

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

ORGANISATION: Hammersmith Training Consult

ADDRESS: 4 Cambridge Court
210 Shepherds Bush Road
London
W6 7NJ

HEAD OF ORGANISATION: Mr Adeel Lodhi

DATE OF INSPECTION: 26-27 April 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 19 July 2018

1. Background to the organisation

Hammersmith Training Consult (HTC) was founded in 2013. It offers short courses, typically from one to two weeks' duration, in areas such as human resources, corporate governance, leadership, management and communications.

HTC was established in 2013 as a sister company of Hammersmith Management College (HMC). HMC was founded in 2003 to deliver accountancy qualifications. HTC was constituted as a separate company focusing on short professional courses for senior business and public sector personnel. The two sister companies currently share administrative offices and some staff. The Managing Director of HTC is also a director of HMC. HMC is separately accredited by BAC.

HTC aims to benefit the operations of client organisations by providing courses for senior personnel. These are designed to be interactive, presenting theoretical insight through a focus on case studies, and drawing on the experience of course delegates. Courses are also open to individuals registering directly.

HTC is a limited company with two directors, both of whom take active roles within the organisation. One is Managing Director and the other, based in Nigeria, has the lead role in marketing. The Director International Affairs, who is based in Hammersmith, is a shareholder and shares in key decision-making. These senior people, who constitute HTC's board, convene regularly, in person, or through on-line platforms. The senior team is assisted by a small team of staff in the UK and in West Africa. An Advisory Board of non-executive consultants assists the executives in planning and strategy.

The organisation has an administration office in Hammersmith, London. HTC has first floor offices and shared use of the ground floor facilities. HTC also has offices in West Africa, from which local marketing activities are undertaken.

2. Brief description of the current provision

HTC offers a wide variety of short courses in the areas of leadership and management, project management, corporate governance, human capital, communications and public relations, finance and accounting, law and compliance, legislature and oil and gas. Full-time scheduled courses of one or two weeks' duration are offered in the UK, United Arab Emirates, Spain, the Netherlands and the United States of America. Courses take place in hotel facilities and are run if there is sufficient enrolment. BAC's accreditation relates to courses delivered in the UK only.

Almost all registrations are from client companies or organisations arranging training for their senior staff. HTC also runs occasional tailor-made courses to client specifications. The content of courses and the resources used during training are developed by HTC staff and consultants. HTC has a panel of UK-based consultants from which it draws trainers for specific courses. Both the Managing Director and Director International Affairs have teaching backgrounds and also deliver training.

A total of 154 delegates attended courses in 2017, of which 101 came to courses in the UK. The majority of delegates are from Nigeria. The remainder come from other West African countries such as Ghana, Cameroon and Uganda. At the time of the inspection, due to last minute cancellations, there was two delegates on a course on corporate governance. A total of 57 delegates are enrolled for future courses in 2018.

3. Inspection process

The inspection was conducted by one inspector over two days. Meetings were held with the Managing Director, the Director International Affairs, the Facilities Manager, the Training Coordinator and the Quality Assurance Lead. The inspector also held meetings with the two delegates. The inspector met with the two trainers delivering sessions during the inspection, one of whom was also the Quality Assurance Lead. The inspection also included observations of segments of three training sessions by two trainers, scrutiny of documentation and a tour of the office premises and the hotel training facilities. Aspects of the administration of the organisation, which are undertaken in West Africa, were inspected through scrutiny of documents, interviews with UK personnel and with the delegate from Nigeria. The organisation was very cooperative in making arrangements and providing documentation in advance of and during the inspection.

4. Inspection history:

Inspection type	Date
Full Accreditation	11-12 November 2013

Interim

25 February 2015

Supplementary

20 April 2016

Spot Check

21 November 2016

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 Managing Director and Director International Affairs have been colleagues for many years, having taught together previously in another institution. Consequently communication at senior level is very good. The organisation chart represents management arrangements accurately. Management is effective and there is a clear focus on providing courses of high quality.

