

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Edinburgh New Town Cookery School

ADDRESS: 7 Queen Street
Edinburgh
EH2 1JE

HEAD OF INSTITUTION: Ms Fiona Burrell

DATE OF INSPECTION: 8-9 April 2019

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- Award of accreditation to be withdrawn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: 23 May 2019

PART A – INTRODUCTION

1. Background to the institution

Edinburgh New Town Cookery School Limited (ENTCS/the Provider) was established in Edinburgh in 2009 by its current Principal. The Provider is a private limited company which was incorporated in April 2009. There are three Directors including a Secretary on the Board. The Principal is also the owner and Managing Director. The Principal is supported by the recently appointed Vice Principal and the Company Secretary and reports to the Board, which provides oversight and support for the Provider.

The Provider offers a wide range of short and long courses relevant to a range of abilities. It caters for complete beginners, more experienced amateur cooks, and those with aspirations to have a career in the food industry. A one-month intensive course helps prepare participants for gap year opportunities or for work in the Edinburgh food industry or surrounding areas. Course duration ranges from half a day to a 22-week full time programme. All courses emphasise developing and applying practical cookery skills.

ENTCS aims to offer courses that will put every participant on the right path to becoming a successful amateur cook or professional chef.

It is based in a converted Georgian townhouse in Edinburgh city centre.

2. Brief description of the current provision

ENTCS offers professional in-house certificated courses. These include a one-month basic cookery course to develop cookery life skills or provide a grounding for entry-level food industry jobs, in the United Kingdom (UK) or abroad. The three-month beginners course is designed for those who wish to become professional cooks but is also suitable for amateurs wishing to enhance their cookery skills. There is a three-month intermediate course for those with a solid grounding in basic skills who want to improve their knowledge and expertise and their job prospects. It builds on the content of the beginners course and develops more advanced techniques. The six-month practical cookery diploma is a combination of the three-month beginners and the three-month intermediate course and includes work experience placements in local restaurants. The Provider has strong links with local employers and employment agencies.

All the certificated courses are a combination of practical cookery, expert cookery demonstrations and talks or lectures on various topics. They all include the Royal Environmental Health Institute of Scotland (REHIS) Basic Food Hygiene course. They are formally assessed and lead to internal ENTCS awards. Delivery methods include demonstrations and practical activities where participants apply skills and knowledge. Courses start on dates set throughout the year.

For the past seven years, first year students from the Queen Margaret's University Tourism and Hospitality degree course spend half a day a week at the school for two semesters. The placement contributes to their degree programme.

ENTCS also offers a wide range of uncertificated short courses, ranging from evening classes to a two-week course. These courses are offered on dates set throughout the year.

At the time of Inspection, the Provider was running two courses, the three month Beginners course and the six month Diploma course. There were 14 full-time participants attending the courses, the majority of whom were female. The total capacity is 20. A very large majority of participants are resident in the UK. A small minority are from outside the UK. Other countries represented include the United States of America and Canada. The age range is from 17 to 52.

3. Inspection process

The Inspection was carried out over two days by one inspector. Meetings were held with the Directors and Principal, staff and participants. A range of observations were conducted across all courses. Documents were scrutinised, including samples of participant work and written feedback. The information and evidence provided by the Provider was comprehensive, well-organised and cross-referenced against the standards. The Provider fully supported the work of the inspector.

4. Inspection History

Inspection Type	Date
Full Accreditation	3-4 March 2011
Interim	31 July 2012
Re-accreditation	13 & 15 April 2015
Interim	27 June 2017
Supplementary	14 February 2018

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 management structure is effective. A clear organisation chart indicates roles which are well understood by the Directors, Vice-Principal and Principal. This is supported by clear job descriptions.

The Principal has extensive experience and is supported by an experienced and qualified Director and the Vice-Principal.

