

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: London PT College

ADDRESS: First Floor
5 Cullen Way
Park Royal
Willesdon
London
NW10 6JZ

HEAD OF ORGANISATION: Mr Feras K Abed

DATE OF INSPECTION: 19-20 October 2017

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

Date: 14 Dec 2017

1. Background to the organisation

London PT College (the Provider) was established in 2016 to provide short courses in management, accountancy and English language. Its aim is to improve students' knowledge and enhance their thinking to be competitive in their workplace. Teaching began in October 2017.

The Provider is located on the first floor of a commercial building, which is based within an industrial estate in the area of Park Royal, London.

London PT College is the trading name of Blu Corner Limited, which is a private limited company owned equally by two directors. One of the directors is also the Principal of the Provider.

The senior leadership team consists of the Principal, the Academic Manager, the Marketing Manager, the Financial Manager and the Human Resources Manager.

2. Brief description of the current provision

At the time of the inspection, two short courses were running. One course was an unaccredited course on leadership and the other was an English language course, which is accredited by the English Speaking Board (ESB). Each of these courses had only three participants enrolled. A payroll course, which is accredited by the International Association of Bookkeepers (IAB) is planned to start shortly after the inspection.

There are no prerequisites for these courses. The courses are of a four or five week duration and are planned around the availability of the participants. Participants on the leadership course attend twice a week for two hours at a time, on Saturdays and over the lunch period on Thursdays. Enrolments occur as and when enough participants express an interest to embark on a course.

The participants are all over 18 and are resident in the United Kingdom (UK). Two are originally from Eastern Europe and two are from the Middle East. The majority of participants are female.

3. Inspection process

The inspection was carried out by one inspector over two days. The inspection activities included scrutinising documentation and meetings with participants, the trainers, the managers and the principal. A tour of the training venue and offices took place as well as observations of teaching and learning. All the staff cooperated very well with the inspection and the information required was clearly presented.

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 management structure is well defined and features clearly described job roles. The managers are suitably qualified and 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

Staff who undertake the administrative roles are appropriately qualified.

Well developed policies and procedures have been created to ensure the effective running of the Provider. An internal quality assurance policy has been created to check the consistency and quality of the delivery.

Participant and staff handbooks outline a variety of appropriate policies and procedures, which ensure the smooth running of the Provider. The procedures have yet to be tested but they are fit for purpose.

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

Appropriate systems are in place for the recruitment and continuing employment of staff. The systems are well supported by relevant policies and procedures contained within a staff handbook.

Performance appraisal forms have been developed. The forms are designed to inform the Provider's Personal Development Planning (PDP) scheme. Through this PDP process, staff and managers prepare separately for a PDP interview at which a plan for future development is agreed. The process also includes a monitoring and review stage at which progress in achieving the targets outlined in the PDP is evaluated. The system is appropriate. It has not yet been implemented due to the early stage of development of the Provider.

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

The leaflets and website used for marketing purposes provide a clear and accurate description of the Provider and the courses on offer.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

Comments

The entry requirements are clearly stated on the website against each of the courses on offer. The course information on the website also describes for whom the course is suitable.

A formal application process, including an interview and an initial English assessment, ensures that an applicants are suitable for the courses, on which they are enrolled.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The requirement for participants to attend all training sessions is clearly stated in the Participant Handbook.

Accurate records are kept of participants' attendance.

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

Online participant feedback forms have been developed but have not yet been used as the first course has not yet finished. These forms, once completed, will provide managers with a clear indication of the quality of the training and indicate areas for improvement.

Appropriate plans are under development to review and respond to the feedback received.

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

The Provider has developed an internal quality assurance policy that is focused on quality assuring the assessment processes. It has also developed staff performance appraisal forms that link to the PDP process along with lesson observation forms.

8.1 8.2 8.3 However, London PT College has not yet developed adequate systems to monitor and periodically review all aspects of its performance. The systems that have been developed cannot measure performance over time and do not allow for the performance of different courses to be effectively compared. These systems are not currently urgent given the early stage of development of the Provider.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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|-----|--|--------------------------------------|--------------------------|--------------------------|
| 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

The academic managers are appropriately qualified.

