms of the role's reporting lines, are not aligned.

The Internal Auditor's report of 21 April 2017 concludes that, whilst the Institution is currently not profitable, it should be in a position to meet its short term financial commitments and continue to have sufficient liquidity to continue in business. There is no robust financial plan in place to ensure the institution's future sustainability.

2. The administration of the institution is effective

- | | | |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

Comments

Administrators are suitable and understand their specific responsibilities well.

Some of the contents of the administrative documentation is difficult to access as it lacks indexation.

The flowchart for staff grievances covers grievances against other staff, the Quality Manager and board members. It does not cover how a member of staff can bring a grievance against a learner.

2.5 The organisation and storage of administrative and academic records is inefficient and not easily accessible. As a result, their use and effectiveness is seriously impeded. Since the inspection, a proposed file management system, which includes an online database has been presented. The institution proposes to fully implement this by end of the year.

3. **The institution employs appropriate staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

Staff receive a suitable induction. There are appropriate job specifications and a robust system of staff recruitment and appointment.

The institution undertakes appropriate staff appraisals. However, staff development is not recognised and formally incorporated in the appraisal process.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution'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

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

Comments

The website is not systematically reviewed to ensure that it is always accurate and up-to-date.

5. **The institution takes reasonable care to recruit and enrol suitable learners for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. Yes No
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA

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

Comments

The entry requirements are set by the awarding bodies. Learners' claimed qualifications are verified. The learners are satisfactorily briefed on the requirements for the courses on which they enrol.

6. **There is an appropriate policy on learner attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. Yes No
- 6.3 Learner absences are followed up promptly and appropriate action taken. Yes No

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

Comments

With the small number of learners currently enrolled, progress of individual learners is effectively monitored and acted upon as necessary.

7. **The institution regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the learner body. Yes No

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

Comments

Feedback is obtained from learners and staff. The Institution's performance against the key indicators, which are established by the board, is effectively reviewed and appropriate action is taken where necessary.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

Identified issues were addressed in a non-systematic manner and reliance for this is heavily placed on one individual. Following the first inspection, the Institution has submitted the minutes of the monthly general meetings of the board from January to June 2017. These indicate that there has been suitable follow-up action after data on programme provision has been reported to the board. The data is in relation to the results of the ABE courses reported in January and April 2017.

8.2 The current operation of producing annual programme reports is insufficiently coherent and the information provided is unclear since it fails to show statistical analysis of learner numbers who have passed and failed in order to support its display of percentage pass rates year-on-year. The reports are passed through the Education committee and subsequently to the board. Subsequent to the inspection, a comprehensive template of statistics has been presented. The template includes the facility to record learner satisfaction data and assessment results. The template provided is not yet populated with data.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. **Academic management is effective**

- 9.1 There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. Yes No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No
- 9.3 The allocation of tutors to classes provides for a consistent learning experience. Yes No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources. Yes No

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

Comments

The limited number of learners enrolled on the Institution's courses are easily accommodated in the facilities available.

Tutors with appropriate subject knowledge have been appointed in order to facilitate continuous and consistent learning.

10. **The courses are planned and delivered in ways that enable learners to succeed**

- 10.1 Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required to achieve stated learning outcomes or for final examinations or assessments. Yes No
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA
- 10.4 Learners are encouraged and enabled to develop independent learning skills. Yes No
- 10.5 Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days. Yes No
- 10.6 Any required coursework and revision periods are scheduled in advance. Yes No NA
- 10.7 The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course. Yes No

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

Comments

The Institution has established good practice in relation to schemes of work and lesson plans. As a result, learners have a reasonable expectation of satisfying the requirements of the external assessments set by the awarding bodies.

The nature of the programmes requires learners to undertake an element of independent learning.

There were no full-time learners at the time of the inspection, but there are clear processes for timetabling courses which would meet the standard for full-time courses.

Learners have access to an on-line library. They confirmed that the teaching they receive is of a good standard.

11. **Tutors are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Tutors are appropriately qualified and experienced. Yes No
- 11.2 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning. Yes No
- 11.5 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

The lessons observed demonstrate that tutors have a sufficient level of knowledge in the subjects they teach. They are able to fully engage the learners in class activities and invite questions.

Tutors are adequately supported in their continuing professional development and regular and appropriate classroom observations are carried out.

12. **The institution provides learners and tutors with access to appropriate resources and materials for study**

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

Comments

Satisfactory resources are made available for the limited range of courses offered.

13. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. Yes No NA

13.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA

13.3 Learners are made aware of how their progress relates to their targeted level of achievement. Yes No

13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No NA

13.5 Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed. Yes No NA

13.6 Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No

13.7 Learners have appropriate access outside class time to tutors for academic support. Yes No NA

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

Comments

Final assessment is the responsibility of the external awarding bodies. Staff employ on-going assessment in an appropriate manner to assist learners to develop their knowledge and skills. Feedback is provided on the on-going assessment to help learners improve their performance in their final assessments.