Effective communication channels include staff meetings, individual meetings and e-mails. Minutes of meetings, that include action points, end dates and the person responsible for the actions, are sent to all staff. This results in the well-organised and effective management of the Provider.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrators are experienced and well qualified. The Registrar and administration staff understand their specific roles and responsibilities well. The administration team is strengthened with additional staff at key points of the academic year, for example, the start and end of courses, to ensure that the administrative support is always effective.

Support provided to the Directors, Principal, Vice-Principal and trainers is clearly documented in job descriptions and understood by all staff.

Appropriate administrative policies and procedures are included in the staff and participant handbooks and available on the website.

Data collection is effective and provides performance information that effectively supports the management of ENTCS. This includes attendance and participant progress reports. This results in the effective administration of all aspects of the Provider.

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 checked="" type="checkbox"/> Yes | <input 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 Provider applies appropriate recruitment practices for the recruitment of all staff to ensure that successful applicants meet all the legislative requirements for the protection of children and adults.

All full-time staff have an annual appraisal which results in staff feeling valued and supported. The part-time staff receive useful informal performance feedback as required so that they know their strengths and what they need to do to improve. A minority of part-time staff would welcome additional advice and support from the Provider.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes

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

There are regular reviews of all publicity materials, including course materials, which are formally agreed by the Principal.

Course and website information provides an accurate depiction of the Provider's location, premises, facilities and the range of courses offered.

All publicity and course information, including the information on the website, is comprehensive, accurate and up to date.

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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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. Yes No NA

Met Partially Met Not Met

This standard is judged to be:

Comments

Appropriate entry requirements are applied to short and long courses. Language requirements are clearly documented on the website and in course materials and are effectively applied.

Comprehensive online application forms and interviews ensure that participants are placed on the appropriate courses.

Application enquiries are responded to promptly and participants are well informed about the nature and requirements of all programmes. This results in the effective placement of participants on appropriate programmes of study.

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. 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 NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The clear and well documented attendance and punctuality policy is understood by participants and trainers.

Daily registers are taken for each session and collated weekly on a central spreadsheet which is reviewed each week by the Principal.

Participant absences are followed up promptly and advice and support are provided by trainers and the Principal. This results in very good levels of attendance and punctuality.

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 NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants are asked for feedback at the end of each session. Feedback is gathered at the end of short courses and at mid-term and end of term for longer courses. Trainers and other members of staff are asked for informal feedback regularly and more formally at quarterly meetings. The Principal meets with employers and obtains feedback at the end of participant work placements.

Session feedback is recorded and evaluated regularly. Mid-term, end of term and end of course feedback is recorded and analysed regularly. Areas to improve and best practice are effectively identified, and action plans are developed.

The Principal personally communicates with participants, staff and employers if and when changes have occurred from feedback. This results in a culture of continuous improvement which enhances the participant experience.

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

There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. A comprehensive self-evaluation report is prepared annually which captures all aspects of the provision, including actions to improve.

An annual performance report includes clear and targeted actions which are risk assessed and recorded. An impact assessment is included in the action plan. Course reviews are used to capture performance from data sets, including attendance and achievement data and result in appropriate action plans. However, not all the information available that could be used to judge performance is included in the annual report to provide a complete picture of the Provider's performance, for example, outcomes of lesson observations and attendance and participants' achievement data.

Effective action plans are developed and regularly reviewed.

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

9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No NA

9.3 The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. Yes No NA

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources. Yes No NA

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

Comments

The Principal and Vice-Principal are responsible for the team of trainers. They are well qualified and experienced.

The Provider timetables courses appropriately for the range of courses offered.

Trainers are supported to deliver all types of courses and add value in those sessions where they have a particular expertise. Session plans and teaching notes provide a standardised approach to delivery and planning. Formal observations capture areas to improve and best practice that can be shared.

A policy and set of procedures inform trainers how they can request the resources and materials required for effective delivery. This results in high levels of participant satisfaction.

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

Course design reflects the demands of assessment, examination expectations and employer expectations. Excellent development of employability skills, including access to work placements, ensures a very high employability rate at 96 per cent.

Course lesson plans and assessment plans effectively align with the expected range of knowledge and skills to achieve assessment and/or qualification success.

