



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: Pamela Steele Associates

ADDRESS: Prama House
267 Banbury Road
Oxford
OX2 7HT

HEAD OF PROVIDER: Mrs Pamela Steele

DATE OF INSPECTION: 6 & 19–20 October 2020

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 28 January 2021

1. Background to the provider

Pamela Steele Associates Limited (PSA/the Provider) is a consultancy, research and training organisation, which was founded in May 2013 by the current Global Supply Chain Transformation Director. It is a private limited company with its administrative headquarters in Oxford, United Kingdom (UK), where it rents office space in a serviced business centre in Summertown, a commercial and residential area north of Oxford city centre. At the time of the last inspection, PSA was based on the second floor and some of the third floor of the building. Now all its office space is on the third floor.

PSA specialises in supply-chain transformation for the public health and humanitarian sectors in developing countries through consultancy, research and training activities. BAC's accreditation relates to PSA's face-to-face training activity only, which is delivered both in the UK and internationally.

PSA also has offices that are located in serviced office spaces in the other countries in which it operates. There is a country office in Nairobi, Kenya and a project office in Addis Ababa, Ethiopia. The project office has been set up since the Stage 2 inspection. There is now no office in Abuja, Nigeria as the lease on the original premises was due for renewal and it was decided not to renew it. All the staff in Nigeria are currently working from home. The office in Nairobi is headed up by a Regional Representative, the work in Nigeria is headed up by a Country Director, and the office in Ethiopia is headed up by a Programme Director. The training courses are run on clients' premises as well as good-quality hotels, particularly in Nairobi. PSA is no longer making use of the facilities at Strathmore Business School.

The Provider's mission is to ensure that no patient in developing countries suffers due to a lack of essential medicines. It aims to promote and facilitate supply-chain capacity development, strengthen the health supply chains in developing countries and reduce government dependency on external technical support so that supply chains can be managed independently.

The training arm of PSA is currently headed up by the Global Supply Chain Transformation Director, following the departure of the previous Head of Training and Professional Development. She is supported by the Business Support Director, a training assistant and co-ordinator, and three local administrative staff based in Kenya, Nigeria and Ethiopia. The Global Supply Chain Transformation Director reports to the Board of Directors, which provides advice on strategic matters. The training arm of PSA receives business support from the wider PSA organisation in areas such as communications, finance, human resources and administration.

The Provider was involved in a large supply-chain project in Kenya, including training delivery, at the time of the Stage 2 inspection. This project has now been completed and a new, similar project has begun in Ethiopia with the Ethiopia Pharmaceutical Supplies Agency.

2. Brief description of the current provision

PSA's training activity focuses on health supply-chain capacity development. PSA provides courses on subjects such as Health Supply Chain Management (HSCM), Supply Chain Capacity Development (SCCD), Human Resources for Supply Chain Management (HR4SCM) and Supply Chain Leadership and Management.

The HSCM course is provided in both English and French. The preferred location for the delivery of this course is Nairobi, Kenya. The course includes a field trip to the Kenya Medical Supplies Authority. It is offered on an open enrolment basis and as a bespoke course delivered on clients' premises. The SCCD course is also provided in both

English and French and is run only at clients' premises on request as it is relevant to the particular nature of the organisation. The remaining two courses are provided in English either in Nairobi or at the client's site.

The scheduled open enrolment courses are of around one week's duration and are designed for adult professionals from non-governmental organisations, governments and similar agencies. They are offered twice a year in July and November, although no such courses have been run since the last inspection.

In addition to these topics, PSA delivers bespoke courses on demand in other areas such as Human Resources Management for the Humanitarian and Development Sector, Practical Finance for Non-Finance Supply Chain Managers, and Managing Health Logistics in Humanitarian Crises. These courses are sometimes delivered as part of a large ongoing consultation project.

PSA is planning to adapt a selection of its courses to enable them to be delivered online, although no online courses were being run at the time of this inspection.

From December 2019 to the time of this inspection, PSA has trained 113 participants from the Ethiopia Pharmaceutical Supplies Agency at the agency's premises in Ethiopia under a new donor-funded programme. The participants undertook the HSCM course.

At the time of this inspection, there were 28 people undertaking the HR4SCM course under the same donor-funded programme. All the participants were from Ethiopia and the training was conducted at the client's training resource centre, where PSA has a temporary administrative office. The participants were male and all were over the age of 18.

The bespoke courses take place according to client demand. The scheduled courses are offered at specific times during the year.

There are no specific entry requirements for the courses PSA offers, although the average profile of the participants on the HSCM course is mid-level managers working in the healthcare sector. The HR4SCM course is designed for people working in human resources in a supply-chain setting.

