

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: The Management School London

ADDRESS: 42 Rye Hill Park
London
SE15 3JU

HEAD OF ORGANISATION: Mr Michael Okereke

DATE OF INSPECTION: 17-18 October 2017

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- Accreditation to be withdrawn.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: 17 April 2018

1. Background to the organisation

The Management School London (TMS/the Provider) is privately owned by the current Chairman and founder. It provides short executive training courses. The Provider's registered office is the home of the Training and Development Consultant, who is based in Barry Island, Wales. Courses are offered in London, various sub-Saharan African countries and the United Arab Emirates, although it is only the United Kingdom (UK) operations that are accredited by the British Accreditation Council (BAC).

TMS is a limited company with three directors in addition to the Chairman. All directors are involved in the running of the company to varying extents. The Chairman lives in Nigeria and one director, who is London-based, works full-time for the Provider and acts as Senior Manager and Company Secretary.

The Provider aims to provide high quality courses for executives at middle to senior levels in companies, government agencies and other institutions. It also offers accredited courses as an approved teaching and examination centre for the Chartered Institute of Public Relations (CIPR) and the Chartered Management Institute (CMI).

The Provider was established in 2002 and formerly operated from a well-resourced administration and training base in Alperton, west London. Historically, many of the clients have come from Nigeria and a combination of adverse economic factors has led to a downturn in the number of the courses offered in the UK. The permanent base was relinquished in December 2016 and UK courses are now arranged in central London hotels or training venues.

The administration has also been streamlined. Some aspects of administration for all the Provider's courses in the UK are now undertaken by a sister company in Nigeria, which is also owned by the Chairman. The UK-based Director continues to be engaged in administration activities for all the courses offered. She works from her home in south London.

2. Brief description of the current provision

TMS offers a wide range of face-to-face courses in public relations, human resources, financial management and other aspects of leadership and management. In addition, bespoke courses are offered to clients. Courses last for four to ten days and are delivered by lecturers from the UK and elsewhere, who work as independent contractors.

Although the Provider has been running its own courses continuously in Dubai and Africa, the level of demand for the London courses has been much reduced. The public relations course, which was observed during the inspection, was the first UK-operated course since 2015, with no other future courses confirmed at the time of the inspection.

All courses are offered to adults only and the majority of the delegates are senior professionals. The delegates on the course, which was running at the time of the inspection, were six senior representatives from the armed forces and government agencies in Nigeria. The delegates were recruited through the Provider's long-term connections with agencies in Nigeria.

3. Inspection process

The inspection was undertaken by one inspector over one and a half days. It was carried out at a central London hotel, which was the location for the delivery of a short course in public relations. The inspector held meetings with the Chairman, the Training and Development Consultant, the Director who acts as Senior Manager, one of the lecturers and the delegates on the course. Documents that had been carefully collated by TMS were scrutinised, including a comprehensive file of documents supporting its self-evaluation. Segments of four teaching sessions were observed, two by each of the two lecturers teaching during the inspection. The Provider had prepared thoroughly for the inspection, ensuring that people, who would not normally have been present during the course, were available to meet the inspector.

4. Inspection history:

Inspection type	Date
Interim	16 May 2016
Re-accreditation	5-6 August 2013
Interim	29 February 2012

Re-accreditation	13-14 July 2009
Interim	28 January 2008
Full Accreditation	19 July 2006

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 Chairman is highly experienced in management and management training. As a result, he is able to identify lecturers of high quality to teach on the courses.

The Provider is under the close personal direction of the Chairman, who is surrounded by a small team of trusted colleagues, as directors and consultants. Management is undertaken by a small team of highly experienced people, who have worked together closely for a considerable time. They are, therefore, able to work together very effectively and run the Provider efficiently.

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 administration activity, which is undertaken in the UK, is thorough and efficient. Those aspects of administration undertaken by the sister company in Nigeria, such as enrolment of delegates, could not be inspected directly. However, the documentation examined and evidence from the delegates indicate that all the administration is carried out efficiently and in a timely manner.

