

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**ORGANISATION:** London Entrepreneurial School

**ADDRESS:** Daws Lane Business Centre  
33-35 Daws Lane  
Mill Hill  
London  
NW7 4SD

**HEAD OF ORGANISATION:** Dr Stephen Donohoe

**DATE OF INSPECTION:** 15 & 18 September 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: 8 February 2018

### **1. Background to the organisation**

London Entrepreneurial School (LES/the Provider) was founded in 2014 and is a private company limited by shares. There is a single shareholder who is also the head of the organisation. It is based in a registered office in London and rents prestigious premises for course delivery when required. It offers courses that are designed to help new entrepreneurs develop their businesses.

The head of the organisation oversees all aspects of the provision including course content and design, teaching, administration, finance, marketing, business development, customer services and facilities. The members of the small team, who support the head of the Provider, are self-employed.

LES seeks to contribute to the intellectual, economic and social development of communities across the globe. It states that it is dedicated to empowering individuals, business owners and chief executive officers.

In the future, LES intends to establish key educational partnerships in emerging markets as well as partnerships with companies and universities in order to develop the business. There is also a stated intention to acquire a campus and to develop online provision.

### **2. Brief description of the current provision**

Five courses are currently offered. The length of the courses is either one day or one week. The one-day courses offered include Developing Emotional Life Strategies for Business and Personal Success, The Entrepreneurial Mindset and Empowerment for 21st Century Women Entrepreneurs. The week long courses include Creating Your Own Low-Risk Business Start-Up Model and Automating Your Income for the E-entrepreneur.

All the courses are developed by the Provider and are not accredited. They are available for face-to-face delivery and LES intends that delivery can be arranged around the world as the provision expands. It also intends to make the courses available through a blended learning option.

During the inspection, the course being delivered was Developing Emotional Life Strategies for Business and Personal Success. Recruitment for the course had been through the personal contacts of the delivery team and consisted of three female students and four male students. All the participants were aged over the age of 18 and from the United Kingdom (UK), with the exception of one participant who was from the United States of America but holds permanent residence in the UK. Each participant had an educational or professional background.

### **3. Inspection process**

The inspection was conducted by one inspector over two days. The first day involved an observation of the training delivery a meeting with the students. The second day involved meetings with the head of the organisation, head of Information Technology (IT), a lecturer and the senior administrator at the registered office. Documentation covering all aspects of the provision were scrutinised. The level of co-operation from the LES staff was good throughout the inspection process.

## 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 governance structure is clear and includes an Academic Quality Assurance Committee that has oversight of the effectiveness and implementation of quality procedures and academic regulations. This committee receives reports on all key quality and regulatory activities.

Channels of communication between the staff are mainly informal and make use of e-mail and telephone. Staff meetings also take place. This is appropriate for a provider of this size. LES would benefit from keeping this under review to ensure those channels remain clear and effective if the business develops as expected.

#### 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 type="radio"/> Yes <input checked="" 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 administrative support provided is effective and supports the smooth running of the Provider well.

Relevant policy statements are provided in key areas such as equality, diversity and conduct. These are helpful, for example in setting out clear expectations regarding expected behaviour.

2.4 The policies, which relate to the overall administration of the Provider, are not sufficiently detailed to ensure that all the administrative requirements, expectations and procedures are clear and understood by all.

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 the recruitment of staff are fit for purpose.

A suitable staff appraisal form and session observation form have been developed. These will be effective in ensuring that staff perform to an appropriate level of quality.

3.3 However, the appraisal procedures do not include a clear schedule, which identifies each stage of the appraisal system and the related timescale. Other related documentation is not yet in place, for example to record the agreed outcomes of the appraisal process.

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 comprehensive course information details the aims of the course, the content that will be covered and the knowledge and skills that will be developed. This provides prospective participants with important and relevant information so that they can decide if the course meets their needs.

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 type="radio"/> Yes <input type="radio"/> No <input checked="" 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**

There are no set entry requirements for the courses offered. The information supplied effectively allows prospective participants to identify whether the course is suitable for them and will meet their needs. The information includes clear details about the identified target market for each course which enables a more informed choice.

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**

There is a student induction handbook. This includes information about, for example, attendance, complaints, feedback, equality and diversity, health and safety and the prevention of harassment and bullying. This handbook ensures participants are provided with all the key information they need. It would benefit from further review as courses expand and more participants enrol.

Attendance is recorded twice a day in registers and is monitored effectively.

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**

A form has been introduced that allows participants to provide appropriate feedback about their course and their experience on the course. This is useful as it enables participants to comment on, for example, the quality of delivery, lecture materials and the learning environment. Participants can also suggest improvements and comment on the venue. Continuous verbal feedback effectively supplements this.

The feedback is reviewed by the staff team and responses are provided either verbally if the participants are still present or by e-mail or telephone.