The few classes running are timetabled well to meet the requirements of participants. For example, some are taking place on Saturdays to fit in with participants' work commitments.

London PT college develops its own appropriate training resources.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

Lessons are well planned to ensure that participants are fully engaged and focused on the learning objectives. The courses are flexibly delivered, for example, to meet the needs of participants who can only attend on Saturdays.

Trainers are effective in using questioning to establish participants' prior learning. They use the resulting information as a starting point for the teaching and to ensure it meets all the participants' needs.

Trainers e-mail preparatory materials to the participants, prior to a lesson, to ensure that participants are well prepared for the lesson content. This is good practice and helps develop independent learning skills.

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

Trainers are well qualified and experienced and use their commercial experience well to enliven the training by sharing their own examples of work undertaken.

Trainers made effective use of questioning to engage the learners well in discussions.

The Provider only started teaching last week and has not yet introduced course delivery observations. However, appropriate appraisal and observation paperwork has been developed.

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

Appropriate resources, such as slides and case studies, which are developed in-house are e-mailed to participants prior to lessons so that participants come well prepared for the lesson content.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

The participants receive an appropriate initial assessment and then on-going regular internal assessments.

Regular and supportive oral feedback is provided to participants in lessons during the discussions that take place and question and answer sessions.

Participants have e-mail access to trainers outside lesson time.

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

The Provider currently offers two accredited awards, an English course accredited by the ESB and a payroll course accredited by the IAB.

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. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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 assessments 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

Appropriate plans and procedures are in place to meet the requirements of ESB and IAB. The examination procedures have yet to be used.

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
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No

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

Comments

An induction on the first day of the course covers the key health and safety issues.

At the moment, all learners are adults who live locally. They are not international students and, therefore, it is not necessary for them to have an out-of-hours emergency number.

London PT College has in place a wide range of appropriate policies to ensure the welfare of participants. These include an equality and diversity policy, anti-bullying policy, health and safety guidance in the Participant Handbook and appropriate risk assessments.

In addition, a safeguarding and protecting adults at risk policy has been developed and this includes clear guidance on what to do and who to contact in the event of any safeguarding concerns. The list of risks covered includes the risk of radicalisation. This represents good practice.

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

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

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

Comments

Appropriate and transparent contractual arrangements are in place for the course enrolments. Participants have access to a fair complaints procedure, which is referred to within the Participant Handbook.

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

London PT College has a secure ten year lease on its premises.

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 secure, clean, spacious and very well maintained. Therefore, they provide a safe environment for staff and participants.

24.4 Although participants receive appropriate guidance on health and safety during their induction, this is not the case for visitors. The premises are small so it is easy to monitor the health and safety of visitors, whilst they are on the premises.

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

The classrooms are spacious and provide a comfortable and suitable equipped space for learning.

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

A well equipped Information Technology (IT) laboratory is available for participants. They also have access to a kitchen and breakout room.

Most preparation of lessons is undertaken by the self-employed trainers at home.

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

Well developed policies and procedures have been created to help ensure the effective running of London PT college.

Actions required	Priority H/M/L
8.1 8.2 8.3 The Provider must develop systems to monitor and review all aspects of its performance.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Lessons are well planned and delivered to ensure that participants are fully engaged and focused on the learning objectives.

Trainers make effective use of questioning to establish participant's prior learning and use this effectively to inform the progress of the lesson.

Trainers e-mail preparatory notes, case studies and slides prior to lessons to ensure that participants are well prepared for the lesson content and to encourage independent learning.

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

PARTICIPANT WELFARE

Provider's strengths

Effective procedures for safeguarding participants are in place.

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

PREMISES AND FACILITIES

Provider's strengths

The secure premises are clean, spacious and very well maintained and provide a safe environment for staff and participants.

Actions required	Priority H/M/L
24.4 The Provider must ensure that all visitors are required to sign in and are provided with appropriate health and safety information on arrival.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

None

COMPLIANCE WITH STATUTORY REQUIREMENTS