Appropriate procedures and policies are set out in comprehensive documents. Some minor updating is required in some documents, particularly the Staff Handbook and associated documents, such as the grievance procedure. This will need to be undertaken when new staff are employed.

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

The UK-based Director, who administers the UK courses and is the only current employee, and the Chairman have worked together closely for a considerable time. They are in regular and frequent contact. The Chairman provides performance feedback on a continuing basis. The system is not formally recorded but is sufficiently effective under the current circumstances.

A more formalised arrangement for review of staff performance will need to be resumed when there are other UK-based employees.

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. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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

Almost all delegates are sponsored by their employers. Appropriate communications between the Provider, the prospective delegates, their employers or both are used to establish the delegates' suitability for a course. Aspects of the course may be modified to reflect the backgrounds and particular needs of the delegates.

Qualifications are not relevant to the courses offered and are not, therefore, verified.

TMS is not currently working with agents.

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

Appropriate attendance records are accurately maintained.

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

The Chairman and Senior Manager interact with the delegates throughout a course in order to elicit and receive feedback. During the inspection, changes were made to a course to take into account preferences and feedback from delegates. As a result, delegates expressed their satisfaction with the responsiveness of the managers. Requests made during the course were acted upon expeditiously and, where it was not possible to implement a request, this was explained to delegates directly.

There is a well-designed feedback form issued to delegates at the end of the course. This elicits feedback through appropriate open and closed questions, and also invites more extended responses. There is also a final review session with the delegates, during which feedback is elicited. The provider, therefore, receives helpful comments that can be used to improve courses for the future.

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 Chairman consults senior colleagues on key issues relating to the Provider's performance and regular Directors' meetings are held. Teaching colleagues provide input on the range of courses and their content. They propose changes and updates, while senior teaching colleagues design courses for final approval by the Chairman.

The Chairman has a close working relationship with the other directors, as well as frequent and regular contact about operational matters with the London-based Director. He also has regular contact with the Training and Development Consultant. These long-established working relationships enabled difficult decisions to be taken and implemented successfully when there was a downturn in the UK business.

Deliberations and consultations continue on an ongoing basis. This enables appropriate plans for the future to be formulated.

While some systems for performance review are informal and personal, in the context of the way TMS runs, they are highly effective.

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 |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 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 |
| 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 |

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

Comments

The Chairman is assisted by consultants for specific course areas, for instance on public relations or courses for directors. The consultants offer advice on the course provision, the content of new courses and the updating of existing courses. This ensures effective oversight of course content and promotes high quality of courses.

Lecturers are recruited on the basis of personal recommendation by senior colleagues who have worked on the Provider's courses for some time. This assists the Provider to ensure and maintain the high quality of its teaching staff.

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

Courses are well designed with sessions conducted by a number of different lecturers. This gives delegates the benefit of different teaching styles and a range of experience.

Senior consultants and the Senior Manager work closely with lecturers in the preparation of their sessions for courses. This enables lecturers to pitch sessions appropriately to meet the precise needs and interests of the delegates, promoting effective learning.

Teaching is of a high quality and lecturers are experts in their field. They combine high levels of subject discipline knowledge with extensive personal experience, on which they draw well to illustrate points. As a result, delegates have a high level of confidence in the lecturers. Well designed slides are used throughout to present and summarise points. An appropriate variety of teaching techniques is used. Good use is made of questions and discussion, which values the backgrounds and experience of the delegates as well as promoting their learning.

Course sessions are timetabled for up to two hours. Delegates indicated that they found it difficult to concentrate for such an extended period.

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

The Provider has a panel of highly qualified and experienced lecturers. Either the Chairman, the Senior Manager or both observe teaching sessions and interact with delegates during courses in order to obtain their input on the quality of the teaching.

Classroom observations are not formally documented and there are no formal records of the observations. As teaching is essentially carried out by a series of visiting self-employed professional consultants engaged on a sessional basis, the use of formal classroom observation schedules is not appropriate in this context. However, where appropriate, feedback is provided to lecturers during the course. As a result, changes and improvements can be made during a course to make teaching more effective.