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**

An effective annual review process has been devised though the cycle has not yet had time to be completed. The review process enables the Provider to consider the effectiveness of the programmes by assessing the success of participants against the learning outcomes. It also provides an effective mechanism for identifying and minimising areas of risk and to capitalise on opportunities for innovation and enhancement in relation to the quality of the teaching and learning.

## 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. | <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 staff of the Provider include a small team of qualified and experienced university lecturers, who develop the courses and materials themselves under the effective direction of the Principal and the head of the organisation. As a result, the quality of the course delivery is high.

While one member of the delivery team leads a particular part of a session depending on their expertise, other members of the team are present including the Principal, who provides feedback to colleagues. Therefore, the delivery is appropriately monitored to ensure the participants have a good experience. Participants reported that they enjoy the team approach to delivery because the different individual styles of the lecturers complement each other. Inspection findings confirm this view.

### 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 type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" 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

Each course has clear aims and intended learning outcomes.

The course delivery includes a good blend of academic, conceptual information, which is effectively applied to real life experiences, for example, when setting personal goals. This approach is effective and ensures that all the participants are engaged in the themes that are covered. The participants find the activities challenging and commented positively on what they were learning, for example being more assertive, developing greater emotional intelligence and finding the drive for self-improvement. These outcomes ensure that the participants' needs for knowledge and skills are being met effectively.

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**

Course delivery is through lectures with slides and handouts. It includes an appropriate interactive, participatory element, which, for example, requires the participants to reflect on their goals, opportunities and achievements in life and to consider what changes they would make if given another chance.

11.5 The interactive reflective element has the capacity to upset the participants as they reflect on their lives. No ground rules to deal with such an eventuality are routinely set in order to ensure that participants are aware of this possible outcome so that their wellbeing is suitably safeguarded at all times.

Good use is made of activities and interactive audio-visual stimuli to encourage active participation and reflective thinking. As a result, the participants are suitably engaged and challenged by the activities. The use of small group work and a more consistent approach to questioning to check the understanding of all participants would be beneficial.

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**

Detailed handouts were provided to supplement the slides and audio-visual aids used in course delivery.



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 type="radio"/> Yes            | <input type="radio"/> No | <input checked="" 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 type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" 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**

Participants receive appropriate feedback in the training sessions so that they know what they need to do to ensure they achieve their goals.

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. | <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** \_\_\_\_\_

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**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** \_\_\_\_\_

Participants have access to suitable welfare outside the training sessions to meet their needs.

The induction handbook contains key information including, for example, on diversity, equal opportunities, harassment, bullying and the risks associated with extremism and radicalisation.

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**

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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**

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A clear complaints procedure statement is contained in the induction handbook. The complaints procedure includes detailed information about the various stages relating to the resolution of a complaint. The grievance stage is effectively an appeal stage to an independent external mediator appointed by the Provider, if a participant remains dissatisfied after the initial stages.

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**

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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**

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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**

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Participants have access to relevant information regarding a range of events and activities to enrich their experience. The events are communicated through the venue noticeboards and advertisements.

## 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 registered office is rented through a renewable 30-day lease agreement.

Suitable premises, such as the University of London, are used for delivery purposes as required.

### 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 use of prestigious premises for delivery ensures that all requirements are met.

LES is based in a business centre that provides adequate space and facilities to ensure that the administration of the Provider is appropriately carried out.

Appropriate health and safety information is made available to participants in the induction handbook.

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 inspector visited two locations used for delivery and both were spacious, comfortable, and suitably equipped with good IT and audio-visual facilities.

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**

The premises used for delivery are based in central London and are therefore easily accessible by public transport.

Refreshments are provided for participants, including lunch. This has the benefit of encouraging social interaction and ensuring participants have sufficient time to prepare for the afternoon session.

The administrative premises are located outside central London. The premises contain dedicated offices for administrative purposes and to hold private meetings.

**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 developing governance structure is effective and clear.

There is a close-knit working team to ensure that the business is well managed.

Actions required	Priority H/M/L
2.4 The policies that govern the administration of the Provider must be suitably detailed so that the requirements, expectations and procedures are clear and understood by all.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
3.3 The Provider must put in place a clear schedule, which identifies each stage of the appraisal system and the related timescale and develop other related documentation.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Well qualified, experienced academic staff.

The participants interviewed by the inspector rated their experience highly.

Actions required	Priority H/M/L
11.5 The Provider must ensure that suitable ground rules are established before undertaking any participatory reflective activities to ensure that participants are aware of the possible outcomes from such activities and to ensure the wellbeing of all participants.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### PARTICIPANT WELFARE

#### Provider's strengths

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

Prestigious premises are used for programme delivery.

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

## **RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

Channels of communication should be kept under review to ensure they remain clear and effective.

The student induction handbook would benefit from further review as courses expand and more participants enrol.

The Provider should monitor the development of the annual review process carefully.

The use of small group work and a more consistent approach to questioning to check the understanding of all participants would be beneficial to improve the participants' overall experience.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**