

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** Hastings Business Training

**ADDRESS:** 45a London Road  
St. Leonards-on-Sea  
East Sussex  
TN37 6AY

**HEAD OF INSTITUTION:** Mr Isah Abdullahi

**DATE OF INSPECTION:** 28-29 August 2018

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 29 November 2018

## PART A – INTRODUCTION

### 1. Background to the institution

Hastings Business Training (HBT/the Provider) is a privately-owned training provider delivering short courses in business, management, Information Technology (IT) and specialist areas related to the petroleum and gas industries. The courses are designed to meet the continuing professional development (CPD) requirements of professionals and are not accredited by any external awarding body. They are delivered by freelance trainers, who are specialists in the relevant field.

The Provider aims to be prompt at all times to serve its delegates and to embrace changes in technology in the delivery of training so as to continuously improve its services to clients. Typically, participants are mature professionals coming mainly from Nigeria.

HBT was established in St Leonards on Sea by the current sole proprietor in 2005. The proprietor is closely involved in the day-to-day running of the organisation and is supported by an administration manager. The administrative offices of HBT are located in St Leonards and hired premises in locations agreed with the clients are used for the delivery of the courses.

### 2. Brief description of the current provision

Provision is based on a wide variety of CPD courses in the areas of corporate and executive management, finance, IT and petroleum and gas. Courses are targeted at suitably qualified, postgraduate, mature professionals who have reached senior positions in their organisations. The employer selects and commissions the training and selects the participants on the basis of identified CPD requirements.

The duration of each course ranges from one to two weeks. They are delivered on a face-to-face lecture and workshop basis, with the lecturer acting as a facilitator to relatively small groups of delegates. Occasionally, courses are provided on a one-to-one basis. HBT offers in-house courses to clients where a number of company executives wish to undertake a particular course. Programmes are also run outside the United Kingdom (UK) in Dubai, mainly for the oil and gas sector, these are not under BAC accreditation.

At the time of the inspection, HBT was delivering a one-week bespoke course in basic IT skills in hired premises in Croydon. There were seven adult participants from a Nigerian petroleum company. The majority of participants were male.

### 3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with the proprietor, the administration manager, the facilitator and the participants. A tour of the offices was carried out and the premises hired for training were inspected. Training took place in a new venue in Croydon, which was part of a large hotel chain. A range of training sessions were observed. Documentation in hard copies and on the website was scrutinised. Information requested by the inspector was provided promptly and the organisation co-operated well throughout the inspection.

#### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Stage 2	2 September 2009
Stage 3	18 November 2009
Interim	21 October 2010
Re-accreditation	22-23 October 2013
Interim	23 February 2016

## PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The organisation has a clearly defined management structure which is appropriately documented.

The proprietor directs the activities of HBT and is well qualified and experienced for this role. He is supported by the administration manager, who is highly committed to the organisation and has detailed knowledge of the provision. They are clear about their roles and communicate regularly, mainly in face-to-face meetings, including quarterly formal meetings. Roles within the organisation are defined in up-to-date job descriptions and facilitator contracts.

Effective communication between management and the freelance facilitators takes place through telephone calls and e-mails. As a result, facilitators have a good understanding of the clients' expectations and feel suitably supported in meeting them.

#### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No            |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 2.5 | Data collection and collation systems are effective.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The administration manager is suitably qualified and has substantial experience in the role, resulting in effective administration of the Provider's activities.

A comprehensive range of suitable human resource (HR) policies is collated in an office manual. These include appropriate policies on equality and diversity and grievance procedures.

There is no staff manual so dissemination of policies required by facilitators, such as academic policies and the policy on dealing with radicalisation and extremism, is by e-mail. This approach relies on facilitators maintaining their own up-to-date log of policies, which cannot be monitored.

Very little personal data is kept by the Provider due to the ad hoc nature of courses, the irregular contracting of facilitators and the recruitment of participants through their employers. The Provider does not use a database but maintains a file of curricula vitae (CVs) for the current pool of facilitators. This is appropriate for the current level of delivery.

2.5 Applications are from clients' HR departments rather than individuals. Accurate participant contact details are kept in e-mails, but this is not systematic, so they are not held for all participants. This is a barrier to ensuring that all necessary information is recorded and is easily accessible in case of an emergency.