Delegate feedback on teaching is obtained in writing at the end of each course and lecturers are re-engaged only if the feedback is positive. As a result, delegates are more likely to receive teaching that they enjoy and find valuable and effective.

The opportunities for professional development for lecturers during courses of this type are necessarily limited. However, lecturers reported finding the comments and feedback from colleagues and delegates to be valuable.

Teaching on courses is undertaken by lecturers who are independently appointed and do not have the opportunity to meet, except during a course itself. There is some communication with lecturers beforehand by the Senior Manager, a course director or both. There are, however, limited opportunities for lecturers to meet and benefit from the experience of others.

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

Delegates are provided with a CD with all presentation slides at the end of the course, which is an example of good practice.

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

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

Comments

Opportunities for feedback to delegates in courses of this type are necessarily limited and delegates do not expect to have their performance evaluated during the course. Feedback to delegates takes place during the sessions, in the form of valuing their contributions, the relevance of their experience and confirming to them what they have learnt during the course sessions.

Formal assessment is only provided on those courses that lead to formal qualifications. Within the UK, no such courses were running at the time of the inspection nor were any scheduled to run in the foreseeable future.

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 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
- 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 _____

Delegates are provided with practical information before the start of the course. As a result, they are well informed and prepared for their course.

The Senior Manager is available during the course, elicits feedback from delegates and is available to provide support to the delegates, if necessary. As a result, the delegates feel that they are well cared for.

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

Delegates indicated that they were very well briefed before the start of the course. They were, therefore, well prepared for the course, enabling them to fully benefit from the course delivery.

The Senior Manager is available throughout the course to provide information and support to delegates. As a result delegates can be assisted whenever needed.

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

The complaints procedure is explained to delegates in the opening induction session and is provided to them in writing

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 secures hotel facilities of a high quality in good locations for its courses.

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 Provider uses hotel conference facilities for its courses, selecting only venues that are clean and well maintained. As a result, the delegates were highly satisfied with the facilities used.

General appropriate guidance on health and safety is provided in the induction session.

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 training room was appropriately furnished and 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

Delegates are not expected to do self study during the course, as learning takes place in the course sessions themselves. There is no work to be completed outside these sessions.

Lecturers prepare sessions at home and merely deliver these at the course location. They, therefore, have no need for specific space for marking or preparation while delivering the courses.

Refreshments are provided in the training room. Lunch is arranged by the Provider at different nearby restaurants, eaten as a group with the Chairman, Director and lecturers, as appropriate.

Delegates indicated that they would appreciate refreshments and food closer to what they are used to in Nigeria.

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 Chairman takes a close personal interest in all activities, ensuring that the provision meets his own high expectations and standards.

The Chairman, Director/Senior Manager and Consultant for Training and Development form a close team, which provides for effective communication, management and administration as well as a warmth in their dealings with each other and with their delegates.

Communications with the delegates before arrival are well handled.

There are thorough and comprehensive arrangements for obtaining feedback, which is effectively acted upon.

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

The College engages lecturers of considerable experience, expertise and profile.

Teaching is of a 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 Provider has an evident concern for the welfare of its delegates.

The Senior Manager has a warm and effective relationship with the delegates.

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 course venue is very well located in central London and is of a high quality.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

It is recommended that the Provider updates certain procedures and other internal documents when staff are again engaged as employees.

The Provider is recommended to consider the length of teaching sessions, and the possibility of breaking up teaching into smaller sections, with more frequent, shorter breaks. This would enable delegates to maintain concentration during sessions more effectively.

The Provider is recommended to consider the production of a short document setting out good and effective teaching practice relating to the Provider's particular delegate profile and based on the specific experience of the Provider's management and lecturers. This could enhance teaching quality further, particularly in meeting the specific interests and needs of the delegates.

The Provider is recommended to consider whether it can provide refreshments and lunches closer to the taste of the delegates.

COMPLIANCE WITH STATUTORY REQUIREMENTS