

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Short Course Provider)

PROVIDER: London Entrepreneurial School

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

HEAD OF PROVIDER: Dr Stephen Donohoe

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 15 January 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 28 March 2019

PART A – INTRODUCTION

1. Background to the provider

London Entrepreneurial School (LES/the Provider) was founded in 2014 and is a privately owned limited company. The sole proprietor is the Principal, who is the head of the organisation. The Principal is supported by freelance staff as required. The Provider offers face-to-face and e-learning courses for individuals and groups of participants.

The unaccredited courses are designed to support entrepreneurs to develop their businesses and LES seeks to contribute to the intellectual, economic and social development of communities across the globe. The aim of the courses is to empower individuals, business leaders and chief executive officers.

The LES registered office is located in north London in a shared office space, in a leased business centre. No teaching is undertaken at these premises. Courses are delivered in leased premises in central London and can also be delivered in client venues.

All aspects of the provision, including business management, marketing and partnership development, curriculum design and administrative management, are undertaken by the Principal. The Principal is supported by part-time and freelance staff who cover the administration functions in response to the needs of the business. The Principal is further supported by a Head of Information Technology (IT). This role is undertaken on a freelance basis. Financial management is undertaken by external accountants who report directly to the Principal. Lecturers are self-employed and contracted to deliver courses according to the subject and demand.

LES has developed a range of courses and modules that are tailored to individual and group requirements. To date, LES has delivered two short courses and the most recent one, a one-day course in the Entrepreneurial Mind Set, was delivered in September 2017 to nine participants.

2. Brief description of the current provision

LES currently offers six bespoke courses of one day, one week, or 26 weeks' duration. Courses are run on demand but LES plans to change this to a semester system at the end of 2019. Programmes and workshops are delivered as either online modules or face-to-face taught sessions and the vast majority are developed by the Principal and are currently non-accredited.

LES offers courses to support all aspects of entrepreneurial business development from evolving concepts, supporting individual personal development and underpinning business skills. There are currently two one-day courses in Personal Development and Entrepreneurial Mindset. These are delivered as face-to-face teaching and support and/or online e-learning interactive sessions. There is also a one-day course, which is of six hours' duration in total, on supporting participants to explore Entrepreneurship for the 21st Century. There is a one-week course, which is called E-entrepreneur - How to Automate Your Income. This course is delivered over five consecutive days. The course incorporates 15 hours of lectures and active workshops with independent skills development. Participants are supported by individual tutorials to support business development.

Courses are intended for international participants and delivery can be arranged in response to demand and can be delivered in the United Kingdom (UK) or overseas. The provision is intended to support participants with appropriate levels of education and/or business experience discussed in the interview process and all participants must be over 18 years old. Participants can apply using the online application process via the Provider's website. Classes can be held as seminars with capacity for a maximum of 35 participants if required. No courses were running at the time of the inspection.

An accredited 26-week course in Emerging Markets is under development. It is planned to deliver this course in specific countries across the world. The course is to be run in partnership with universities in the particular country. The delivery will be online, in the UK and in the Higher Education Institutions' premises.

At the time of the inspection, one course called How to Create a Low Risk Business Model, was due to commence on 29 January 2019. The course is a 26-week unaccredited course that will be delivered in teaching rooms in central London.

3. Inspection process

The inspection was undertaken by one inspector who visited the registered office for one day. Meetings were held with the Principal. Documents provided were scrutinised and a review was undertaken of the website. There was a high level of co-operation from LES throughout the process.

4. Inspection History

Inspection Type	Date
Full Accreditation	15 & 18 September 2017

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

LES has developed the role and purpose for an Accreditation and Quality Assurance Committee and Terms of Reference have been drafted. The plan is to inaugurate the committee in 2019 and it will be chaired by a nominated professor according to the range and scope of the academic subjects. Committee members are planned to include entrepreneurs, lecturers, the Head of IT and LES participant representatives. The role of the committee is to ensure academic rigour in the courses as well as monitoring and evaluating the quality and impact of the provision.

In the last year there have been large-scale marketing and partnership development programmes undertaken in the UK, the Far East, Africa and United States of America and partnerships are emerging at varying stages of development. Links are being developed with two London universities to provide doctorate (PhD) project support workshops for participants already enrolled on PHD research at UK and overseas universities.