As is common in small organisations, the staff work closely together and deputise for one another during holidays and other absences. This has led to some areas where responsibilities are overlapping. There are a few areas, such as quality assurance, an overall perspective on all aspects of the delegate experience and website content, where responsibility is shared. This reduces the effectiveness of the oversight.

A member of the permanent administrative staff attends the training sessions and communicates effectively with the trainers and delegates.

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

All administrative and managerial staff are clear about their administrative responsibilities, which are summarised in brief, but accurate job descriptions.

2.4 Staff are also clear about the administrative procedures, although some of these are not fully and accurately described in writing. Fuller documentation of procedures would be beneficial in the event of any staff increase or turnover.

Policies are documented in the Staff Handbook. The area of quality assurance would benefit from more comprehensive documentation of policies and procedures. While the quality of the provision is an evident focus for the staff, this would make quality assurance more systematic and deliberate and make the review of procedures easier.

The administrative office accommodation is comfortable and 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The policies and procedures for recruiting staff are appropriate. Copies of qualifications are maintained on files and curricula vitae are held for all staff and trainers.

Administrative staff performance is reviewed effectively through conversations rather than more formally, although appropriate systems for formal appraisals are in place and have been implemented in the past. These arrangements are satisfactory for the current level of activity and when sustaining the morale of staff is important. The organisation plans to reintroduce formal appraisals. This would be beneficial to performance and provide opportunities for more systematic staff feedback.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input type="radio"/> Yes | <input checked="" type="radio"/> No |

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

Comments

The principal publicity material is a brochure. This is produced in print and forms the main content for the website. It is accurate and up-to-date in those areas covered.

4.2 The website includes comprehensive, up-to-date and accurate information on course content. The Terms and Conditions, which are available online, do not give full details of what is included in the fees. Accurate information on the precise length of training sessions, including the fact that the final day of a course is a non-teaching day, is not available on the website. Instead, this information is provided to the human resources departments making bookings and to delegates on arrival. As HTC is open to direct registrations from individuals, this information should be available on the website.

The website would be more effective and helpful if it provided a list of former client organisations, information on the background of trainers and information on local hotels for delegates to make their own bookings.

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

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|-----|---|--------------------------------------|--------------------------|-------------------------------------|
| 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

Course details in the brochure and online set out clear content and the target audience for each course. In addition, communications between client organisations and HTC establish the suitability of individuals for specific courses. Delegate and trainer feedback confirms that most delegates are suited to their course.

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

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

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

Comments

The Terms and Conditions, which delegates receive on arrival and are available online, indicate that prompt attendance is expected and that attendance records are kept. These provide a clear and appropriate expectation and set a purposeful tone for courses. Attendance records are well maintained.

6.3 With an entirely adult clientele of considerable seniority, responsibility for attendance is appropriately placed on the delegate. The Provider makes its expectations clear but does not follow up absences. Therefore, this key indicator is not applicable.

Attendance certificates are given to those delegates who have attended appropriately. However, the attendance requirements to receive an attendance certificate are not clearly specified. This would strengthen HTC's position when it does withhold certificates and would reduce the need for judgments to be made in individual cases.

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

Feedback is obtained at the end of each course by means of a questionnaire. Feedback is analysed by the Training Coordinator and appropriate action is considered by management. On occasions, exit interviews have been held with delegates, providing very valuable perspectives.

The Director in Nigeria visits a number of delegates after their course to obtain feedback, the results of which are e-mailed to colleagues in London. This is good practice.

There are informal ways to obtain feedback during courses and small changes, for instance in lunch arrangements, are made as a result.

The introduction of other feedback mechanisms, such as short sessions to review training sessions at the end of each day, would be beneficial.