Varied well-developed formative assessments provide opportunities for participants to develop the expected standards in summative examinations.

There are highly effective and well-planned opportunities for participants to develop independent learning skills, for example, creating a menu and developing a plan for preparing food for 20 people and how this is timed. At the time of the inspection, participants were developing their own timing plans for the menus.

A needs assessment process captures individual participant needs and this is reflected in lesson plans, for example, dietary needs and learning styles.

11. Trainers are suitable for the courses to which they are allocated and effective in delivering them

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

All trainers are appropriately qualified and experienced. Trainers demonstrate excellent skills and knowledge which they communicate very effectively to participants. This results in a very large majority of participants making very good progress.

Trainers are formally observed on an annual basis. This information is used in annual appraisals.

Well-developed and effective support mechanisms allow trainers to develop their professional expertise and pedagogic skills. This includes coaching, peer observation and external opportunities to update professional skills and knowledge.

Trainers are very aware of the learning needs of participants and take this into account in the planning and delivery of courses.

Highly effective use of independent learning strategies alongside good question and answer techniques, ensures all participants are actively engaged at all times. Consequently, this contributes to the development of employability skills.

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

Participants and trainers have access to high quality materials and equipment for study.

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. Yes 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. Yes No NA

13.3 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA

13.4 Participants are made aware of how their progress relates to their targeted level of achievement. Yes No 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. Yes No NA

13.6 Participants have appropriate access to trainers outside class time. Yes No NA

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

Comments

Constructive and individualised verbal and written feedback provides participants with highly effective, comprehensive and informative advice and guidance. This results in the large majority of participants making very good progress.

A schedule of assessments, including key dates and marking criteria, is provided to participants and trainers in course information packs at the beginning of the course.

Weekly data reports allow for regular monitoring of assessment outcomes. Trainers and the Principal monitor outcomes and plan for intervention when appropriate.

Participants have progress discussions with trainers on a weekly basis. Participants on longer programmes have a mid-term and end of term review which includes overall progress marks.

A few participants have been directed to alternative provision where appropriate.

Participants have access to trainers, where available, outside class time. The Principal has an open door policy and participants are actively encouraged to attend. This results in a large majority of participants achieving high pass rates and high levels of participant satisfaction.

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

The Provider offers the REHIS qualification for Diploma participants.

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. Yes No NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Provider appropriately benchmarks their internal qualifications to expected standards in the food industry and to similar training providers. The qualifications are designed for employment and not for access to higher level learning. This is made clear to participants in course information.

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. Yes No NA

16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Provider complies with all requirements of the REHIS external qualifications. Awarding body reports show full compliance, with no action points. The Provider adopts the standards of the external awarding body in their systems and procedures for awarding their internal awards. There is a clear published procedure for appealing against marks.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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 Principal is the named member of staff responsible for participant welfare and has extensive experience in this role. The Principal has an open-door policy and actively encourages participants to meet with her, when appropriate.

Participants are encouraged to discuss their course options with the Principal before application. They are invited to the Provider to view their area of study and discuss the course with trainers or the Principal. The Principal reviews all applications and contacts potential participants if there are any concerns with their level of ability or experience.

A comprehensive induction prepares participants well for their courses. The Principal informs participants in the handbook that an out-of-hours number can be provided where needed. The handbook also contains key emergency numbers that can support them when they are not at ENTC.

There is a clear and comprehensive policy and set of procedures that inform staff and participants of how the Provider will deal with abusive behaviour. This is supported by a published code of conduct for staff and participants.

Effective safeguarding arrangements are in place and regularly reviewed by the senior management team. This includes staff recruitment policies, Disclosure and Barring Service (DBS) checks and completion of training by the lead safeguarding officer and the staff.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. This includes a well-developed risk register. This results in a safe learning and working environment for staff and participants.

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

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

There are very few international participants and those currently enrolled have family links in the area and therefore are familiar with the local environment. The Provider's website has a section for international participants that includes appropriate advice and guidance on health and safety, visa requirements and accommodation.