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The organisation has appropriate recruitment policies.

3.2 The recruitment policies are not applied consistently to freelance trainers or new staff. The proprietor has not verified CVs by obtaining references from employers for all the staff and does not routinely verify identity, right to work in the UK and qualifications for freelance trainers.

The proprietor has verified the qualifications for the administration manager. Her relevant experience is as an employee of HBT.

Staff appraisal is thorough and results in provision of appropriate CPD. Appraisal of freelance trainers is based on observations of delivery completed by the administration manager and feedback from participants at the end of each course. As trainers are only contracted in response to demand for courses, it would not be appropriate for appraisal to take place annually. Appraisal arrangements are, therefore, suitable for the current provision.

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Publicity material in the brochure and on the website accurately represents the scope of the provision, the quality of the premises and the range of resources provided at the delivery location. Descriptions of services offered are correct.

Details of courses available are up-to-date and a helpful outline of content is provided to support clients in their initial choice of course. Further details and guidance are provided by the administration manager as required and courses are

adapted to client requirements, including the location of the training venue. As a result, the provision of information is effective.

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The large majority of courses have no formal entry requirements, but to benefit from their content, participants need a suitable level of knowledge drawn from their professional experience. To ensure customer satisfaction, the Provider works closely with client HR departments to identify the best course to meet their requirements. It is possible, in some cases, to adapt the course content to the specific cohort of participants, and further fine-tuning takes place once the facilitator has met the group. All participants attending in the UK are fluent English speakers. Consequently, participants are suitable for the courses they are enrolled on.

The application procedure is appropriately recorded. This largely consists of correspondence between the client and HBT, but any e-mail exchanges directly with participants, usually regarding practical matters, are also kept on file.

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

- |     |   |   |                             |                             |
|-----|---|---|-----------------------------|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Provider has an appropriate attendance policy, which is published in the participant handbook and reinforced at induction. This is for 100 per cent attendance and punctuality.

Attendance is very effectively monitored, with all participants signing in and the time of arrival recorded and countersigned by the administration manager. This information forms part of the final report to the employer. When a participant is absent, they are contacted immediately and any necessary support is provided promptly. As a result, rates of attendance and punctuality are very high.

**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 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
|-----|--|---|-----------------------------|--|

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the provider's provision, including formal participant representation where appropriate.

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- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
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- 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  NA
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**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The administration manager gathers informal feedback from participants throughout each course, allowing for most concerns to be addressed immediately. Such improvements are reported back promptly to the participants.

Formal feedback is completed by all participants at the end of their course and is used effectively in performance review of staff and in development planning. Staff provide feedback during performance review and in regular management meetings.

Formal feedback is analysed annually and comparisons are made between outcomes for courses delivered in different countries. This is used to inform decisions such as the location for future courses. Use of feedback is systematic and effective in driving improvement.

**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
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- 8.3 Action plans are implemented and regularly reviewed.  Yes  No
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**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The Provider continuously reviews the provision and revises strategy in line with the outcomes of the reviews. While there is a quality assurance policy which sets high standards for the provision, the procedure for carrying out reviews is not recorded and therefore does not ensure that all available information is used in performance review.

8.2 Formal reports of reviews are produced irregularly due to the low volume of delivery. Action plans are linked to identified areas for improvement but these are not always broken down into milestones to measure progress towards goals. As a result, it is difficult to compare performance across years and to track the process of quality improvement. However, most issues identified are addressed promptly and appropriately so action planning is satisfactory.

**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  NA
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9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

As facilitators are employed on an ad hoc basis to deliver very short courses. All course sessions are clearly timetabled with an outline of outcomes planned for each day so that participants know what to expect in each session. A suitable base room is provided and up to two facilitators are allocated for each course. This means that participants know where they should be at all times.

Facilitators are required to provide session plans and copies of all resources for review by the Provider prior to the course. This ensures that all courses meet the specifications agreed with the client and that the quality of resources used for delivery and provided to participants is consistently high.

Permanent academic resources are not acquired as all courses are delivered at hired venues.