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

Senior managers meet annually in person or remotely and communicate less formally throughout the year. They review performance and feedback on a regular basis on these occasions. Use is made of analysis of data including participant, feedback forms, market intelligence from the Nigerian director and management accounts. Performance review is an evident focus and is well handled.

The Advisory Board of external consultants provides useful advice to the senior management on strategy and the development of the business.

The Provider is well able to develop and implement effective action plans for example in responding to the downturn in enrolments in recent years.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. **Programme management is effective**

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

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

Comments

The Director International Affairs, who oversees academic matters, is an experienced trainer and delivers courses. He is assisted by the Training Coordinator and a resources specialist, who sources materials and resources for use on courses. Trainers are therefore effectively assisted and overseen by experienced colleagues with credibility. The Managing Director is also an experienced trainer and continues to train on HTC courses. This further strengthens the academic credibility and reputation of the organisation to clients, delegates and other trainers.

Delegates are provided with a tablet computer, which is included within the course fees. Copies of the resources used during courses are provided to delegates on a memory stick.

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

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- 10.1 Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. Yes No NA
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- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA
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- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA
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- 10.4 Participants are encouraged and enabled to develop independent learning skills. Yes No NA
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- 10.5 The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. Yes No

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

Comments

HTC's courses are designed by teams. These teams are coordinated by the Director International Affairs and include staff, trainers and external consultants. Input from regular clients is also taken into account. This ensures that courses meet stakeholders' requirements.

Although courses are reviewed to ensure they remain relevant, a procedure for a systematic review of course content has not yet been developed.

Trainers discuss how they can tailor their training to respond to the composition of their groups. They also draw on the personal experience of the participants in discussions and to illustrate teaching points.

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 trainers are distinguished and experienced professionals, who are selected for their profile, qualifications and experience. Feedback from delegates is taken into account in considering the re-engagement of trainers. This ensures that trainers are effective.

A number of classroom observations have been conducted during the last year using an appropriate record template. Those trainers who teach more frequently are observed more frequently, while observations for those who teach few courses intermittently are carried out at greater intervals. This is an appropriate approach.

A more systematic basis for setting the frequency of observations would be beneficial. A clearer focus, in classroom observations, on the learning demonstrated by delegates would reinforce the organisation's emphasis on interactive teaching.

Trainers use a variety of teaching resources and methods, including use of case studies, discussions and videos. They also draw on the experience of delegates. This maintains delegates' interest and enables them to relate the learning to their own situations and contexts. Delegate feedback is very positive for example regarding the variety and effectiveness of teaching and the extent to which it meets their needs well and is of direct benefit to their work situation.

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

An experienced trainer has responsibility for compiling and maintaining an online bank of well-selected and appropriate resources, which trainers are recommended to use. These include extracts from leading business management journals. Trainers wishing to use other resources are required to submit them to the Director International Affairs for scrutiny beforehand. This assists in quality assurance and ensures that teaching is relevant to delegates' needs.

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

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|------|---|--------------------------------------|--|
| 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 _____

Trainers provide feedback to delegates during sessions, emphasising teaching points that relate to their individual situations. There are no written or formal assessments. Trainers eat lunch with delegates, providing good opportunities for interaction outside the training sessions.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input type="radio"/> Yes | <input checked="" type="radio"/> No | |

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

Comments

All delegates are adults, usually in senior positions within their organisations. Many are experienced travellers who know London well. The Facilities Manager, who arranges the training venues, airport transfers, excursions and lunches, has a general responsibility for welfare and provides relevant practical information and assistance to delegates. He has good and up-to-date local knowledge of accommodation and eating places. He gives his mobile telephone number to delegates for out-of-hours contacts.

Delegates usually arrange their own residential accommodation and information on local options available can be e-mailed to delegates in advance of their arrival. Delegates with specific concerns or enquiries can contact HTC for additional information or assistance.

An initial appropriate induction session, conducted using a clear format and based on prepared slides, provides delegates with information on the course and general information about visiting London.