The induction provides international participants with information on areas of Edinburgh that may be of interest. All trainers are aware of which participants are international and provide additional support, if appropriate. The Principal ensures that international participants receive additional support throughout their course, where needed.

Good account is taken of religious and cultural considerations, especially in menu design and ingredients. This results in international participants feeling well supported and individual needs being met.

19. The fair treatment of participants is ensured

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|------|---|---|-----------------------------|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Participants are made aware of fair and transparent terms and conditions prior to enrolment. The terms and conditions are displayed on the website and a link is provided in the application form. Terms and conditions are included in the participant handbook that participants receive at the beginning of their course.

The handbook includes a clear complaints procedure as well as the BAC complaints procedure.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.4 | A level of supervision is provided appropriate to the needs of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Separate accommodation blocks are provided for participants under 18. | <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

21. Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed

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

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|------|--|------------------------------|---|
| 22.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input 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 type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <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

INSPECTION AREA – PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

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|------|---|---|-----------------------------|-----------------------------|
| 23.1 | The provider has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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 has evidence of secure tenure on its premises.

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

Access to the premises is controlled by an intercom system. There is a member of staff at reception at all times. Participants and visitors sign an attendance log, which includes entry and exit times.

The premises are in a very good state of repair and are clean and well decorated. A kitchen rules checklist is discussed with participants at the beginning of the first session and is displayed in the participant handbook.

Signage informs participants, staff and visitors of the safety rules which are clearly displayed in the kitchen areas. General guidance on health and safety is made available to participants and staff in handbooks and at induction. This includes a risk register for adults and participants under 16 which is the age of adult status in Scotland. Visitors have access to signage at reception. General information is displayed clearly on notice boards and adequate signage inside and outside the building provides clear information.

The premises are very good and provide adequate space for the number of participants and staff. A small recently renovated reception area provides a suitable area to receive visitors. Toilets and washing facilities are adequate for the number of staff and participants and are maintained at a high standard of cleanliness.

Heating and ventilation are adequate in all rooms.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are facilities suitable for conducting the assessments required on each course.	<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

Training rooms are of a high standard and a good size. Kitchens and demonstration room facilities are of a high standard and provide access to high quality equipment and resources for trainers and participants. There are good facilities for conducting assessments, for both the practical and theoretical aspects of the courses. This supports the highly effective delivery of learning and assessment.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants have access to a private study area and library. Information Technology resources are available where appropriate.

Trainers have access to good personal space for preparation and relaxation. Participants have access to good space for relaxation and consumption of food and drink.

All staff and participants have access to lockers for the storage of personal possessions.

Access to space for staff meetings or private meetings is good. Large and small rooms are available.

Administrative offices are of a good size and have good resources for the effective administration of ENTIC.

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

A comprehensive self-evaluation report is prepared on an annual basis which captures all aspects of provision, including actions to improve.

Well-managed recruitment processes result in the effective placement of participants on appropriate programmes of study.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Excellent development of employability skills, including access to work placements, ensures very high employability rates.

Tutors demonstrate excellent skills and knowledge which they communicate very effectively to participants and which results in a very large majority of participants making very good progress.

Highly effective use of independent learning strategies and question and answer techniques ensures all participants are actively engaged at all times and contributes to employability skills development.

Constructive and individualised oral, as well as written feedback, provide participants with highly effective and comprehensive informative and ensures that participants make very good progress.

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

PARTICIPANT WELFARE

Provider's Strengths

Effective safeguarding arrangements result in a safe learning and working environment for staff and participants.

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

PREMISES AND FACILITIES

Provider's Strengths

The high standard of facilities, equipment and resources supports the highly effective delivery of learning and assessment.

Actions Required	Priority H/M/L
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None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Provider should consider how it can provide regular advice and support for a small number of the part-time staff.

The Provider should consider increasing the range of information from the self-evaluation report and course reviews for consideration in the annual performance review to increase focus on some areas of the provision.

COMPLIANCE WITH STATUTORY REQUIREMENTS