**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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Courses are designed in line with the course description selected by the client. All courses are short and assessment takes place through practical activities in which participants apply the learning. A report on the achievement of each participant and a summary of the course is provided to the client at the end. This confirms any amendments to the programme made in response to participants' needs and suggests next steps to build on their achievements. Participants are provided with additional materials related to each session so that they can continue to develop their skills by working independently during and after the course.

Where possible, given the short duration of courses, the backgrounds and needs of participants are taken into account. The client provides information on the roles and specialisms of participants prior to their arrival and this is used in planning. At the end of the first day, the scheme of work is reviewed and any necessary adjustments to the course plan are made. During input sessions, participants are encouraged to ask questions as they arise to support effective application of learning to their individual work context.

This is very effective in promoting participant-centred and independent learning.



**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

The CVs of facilitators reflect appropriate specialist qualifications and experience. The majority are currently employed by universities in the UK and the remaining facilitators are self-employed specialists.

The delivery of all courses is observed by the administration manager and feedback is provided to the facilitator. The classroom observation form includes a comprehensive list of teaching skills against which delivery is graded. However, there is no prioritisation of skills or summary of key strengths and areas for development. The latter aspects are fed back to the facilitator at the end of the course together with a summary of participant views. This is an appropriate approach to appraisal of facilitators, who are employed infrequently. The facilitator does not, however, receive a copy of the observation report which limits its effectiveness as a means of development. In the rare cases that delivery does not meet the standards of communicative skills expected, facilitators are not offered further work.

Trainers plan, in accordance with the Provider's requirement, that participants are actively involved in their learning. At least half of each day is spent in practical, interactive activities. For group or pair work, trainers arrange groupings to best ensure that all trainees are suitably supported or challenged. Tasks and activities during input sessions allow the facilitator to make immediate checks on understanding and clarify any areas of uncertainty, while the practical sessions are used effectively for more detailed assessment of learning and individual coaching of participants as required. As a result, participants make rapid progress.

**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**

All courses are delivered in hired venues, which are selected for their up-to-date IT facilities. Personal laptops are provided to participants where this enhances their learning and allows for practice outside of the classroom. The Provider produces high quality course handbooks from the electronic files submitted by facilitators. These are issued to all participants and are supplemented by additional electronic resources for further study. Presentations used by facilitators are clear, well designed and support learning. Facilitators and participants confirm that the resources provided meet their needs and effectively support learning.

**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="checkbox"/> Yes <input type="checkbox"/> No
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- |      |   |   |                             |  |
|------|---|---|-----------------------------|--|
| 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="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

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

**Comments**

Participants confirm that they receive appropriate verbal feedback during the course to support improvement. They have suitable access to the facilitator outside the sessions to deal with any uncertainties they may have, enabling them to make good progress.

**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 (this does not apply to the provision of certificates of attendance only)**

- |      |   |                              |                             |                             |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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**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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	Participants receive appropriate advice before the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

**Comments**

The administration manager is responsible for participant welfare and effectively oversees their entire experience at HBT, from any pre-arrival contact, for example, regarding choice of hotel accommodation, to the final day social activity. This means that participants know who to go to with any concerns, including out-of-hours emergencies. Participants confirm that induction is suitable and that their welfare needs are promptly met.

Policies on discrimination and abusive behaviour, and dealing with radicalisation and extremism were introduced during the inspection. Permanent staff have completed suitable training on dealing with suspected radicalisation. The administration manager is present at all training sessions and her responsibilities as well as those of facilitators are clearly stated in the policy. The policy includes provision for annual review and update training. This meets requirements.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

18.4 Provision of support takes into account cultural and religious considerations.  Yes  No

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

**Comments**

All information provided before arrival is directed at international participants as the Provider does not recruit from the UK. The participant handbook has information on how to reach the training location from the airport of arrival and the location of places of worship near to their accommodation as well as student policies. This is suitable given the length and organisation of courses. Client HR departments are responsible for providing the handbook to participants prior to their departure, but they do not always send on to participants the full document, just the relevant travel information.

Information on suitable hotels is provided directly to the participants. Induction ensures that any course or welfare issues are channelled through the administration manager, who attends every training session. Cultural considerations are particularly well understood and effectively met, for example, by meeting participants' food preferences. There are very positive relationships among the participants and between the participants, the facilitator and HBT staff. As a result, participants are very positive about the whole experience of training with HBT.