The content of teaching sessions is known in advance, as are the training resources to be used. Most trainers are personally known to the managers or engaged through recommendation. This ensures that the training content and delivery poses no risk of promoting radicalisation or extremism. In addition, the managers explain appropriately how any behaviour of concern during classes will be addressed.

17.7 There is no specific reference to radicalisation and extremism in any policy. The participants are senior professional people on courses of short duration and the senior team has carried out a risk assessment and considers the risk of radicalisation to be low. Inspection findings confirm this view. Staff are aware of the possible risks relating to radicalisation and extremism although they have not been specifically trained in this regard.

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

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|------|--|---|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Most delegates are experienced travellers and familiar with visiting the UK and, therefore, do not require specific information prior to arrival. Individual participants contact the Provider directly if they have any queries, for instance on accommodation, and appropriate and helpful responses are made to these enquiries.

The induction session provides appropriate information about the local area and the Facilities Manager is also available to provide additional information during the course.

For most delegates, contact from HTC is through their employers, who book the course rather than directly with the delegate. The extent to which delegates receive advance information is variable. Placing all relevant information on the website would provide delegates with another route by which to obtain helpful information.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedures. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Details of the complaints procedure, which includes reference to BAC's own complaints procedure, are included in information given to delegates during the induction session. Complaints, for instance about food provided during lunch, are handled during the course.

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

All courses include lunches and one social activity, which is held on the last day of the course. Delegates are given a choice of sightseeing tours.

The Facilities Manager provides information on appropriate recreational and cultural opportunities available locally. It would be helpful, particularly to those delegates who are less familiar with London, if more comprehensive information was available on the website.

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

HTC shares office premises, which are occupied under a licence agreement.

Courses are held in local hotels and HTC has good working relationships with a number of these. This enables the hotel staff to arrange suitable accommodation even when requirements change at short notice.

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

Good local hotels are used as training venues.

Appropriate health and safety information is displayed in the administrative offices and is provided to delegates during 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 premises in use during the inspection were comfortable, well furnished and appropriately 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 undertake private study outside the training sessions.

Drinks and snacks are provided for delegates within their training room and staff have access to a kitchen facilities in the central administrative premises.

The large meeting room in the administrative premises is sufficient for meetings of management and administrative staff and for occasional meetings of trainers.

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 Managing Director and Director International Affairs provide committed leadership and their training background and continuing engagement in training set a serious and purposeful tone for the organisation.

The members of the core team of year-round administrative and management staff work together closely and effectively.

Actions required	Priority H/M/L
2.4 Policies and procedures must be more comprehensively documented.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
4.2 The website must include details of what is covered in the fees, full terms and conditions and precise information on the length of the courses.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

HTC uses high calibre trainers, with considerable experience and relevant qualifications.

HTC offers a wide array of training opportunities through its courses and locations.

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

PARTICIPANT WELFARE

Provider's strengths

There is a clear focus on the interests of delegates and the quality of their experience.

Actions required	Priority H/M/L
17.7 HTC must include a specific reference to its approach to preventing radicalisation and extremism in a relevant policy and undertake suitable staff training.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Training premises are well appointed.

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

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

HTC is recommended to clarify overall responsibilities for key areas, such as website content, quality assurance and an

overall perspective on the delegate experience and should document policies and procedures relating to quality assurance more comprehensively.

The Provider should set out clearly the attendance requirements for receipt of an attendance certificate.

HTC should introduce a procedure for regular systematic review of individual courses at specified intervals.

The Provider should introduce a systematic basis for the timing of classroom observations and ensure, in observations, a clear focus on the learning demonstrated by delegates to reinforce the organisation's emphasis on interactive teaching.

The Provider is recommended to introduce procedures for more formalised feedback to delegates while courses are running.

HTC should provide information on its client organisations, residential accommodation, recreational opportunities and medical provision on the website.

COMPLIANCE WITH STATUTORY REQUIREMENTS