

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: International School of Communication

ADDRESS: 13 Grosvenor Place
London
SW1X 7HH

HEAD OF ORGANISATION: Ms Rolien Van Heerden

DATE OF INSPECTION: 8-9 August 2016

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 13 Oct 2016

1. Background to the organisation

The International School of Communication (ISOC) is a small privately owned provider of short courses in communication skills, public speaking, media training and public relations. ISOC is the trading name of Pinnacle Public Relations (PR) Limited, which was established in 2003 as a specialist international public relations training organisation. ISOC is based in central London and aims to provide individuals with fresh skills and training, that translate directly into 'on the job' action, as well as to directly help employers raise team performance.

The directors of Pinnacle PR Limited are based at the ISOC school in Dubai. ISOC, in London, is run by the Head of Training. BAC accreditation applies only to the London site and courses run in London. Since the last BAC inspection, the number of participants undertaking short courses at ISOC in London has increased.

2. Brief description of the current provision

ISOC offers a range of short open courses. They are aimed at anyone whose work requires excellent communication skills. ISOC also offers courses, which are customised for specific clients. The courses running at the time of the inspection were Advanced Communication Strategy, Press Release Writing, Strategic Media Engagement and Writing for the Media.

Other courses on business and workplace communication include Public Speaking and Presentation Skills, Personal and Professional Development Skills, Workplace Communication Skills and Executive and Management Communication. The courses for PR and communication professionals include Communications and PR Strategy, Communication and PR Management, Media Relations, Event Management, Writing Skills, Social Media Communications and PR, Specialised Disciplines for PR Professionals, Government and Public Affairs and Crisis Communication.

At the time of the inspection, there were 40 delegates enrolled on courses. All those present, at the time of the inspection, were over the age of 18. Both male and female participants were represented. Participants came from various geographical areas, including the Middle East and Africa.

The delivery time for courses is between one and ten days, although delegates can attend only the part of a course that they feel is relevant to them. The courses are run in blocks that repeat every six to eight weeks.

The Level 7 Advanced Professional Diploma in Communications and Public Relations, developed with Edexcel, is currently advertised, but is being phased out due to the lack of demand.

3. Inspection process

The inspection was conducted by one inspector over two days. Meetings were held with the Head of Training, the trainers and a group of participants. The inspector observed the four training sessions running at the time of the inspection. A tour of the premises was carried out and the inspector scrutinised various documentation. Requested documentation was readily available and the level of co-operation was excellent.

4. Inspection history:

Inspection type	Date
Full Accreditation	15 - 16 September 2008
Interim	1 March 2010
Re-accreditation	26 - 27 February 2013
Interim	19 November 2014

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 provider.

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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The head of the provider is very competent and well organised.

The communication between the head of the provider and the trainers is excellent and, as a result, the trainers are very well supported to carry out their roles effectively.

2. The administration of the provider 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 provider. | <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 provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The staff manual contains a comprehensive and relevant range of appropriate policies and procedures to assist in the effective running of the organisation.

An excellent electronic database and course registration system effectively support the administration of the provider.

3. **The provider employs appropriate managerial and administrative 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

Policies and procedures for recruiting suitably qualified and experienced staff are sufficient for the current small size of the staff. More comprehensive staff records will be necessary should the organisation grow significantly in size in the future.

The staff manual does not contain a staff disciplinary and grievance policy.

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

- 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

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

Comments

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

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

The vast majority of participants are nominated by their employer because they have identified a need or gap in their knowledge or skill. Therefore, the course that is chosen is very closely matched to their needs.

The website has clear information about the target audience for the courses, as well the level of English required.

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

- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

Reports are made available to participants' employers on their progress made on the course including specific information about attendance levels.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant 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 provider's response to the feedback to the participant body. Yes No

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

Comments

Regular feedback is obtained from the participants at the end of the course. This feedback can be provided anonymously.