An e-learning curriculum, including web-based lectures, is under development with the aim of enabling overseas participants to have access to short courses.

2. Response to actions points in last report

2.4 The policies that govern the administration of the Provider must be suitably detailed so that the requirements, expectations and procedures are clear and understood by all.

There are brief, but appropriate, policy statements for key areas of the provision to be shared with staff during their induction process. They are also included in the Staff Handbook. Information on policies and practice are shared with participants in induction and are included in the Student Induction Pack.

3.3 The Provider must put in place a clear schedule, which identifies each stage of the appraisal system and the related timescale and develop other related documentation.

There is a well-considered and appropriate documented appraisal process which aims to share organisational goals and set individual performance targets for staff. The process still requires completion by providing a timeframe with key dates for appraisals and reviews in order to monitor the effectiveness of the system.

11.5 The Provider must ensure that suitable ground rules are established before undertaking any participatory reflective activities to ensure that participants are aware of the possible outcomes from such activities and to ensure the wellbeing of all participants.

There is an excellent comprehensive and detailed guide for facilitators and lecturers outlining the ground rules for providing a safe and nurturing environment for participants. The guide is thorough and informative providing clear examples of barriers to learning as well as the purpose of using specific teaching methods to support specific outcomes.

3. Response to recommended areas for improvement in last report

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

The organisation chart has been revised and includes clear lines of accountability and responsibility for each job role to support effective communication once staff are recruited. There is excellent use of information

technology including e-mail, video conferencing and telephone providing effective communication and record keeping.

The Student Induction Handbook would benefit from further review as courses expand and more participants enrol.

The Student Induction Handbook is excellent and includes a wide range of appropriate policies. Handbooks are also tailored specifically for the course the participant is enrolled on.

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

The Provider has revised the process to review courses and participant performance annually. The process has been designed in order to ensure that the curriculum meets the needs of the participants and that the courses are supporting appropriate progress and achievement. There is an appropriate mechanism for lecturers and managers to analyse and review the content of courses as well as the impact of learning.

Feedback from participants is to be collected after each course or module. A benchmark for participant satisfaction has been set. The indicators used to measure performance are appropriate and include feedback from stakeholder organisations including universities and employers. To date, the process has not been implemented and will be introduced in late 2019.

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

Facilitators and lecturers have been given a comprehensive and useful support guide to outline the underpinning preparation for group activity. The guide aims to ensure learning opportunities are optimised as well as providing a range of appropriate teaching strategies.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The administrative policies are appropriate for the size of the organisation and are shared effectively with staff and participants. There is no procedure in place to ensure that the policies are regularly reviewed to ensure their ongoing relevance and compliance.

Communication channels are effective and appropriately reinforced by a recently introduced organisation chart that clearly shows responsibility and accountability pathways. Staff are given sufficient information to enable them to effectively undertake their roles.

The Principal undertakes effective administration and control of the Provider and makes effective use of freelance staff when necessary.

There are good systems in place to support quality assurance.

3.3 An appropriate appraisal process is in place but requires further development to include a timeframe with key dates for appraisals and reviews in order to monitor the effectiveness of the system.

Publicity materials provide an accurate representation of the provision.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Course materials are well-designed and have been developed to respond well to the needs of the participants.

Courses have been planned to be highly responsive to individual professional requirements.

There are appropriate policies and systems to monitor and assess the impact of learning.

4.3 Participant Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Student Handbook provides a comprehensive guide and support for participants' academic and welfare support.

International participants are provided with excellent advice, guidance and support prior to and on arrival.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The proprietor has secure tenure of the registered office in north London.

Teaching will be undertaken in academic facilities leased from prestigious London universities.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

A well qualified and experienced Principal.

Courses are well planned and offer good opportunities to support and evaluate the achievement of individual goals and aspirations.

ACTIONS REQUIRED

3.3 The Provider must set an annual timeframe for staff appraisals.

High Medium Low

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

It is recommended that the course review process is implemented for all courses and that managers evaluate the impact of the process on quality assurance.

It is recommended that managers evaluate the impact of small group work in classes to ensure there is a consistent approach to questioning in order to check the understanding of all participants.

It is recommended that the Provider puts in place an appropriate review procedure for the administrative policies to ensure their ongoing relevance and compliance.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE
