

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: London School of Executive Training

ADDRESS: Hamilton House
Mabledon Place
Bloomsbury
London
WC1H 9BB

HEAD OF INSTITUTION: Mr Prasenjit Kumar

DATE OF INSPECTION: 14-15 January 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- Award of accreditation to be withdrawn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: 28 March 2019

PART A – INTRODUCTION

1. Background to the institution

London School of Executive Training (LSET/the Provider) is a private limited company that is keen to drive global transformation by offering highly specialised short term executive courses to a variety of audiences. It offers short training programmes in subject areas such as leadership and management and entrepreneurship. The target market for its courses includes business leaders, lawyers, politicians, bankers, and students from the United Kingdom (UK) and India. The developing marketing strategy focuses on recruiting groups of participants from countries in Africa or Asia.

The Provider is owned solely by the Chairman. A small team of administrators who work in the Chairman's group of companies provides support to LSET when necessary. The Board of Governors, which includes senior representatives from different backgrounds, including business, the civil service and diplomacy, is responsible for the long-term strategic direction of the Provider. It was established in December 2013. The Provider makes use of a rented office premises in central London when necessary.

LSET focuses on programmes collaboratively designed with their overseas partners, rather than recruiting individual students directly. They have an agreement with a university in India, with which they offer joint enrolment on training programmes. LSET also works in partnership with a college in Malta and with the Marconi University in Rome. The latter promotes their programmes internationally. BAC accreditation is for the UK based operations only.

2. Brief description of the current provision

LSET offers short training programmes in subject areas such as leadership and management and entrepreneurship. The programmes are offered face-to-face in premises in London. Participants from the age of 18 are accepted. Courses range from two to four weeks, with a majority lasting two weeks. The length and content are negotiated with the partner and can start at any time of year.

In the previous 18 months no courses were delivered. At the time of the inspection, a two-week full-time course on Young Entrepreneurs was being run for six participants. The majority of these participants were female and all were residents of the UK and over the age of 18.

Fluent English language skills are required for participation in the courses and specific levels of education and experience are specified for some courses.

3. Inspection process

One inspector spent two days conducting the inspection. Discussions were held with the Chairman/Proprietor, members of the administration and teaching staff, and the participants. The inspector also scrutinised the website and documentation provided by LSET. Observation of the class being delivered took place. The information requested by the inspector prior to the inspection was not received and information was only supplied the day after the inspection had finished. On one of the days of the inspection the inspector was not provided with a private base room, which made working conditions difficult.

4. Inspection History

Inspection Type	Date
Full Accreditation	11-12 September 2014
Interim	13 April 2016
Supplementary	18 September 2017

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 type="checkbox"/> Yes	<input checked="" 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 chart clearly identifies staff and governors. A board of ten governors, whose responsibilities are appropriately defined, is in place to provide strategic direction to LSET.

1.1 However, the named Governors provided in the organisation chart differ from those in the prospectus, so reducing any clear understanding of the identity of the Governors.

The Chairman is experienced and has overall responsibility for running the Provider. Management responsibilities are carried out effectively to support the provision. Communication between management and staff carried out by telephone, text message or e-mail is regular, so allowing management to organise the Provider's activities effectively.

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 type="checkbox"/> Yes	<input checked="" 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

The administrative team comprises two part-time members of staff, who work from their homes. They are experienced and understand their defined roles. Business procedures are suitably covered and if more support is necessary, staff from senior management's other businesses are used. This supports the Provider to run effectively.

A comprehensive policy manual is in place.

2.4 Not all the policies are relevant to LSET. They have been taken from other institutions and not modified to suit the provision at LSET. This results in a lack of clarity. They are not all appropriately disseminated, so reducing understanding by staff and participants.

Given the small size of the Provider, the data collection system in operation is sufficient and suitably meets organisational needs.

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

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

Comments

Appropriate policies and procedures for the recruitment and employment of staff are in place. The procedures include an appropriate process for verifying experience and qualifications prior to employment. The procedures have not been implemented since the last inspection as no new staff have been employed.

3.3 A performance appraisal policy is in place, which states that there is annual appraisal for staff who are not in a probationary period. The policy is insufficiently detailed to support a clear understanding of the process. No staff have been appraised since the last inspection as there has been no training activity.

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

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

Comments

The website provides accurate information about the location and premises.

4.1 However, the information about the nature of the resources and services offered is not accurate. Images of students in the prospectus do not reflect the Provider's participants. As a result, the information is not sufficiently clear to support participants to make informed choices.

The information provided in the prospectus was modified during the inspection. As a result, it provides a more accurate description of the provision. Course overviews for two courses now exist. These are for the Management for Engineering and Technology Programme and the Young Entrepreneurs Training Programme. These are helpful in supporting participants' understanding

4.2 Course information on the website does not offer sufficient detail about the content of the courses, nor their level and anticipated outcomes. LSET only offers bespoke courses, the content of which is negotiated with the partner overseas who supplies the participants. This is not indicated in the publicity.

- 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 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. | <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

Fluent English is required for participation in the courses and required levels of education and experience are specified for some courses. In this way suitable participants are enrolled through the application process.

At the time of this inspection, appropriate information was given to the participants to brief them about the nature of the course.

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 type="checkbox"/> Yes | <input checked="" 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 type="checkbox"/> Yes | <input checked="" 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

6.1 A suitable attendance policy is in place. However, punctuality is not included in the content of the policy. This policy is not made clear to participants in the participant handbook to ensure they understand the expectations.

6.2 No completed documentation to evidence the recording of attendance and punctuality was available for scrutiny during the inspection.

The attendance policy includes a suitable staged approach to follow up on unauthorised absences.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body. | <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

A basic feedback form is in place and feedback is gained from participants at the end of the programme to provide management with an insight into the participants' views of the provision. In addition, the head of the Provider regularly talks to the partner organisations.

Management reviews the resulting data and takes action if necessary, to support improvement.

Since the participants will already have left the Provider when the feedback is reviewed at the end of the course, a mechanism for reporting on the action taken as a result is not applicable.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's self-evaluation report accurately indicates the strengths of LSET and what areas for improvement are being considered, so supporting an understanding of LSET's performance.

There is also a strategic development plan, which focuses on future plans and targets relating to the development of the provision in the UK.

8.2 As no courses have been run since the last inspection, there are no performance reports. The strategic plan does not focus on the implementation of key strategies such as overseas business development, which appears to have been the focus of the business. Consequently, it does not provide a suitable review of performance.

8.3 No courses have been run since the last inspection. Therefore, there were no action plans to implement or review. This key indicator is, therefore, not applicable.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- | | | | | |
|-----|---|---|-----------------------------|--|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 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

A suitably qualified and experienced programme manager is in place to lead teaching and learning. This supports effective delivery of the course. Trainers with the necessary specialism are allocated to teach the programme. This allows for a positive learning experience.

Teaching is observed during each course to support a consistent approach.

Trainers provide their own materials and the necessary technological resources are automatically provided in each rented training room. Consequently, procedures for the acquisition of academic resources are not necessary.

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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" 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 appropriately planned and designed together with the partner institution overseas or by LSET staff. The nature and objectives of the courses are explained to the participants to ensure they meet their needs.

Information regarding the backgrounds of the participants is provided to trainers prior to the start of the course so that their particular needs can be appropriately met.

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

Trainers have been teaching for LSET for a number of years and are appropriately qualified and experienced, allowing them to deliver effective classes. In the lesson observed, subject knowledge and communicative skills were excellent and responsive to individual learning styles. Concept checking was regular to ensure understanding. Consequently, participants were engaged and motivated to participate.

An appropriate performance appraisal policy is in place and observation of trainers takes place for every course to support improvement.

As no courses have been delivered since the previous inspection, no professional development activity has taken place.

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

Trainers provide their own materials for the delivery of their training sessions. These are effective in promoting 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. 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

Verbal feedback given to participants in class is effective in supporting learning. A summative assessment on the last day of the course determines whether the learning outcomes have been attained.

Trainers support participants outside class time by means of e-mail, if necessary, to ensure the participants' needs are appropriately met.

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 |

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a named member of staff who is suitably experienced to provide support to participants. She is accessible by telephone. Staff on site provide effective care and advice to participants if necessary.

Information given to participants before they start the programme provides a suitable understanding of the provision. Participants are given the telephone numbers of managers to contact in case of an emergency.

Appropriate policies are in place to avoid discrimination and to manage abusive behaviour. Consequently, participants are aware of how to conduct themselves.

Participants receive an appropriate induction at the start of the programme. The large amounts of information given in the participant handbook are not all relevant. The programme sheet was modified during the inspection to make it more appropriate, but it still does not provide sufficient information on the course to effectively guide participants.

17.7 No arrangements are in place to protect participants from the risks of radicalisation and extremism.

18. International participants are provided with specific advice and assistance

18.1 International participants receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No

18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area. Yes No

18.3 Information and advice specific to international participants continues to be available throughout the course of study. Yes No

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Although there were no international participants at the time of the inspection, procedures are in place to ensure that such participants receive relevant advice prior to arrival in the UK.

On arrival, they are given an appropriate induction, and on-going support is available during the course. These measures ensure they are suitably supported to benefit from their course and their time in the UK.

Staff have a deep knowledge of cultural and religious considerations of those participants from the Indian sub-continent and speak several of the languages, which has a positive effect on participants' wellbeing.

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

A fair refund policy is in place.

19.1 The details of the refund policy differ between the Policy Manual and the Prospectus. The policy is not communicated to participants as part of the application process. Therefore, there is no clear understanding of the policy and what it involves.

19.2 An overly detailed complaints procedure is in place which means that the procedure for raising a complaint is unclear. It is not clear how it is communicated to the participants so that they know how to raise a complaint.

The complaints procedure includes reference to BAC's 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

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 programmes include visits to places of interest in London relevant to the course being undertaken, as well as general places of interest.

The price of the activities is normally included in the course fee.

Members of staff who are suitably experienced supervise these activities to ensure maximum benefit is gained from the visits.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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.	<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 rents premises whenever they are needed, for the period required.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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

Reception staff at the main entrance and on each floor of the building effectively support security, as does the swipe card system for entry into the classrooms. The premises are of an excellent standard. They are spacious, bright, well decorated, clean and with good heating and ventilation throughout. As a result, the premises provide a highly suitable environment for teaching and learning.

Toilet facilities are appropriate.

At induction, participants are given good information on Health and Safety.

Signage is clear allowing visitors, staff and participants to know what to do in case of an emergency. These support the safety of all.

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

Different sized rooms can be booked for different classes. All the rooms have suitable technology to support teaching and learning effectively. As a result, adequate accommodation is provided for the delivery of the courses.

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

Students have access to their training room for private study. Wireless internet connectivity is available.

Space for trainers to relax is provided in the cafeteria on site or in the training room. No additional space is provided for trainers, who prepare lessons and mark any work at home.

A cafeteria on the ground floor of the premises is available for student use. The local area has many restaurants where participants can relax and eat.

The rented premises have many rooms available, and if necessary additional rooms can be rented.

26.6 Administrative staff work from home. Therefore, this key indicator is not applicable.

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

Experienced senior management to support the effective running of the Provider.	
Actions Required	Priority H/M/L
1.1 Accurate documentation must be produced relating to names and numbers of the members of the Board of Governors to provide consistent information.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
2.4 An up-to-date and relevant policy manual must be produced and disseminated appropriately to staff and participants to ensure a shared understanding of policies.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
3.3 The performance appraisal policy must be expanded so that it is sufficiently detailed to support a clear understanding of the process.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.1 4.2 Publicity material and images on the website and in the prospectus must be relevant and up to date and provide sufficient and accurate information on the provision to allow participants to make informed choices.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
6.1 Reference to punctuality must be included in the attendance and punctuality policy and must be made available to participants to support a shared understanding.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.2 Attendance records must be maintained and made available when necessary to provide a clear understanding of attendance levels and to support procedures for the safety of all participants in an emergency situation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 Reports must be compiled which reflect reviews and which incorporate relevant action plans to support the raising of standards.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

The spacious, well-equipped training room to accommodate staff and participants comfortably.	
The knowledgeable and experienced trainers who provide a quality teaching and learning environment.	
Skilled trainers who motivate and engage participants.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's Strengths

The caring staff who support the wellbeing of the participants well.
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Actions Required	Priority H/M/L
17.7 Management must develop a policy and an associated risk assessment on radicalisation and extremism and ensure all staff are effectively trained to raise awareness.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
19.1 A refunds policy that is clear and consistent must be available in relevant documents to ensure a clear understanding of the policy.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
19.2 The complaints procedure must be available to participants in writing at the start of the course.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

<p>The high-quality premises used for the delivery of courses.</p> <p>High levels of security inside the premises.</p>	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

<p>The Provider is recommended to expand the questions in the feedback form so that the resulting feedback can be used appropriately to support real development and improvement.</p> <p>The Provider is recommended to review the participant handbook and the programme information sheet to ensure they provide appropriate and relevant information to effectively guide participants.</p> <p>It is recommended that the complaints procedure is simplified so that it is easily understood.</p>
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COMPLIANCE WITH STATUTORY REQUIREMENTS

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