Informal, verbal feedback is obtained from the trainers. A suitable form to get written course feedback from the trainers is available although it is not regularly used.

A target for the satisfaction scores awarded by delegates is set and the feedback is reviewed to ensure the target is met. If required, appropriate action is taken in response to the feedback and the feedback is regularly shared with the trainers.

Participants are informed of any action taken as a result of the feedback, although there is no formal system to ensure this happens consistently.

8. **The provider 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 provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

Appropriate means are used, very effectively, to evaluate the provider's performance and make improvements. These include regular participant and trainer feedback and opportunities for trainers to share best practice. Resulting actions are taken to ensure continuous improvement.

Formal self-evaluation across the whole provision, making use of data from participants' feedback to judge performance and including written action plans, is not carried out systematically.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. **Programme management is effective**

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

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

Comments

A comprehensive trainer manual sets out the provider's clear expectations of the trainers with regard to the quality of their delivery of the courses. It also contains detailed guidelines for planning and managing the courses. In addition, a useful spreadsheet is used very well for the day-to-day management and timetabling of the courses.

The majority of trainers have been working with the provider for many years. Therefore, they have a good understanding of what is required. Trainers use centrally produced schemes of work, session plans and slides, with comprehensive notes to assist with delivery. This ensures the consistency of the delivery.

The high quality training resources are produced centrally for use in London and Dubai. The Head of Training has appropriate authority to purchase additional resources as required. Large expenditure items require approval from the Directors.

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

- 10.1 Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. Yes No NA
- 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 Participants are encouraged and enabled to develop independent learning skills. Yes No NA
- 10.5 The academic backgrounds and particular needs of participants 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

Class sizes are small, so that participants' individual needs can be effectively met by the trainer. The course content is highly practical and based on actual practice in the workplace. Case studies are often focused on examples from the Middle East rather than more general examples and, in a minority of courses, there is too much information to take on board in the time available.

The current courses are not accredited by an awarding body as the Edexcel courses are no longer offered. However, centrally produced schemes of work and session plans contain clear learning outcomes, which are referred to during the course delivery.

Delegates are encouraged to work on their own on relevant exercises so that they develop independent learning skills.

A pre-course questionnaire, which sets out the participants' strengths, weaknesses and learning needs, is shared with the trainers before the course commences. In addition, trainers will also explore the objectives of the delegates at the start of the course. As a result, the trainers can adapt the course content and delivery, as appropriate, to meet participants' and their employers' requirements. Delegates confirm that the course is meeting their needs.

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

- 11.1 Trainers are appropriately qualified and experienced. Yes No
- 11.2 Trainers 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 trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Trainers employ effective strategies to involve all participants 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

Robust procedures for recruiting and inducting trainers, including shadowing an experienced trainer and a probation period, ensure their suitability for the courses they are allocated.

Trainers are very well qualified and experienced in their respective fields. They are very knowledgeable and, as a result, are able to talk about practical examples as part of their training and to engage the delegates. The pace of delivery is good and very clear explanations are provided.

Participants' feedback is used well to assess the trainers' performance. Regular session observations take place but these are informal and are not recorded. A very good observation template has been developed, however, has not yet been implemented and does not include specific questions to check that participants are engaged and are actively acquiring new skills and knowledge.

Trainers have very good relationships with the participants and are friendly and approachable. As a result, the delegates participate very well and are able to ask questions freely.

The trainers use the teaching equipment in the classroom well and are enthusiastic in their delivery.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

Excellent quality training materials and handouts are provided to participants.

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

- 13.1 Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.2 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. Yes No NA
- 13.3 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA
- 13.4 Participants are made aware of how their progress relates to their targeted level of achievement. Yes No NA
- 13.5 Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. Yes No NA
- 13.6 Participants have appropriate access to trainers outside class time. Yes No NA

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

Comments

Trainers assess the progress of participants throughout the course and are able to identify if participants are falling behind. If this is the case, appropriate action is taken. Individual coaching and additional support is offered. If necessary, the delegate's employer will be informed and the delegate is transferred to an alternative course. When requested, trainers provide reports on individual delegates' progress, which are sent to the participant's employers.