There is clear evidence of tutors being available to learners outside class contact time.

Learners commented that the institution provides additional classes for those who have missed teaching sessions, where appropriate.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body. Yes No NA
- 14.2 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.3 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.4 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments

The two awarding bodies, for whose qualifications the institution offers courses, are recognised by the relevant regulator, although one of the bodies has not re-registered with the regulator.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA

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

Comments

The examination security and administration procedures are robust and approved by the relevant awarding bodies.

17. **There is appropriate provision of advice for learners intending to proceed to employment or higher/further education**

- 17.1 Learners have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to 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

Guidance on further study and career opportunities is provided by staff to the learners and meets their requirements. Each learner is provided with an academic adviser for this purpose.

INSPECTION AREA - LEARNER WELFARE

18. **Learners receive pastoral support appropriate to their age, background and circumstances**

- 18.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. Yes No
- 18.2 Learners receive appropriate advice before arrival. Yes No
- 18.3 Learners receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Learners are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

The institution provides a counselling service with a professional qualified psychologist available to provide support.

18.4 The Institution's part-time learners do not need an out-of-hours emergency support telephone number as they have well established domestic support mechanisms.

19. **International learners are provided with specific advice and assistance**

- 19.1 International learners receive appropriate advice before their arrival on travelling to and staying in the country. Yes No
- 19.2 International learners receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international learners continues to be available throughout the course of study. Yes No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, learners have access to speakers of their own first language. Yes No

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

Comments

There is good support offered to international learners both before and after enrolment to meet their needs.

Additional advice on local culture is not provided to learners in the learner handbook.

20. **The fair treatment of learners is ensured**

- 20.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Learners have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

The terms of enrolment are clear.

An appropriate written complaints procedure is provided.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of learners. Yes No

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

Comments

22. **Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed**

- | | | | |
|------|--|---------------------------|--------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and learners before and during the placement. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes | <input type="radio"/> No |

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

Comments

23. **The institution provides an appropriate social programme for learners and information on leisure activities in the area**

- | | | | | |
|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 23.1 | Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 23.2 | The social programme is responsive to the needs and wishes of learners. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

Learners are invited to make suggestions regarding social activities. The institution has an agreement with a local gymnasium for the use of its facilities and this was confirmed by the learners.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises. Yes No NA

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments

The premises are leasehold. The current lease agreement expires on 1 August 2022.

25. The premises provide a safe, secure and clean environment for learners and staff

25.1 Access to the premises is appropriately restricted and secured. Yes No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. Yes No NA

25.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

25.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No

25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

25.8 There is adequate temperature control and ventilation in all rooms. Yes No

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

Comments

The institute addresses matters of health and safety rigorously. The information provided to all users of the premises on health and safety does not currently include the diagram to which it makes reference and is, therefore, incomplete.

The premises are suitable for the current number of learners.

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

- 26.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

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

Comments

The premises and facilities are adequate for the needs of the institution given its current level of enrolment. Should the institution increase its enrolment significantly then alternative premises, with a greater level of facilities, would need to be considered.

27. There are appropriate additional facilities for learners and staff

- 27.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Learners and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

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

Comments

The facilities provided for staff and learners are adequate for the current level of enrolments. The institution will need to review the provision of appropriate private areas for undertaking confidential activities such as counselling, appraisal meetings and marking if enrolments increase significantly in number.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

The institution is long established and has good market standing in relation to the quality of its current provision.

Actions required	Priority H/M/L
2.5 The institution must ensure that academic records are easily accessible in a timely fashion for internal use and external review purposes.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The good quality academic management has enabled the institute to retain its provision of ABE and CIM programmes.

Actions required	Priority H/M/L
8.2 The institution must provide statistical data to support the annual programme report and include learner satisfaction, completion rates and progression where appropriate.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

LEARNER WELFARE

Institution's strengths

The institution employs very supportive staff.

There is evidence of good provision of academic and pastoral support to learners.

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

PREMISES AND FACILITIES

Institution's strengths

The institution has secure tenure on its premises.

The premises are guarded externally and, therefore, providing a safe learning environment.

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

RECOMMENDED AREAS FOR IMPROVEMENT

The structure chart and the narrative in the job description relating to the Administrative Manager should be consistent.

It is recommended that the institution establishes a robust financial plan to ensure its future sustainability.

All procedural documents should be provided with a clear table of contents.

The flowchart explaining the staff complaints procedure should be amended to include how a member of staff makes a complaint against a learner.

It is recommended that the links between staff appraisal and development are strengthened in the staff appraisal process.

The website should be regularly reviewed to ensure that it is accurate and up-to-date.

It is recommended that the minutes of relevant follow-up meetings continue to be produced, after data on programme provision has been reported to the board.

More advice on local culture should be provided to international learners within the learner handbook and in handout form.

It is recommended that the information provided to all users of the premises on health and safety includes the diagram to which it makes reference.

COMPLIANCE WITH STATUTORY REQUIREMENTS