**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 procedure.  Yes  No

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

**Comments**

Terms and conditions are fair and are published in the course brochure, together with a fair complaints procedure.

Contracts are drawn up with client HR departments and consequently, do not directly involve participants. This is appropriate in view of the way the courses are commissioned. Participants confirm that in the unlikely event of a formal complaint they would approach the HR manager responsible for allocating them to 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

The time available for social activities during the course is limited and consists mainly of participants eating out together in the evenings, for which they are provided with information specific to the local area. A final day site-seeing tour is built into the course and is planned in advance, taking into account participant preferences. This is led by a professional guide, with the administration manager in attendance. There is no cost to the participants. Participants state that the tour represents a very positive opportunity for them to experience the UK beyond the training venue and adds value to the course.

## 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 academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

The Provider owns its office premises. Suitable venues for delivery of courses are hired in locations agreed with the clients. Most recently, a hotel meeting room was used, bringing the additional benefits of good quality catering.

### 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 office premises and the hired delivery venue seen are secure and fit-for-purpose. They are well maintained with regard to cleanliness and health and safety. They have suitable fire evacuation signage and fire safety equipment.

24.4 Visitors to the office premises are not provided with information on evacuation procedures, although in practice the staff are on hand to oversee evacuation.

Delivery venues used in the UK are modern university premises and a good quality hotel. They meet all inspection requirements. Health and safety in the delivery venue is overseen by the venue's specialist staff. Appropriate information on fire evacuation is provided to participants at induction and to visitors on arrival.

### 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/or 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

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 venue seen is comfortable, spacious and provides a very good environment for delivery of training. A large data screen allows for effective display of the presentation slides.

**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

26.6 Administrative offices are adequate in size and resources for the effective administration of the provider.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The training venue seen provides comfortable break out areas and good catering facilities. All facilitators are freelance and prepare the training sessions off-site. There are suitable rooms at the venue or at the office to hold meetings as required. The office premises are ample in size and suitably resourced to support effective administration of the Provider.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's Strengths

Clear roles and responsibilities and effective channels of communication between senior staff.	
Effective procedures for recruitment of participants ensuring that courses are well matched to their needs.	
Very good use of feedback from all available sources to improve provision.	
Actions Required	Priority H/M/L
2.5 The Provider must maintain a standardised record of information on each cohort of participants to ensure ease of access to relevant details when required.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
3.2 The Provider must maintain files for all freelance facilitators containing evidence of identity and right to work in the UK, copies of qualifications, and for those currently employed, contracts.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.2 For all new staff the Provider must ensure that references are supplied from previous employers to confirm experience.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 The Provider must produce performance reports annually, incorporating evidence from reviews of all activity to better measure the success of the organisation and record progress against areas for improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Wide range of courses available, which are well tailored to the requirements of the target market.	
Knowledgeable trainers, who are flexible in approach and responsive to participant needs.	
Thorough monitoring of delivery.	
High quality resources that effectively support learning.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's Strengths

Appropriate and readily available welfare support.	
Appropriate induction which encourages participants to provide ongoing feedback.	
Very positive relationships throughout the organisation.	
Actions Required	Priority H/M/L



None

High  Medium  Low

**PREMISES AND FACILITIES**

**Provider's Strengths**

High quality, well equipped training rooms and comfortable break out areas provide a good environment for training and learning.

**Actions Required**

**Priority H/M/L**

24.4 Information on fire evacuation must be provided to all visitors to the HBT offices.

High  Medium  Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

The Provider should consider publishing the policies relevant to facilitators on its website to ensure that this information is easily accessible.

The Provider should consider developing a quality assurance procedure, possibly in the form of a flow-chart, to ensure that all available information is used in performance review.

It is recommended that the facilitator observation report should be extended to include a summary of key strengths and areas for development to focus on key issues from the many aspects currently covered on the form. A copy of the report should be provided to the facilitator to support their development.

It is recommended that participants should be provided with a copy of the participant handbook containing references to all relevant policies during induction, rather than relying on client HR officers to provide it.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Empty rectangular box for compliance with statutory requirements.