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

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

Comments

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 relative to the NQF/QCF and evidence that participants 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 provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. Yes No NA
- 16.2 For internal assessment and awards, there are effective systems in place for examination security and administration, and 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 _____

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider 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 _____

Participants receive appropriate pastoral support in accordance with their needs.

The information provided before the start of the programme is helpful, of good quality and meets the delegates' needs.

17.5 There is an appropriate equal opportunities and anti-discrimination policy. There is no published policy for dealing with abusive behaviour.

18. **International participants are provided with specific advice and assistance**

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

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

Comments

International delegates receive good information before their arrival, at the start of the course and throughout the course.

There are appropriate facilities for participants who wish to pray and trainers take account of different cultural considerations in the delivery of the training.

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No
- 19.3 Participants are advised of BAC's own complaints procedures. Yes No

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

Comments

19.2 There is no general complaints procedure for participants.

Delegates are given a copy of BAC's complaints procedure.

20. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 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 _____

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments _____

INSPECTION AREA - PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

23.1 The provider has secure tenure on its premises. Yes No NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

The provider has secure tenure on its premises under an appropriate sub-lease agreement.

24. The premises provide a safe, secure and clean environment for participants and staff

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

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

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

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

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

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

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

24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

The premises are maintained and decorated to a high standard.

Participants are provided with adequate information about health and safety in their induction pack and from the signage displayed around the premises, which includes essential health and safety, insurance and first aid information. Trainers are provided with clear guidelines on briefing delegates about health and safety at the start of their programme, although this briefing is not systematically communicated by trainers.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 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 NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

Training rooms are light and airy and well equipped.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

Participants and staff have access to a very well appointed relaxation area with a modern television screen, coffee machine and water cooler.

There is a spacious and well-equipped office space, which can be used by trainers if required.

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 management of ISOC in London is highly effective. This ensures that courses are well managed and delivered to a high standard.

There is an excellent range of appropriate policies and procedures to assist with the effective running of the provider.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

ISOC has access to a very good pool of well qualified and experienced trainers.

The training materials are of a very high quality.

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

PARTICIPANT WELFARE

Provider's strengths

The small size of the training groups enables the participants to receive an excellent level of customer service and personal attention.

Actions required	Priority H/M/L
17.5 The provider must develop and publish a suitable policy for dealing with abusive behaviour.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
19.2 The provider must develop an appropriate complaints procedure for participants and disseminate it effectively to raise awareness.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Very well maintained and decorated premises.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

Include a staff disciplinary and grievance policy and procedure in the staff manual.

Implement a system to obtain written course feedback from the trainers as part of the provider's quality assurance mechanisms.

Establish an appropriate system to ensure that participants are informed of any action taken as a result of their feedback.

Put in place a formal self-evaluation process across the whole provision, making appropriate use of data from participants' feedback to judge performance and include written action plans.

Develop a range of case studies, which are less focused on specific geographical areas and are more general, to ensure they are relevant for all the participants.

Consider offering, as appropriate, courses of longer duration so that there is more time for delegates to assimilate the information provided.

Edexcel accredited courses are no longer being taught in London and are being phased out, the provider should review its website and course publicity material to ensure that this is reflected.

Fully implement formal recorded training observations and include specific questions in the template to check that participants are engaged and acquiring new skills and knowledge.

Develop written detailed guidelines on health and safety and place these in all training rooms to ensure trainers deliver the briefing systematically.

The provider has access to trained fire marshals and first aiders employed by the main lessor. However, the provider should also have internal staff trained. The Head of Training of ISOC is booked on fire marshal and first aid training, due to take place in September 2016.

Portable Appliance Testing (PAT) has been carried out by the main lessor but it is not up-to-date. This should be completed ASAP.

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