3. Inspection process

The inspection was carried out over a total of two days by one inspector using online communication methods. The inspector held meetings with the Global Supply Chain Transformation Director, who was also the trainer for the course held at the time of the inspection, the Business Support Director, the training assistant and co-ordinator, members of the administrative team, and the Communications and Digital Marketing Manager.

The inspector also met with the participants and two of PSA's trainers, and observed the delivery of the training course. A tour of the Ethiopian project office as well as the temporary administrative office and training room at the client's premises was also carried out. The premises in Nairobi were inspected as part of the Stage 2 inspection and are still being used in the same way, as are the Oxford premises, apart from the fact that the Provider now only uses the third floor. Various documentation and electronic data collection systems were scrutinised. The Provider co-operated well with the inspection process.

4. Inspection history

Inspection type

Date

Stage 2

8 October, 14 November &
28 November 2018

PART B – JUDGMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the 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 of the training arm of PSA is clearly defined and the roles and responsibilities of the senior manager are well understood. The Global Supply Chain Transformation Director is closely involved in the Provider's day-to-day activities and, as a result, her role is very well understood by all the staff. Key staff roles are supported by detailed specifications of the job's purpose and key responsibilities, as well as the qualifications, competencies and experience required for the job. These job descriptions ensure that there is clarity about the staff's specific responsibilities and that the staff have the relevant skills to carry out their roles effectively.

The members of the Board of Directors include three contracted Non-executive Directors. The Board provides general oversight of the strategic direction of PSA. The meetings of the Board and those of the senior managers and other staff are recorded and securely stored centrally to aid communication and to provide an audit trail of the decisions that are taken.

The core staff structure is documented by means of a clear organisation chart. However, the chart does not include staff who work principally for the consultancy arm of PSA but actively support the training function, and nor does it show clear reporting lines, although these are in place. Adding these additional staff and reporting lines to the training team structure chart would provide a clearer view of the resources that are allocated to, and support, the successful running of the Provider.

The senior managers are very experienced and well qualified and are highly effective in carrying out their responsibilities. The head of the Provider, the Global Supply Chain Transformation Director, worked in the healthcare supply-chain sector for many years. She is very knowledgeable and an expert in the field of healthcare supply chains. She is passionate about improving the supply-chain capacity in the healthcare sectors in developing countries and has a clear vision for the Provider, which she communicates well to the other staff.

The Provider has a clear three-year strategy for the development of the training provision. This includes the development of online and blended training programmes, which also has its own specific strategy and development plan. The training provision has been rebranded as the PSA Academy. The strategy includes well-defined strategic objectives and expected results that are based on a detailed analysis of the current course provision, the competition, the Provider's strengths and weaknesses, existing customer relationships, resources and revenue streams. The strategy has been communicated to staff, so that they can input into it. As a result, staff are aware of the strategic priorities and are clearly committed to the success of the organisation and to achieving its aims and objectives.

There are clear and effective channels of communication between the management and the staff, including those working in Kenya, Nigeria and Ethiopia. The communication channels include weekly team meetings, which are carried out face to face or online, as well as by e-mail and other electronic communication methods. Meetings are recorded and include action plans. The records are accessible through a central document management and storage system. As a result, the staff are well informed and work well together to achieve the aims 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

The administrators are well qualified and experienced and, as a result, carry out their duties effectively. They provide very good support to the managers and ensure the efficient preparation and delivery of the training courses. Their roles and responsibilities are set out clearly in job descriptions that are maintained centrally.

The training assistant and co-ordinator, who has overall responsibility for the quality of training delivery, is well supported by the local administrators based in Kenya, Nigeria and Ethiopia. They work very well together to ensure that everything goes smoothly. The current size of the administrative team is sufficient to support the day-to-day running of the training courses effectively. The trainers confirm that they are very effectively supported by the administrative team to deliver their courses and that all the necessary arrangements are made, including the timely supply of training material. Inspection findings confirm this view.

The administrative support, procedures and systems are clearly defined and documented. Pre-training checklists contain all the tasks to carry out before the course runs to ensure everything is in place. The procedures include clear responsibilities, deliverables and status updates. The training administration process is also set out in a flow-chart. The local administrators receive a list of items they need to procure for the course. They book the venue and take care of any client requests. The administrator is also present during the course to ensure everything runs well. These administrative procedures ensure that the training events are run effectively, are consistent in their quality and that they meet the participants' needs.

Good data collection and collation systems are used effectively to check that all the steps taken to organise a training event are carried out appropriately and to capture the participants' personal details in accordance with relevant data protection rules. The systems are used well to analyse the profile of the participants on each course, so that this can be used for marketing purposes.

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

There are appropriate and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. There is a detailed recruitment policy that includes relevant information about the staff recruitment and selection process, including appropriate pre-employment checks and obtaining references. The procedures are very effectively implemented. Advertisements for new jobs include clear job responsibilities, and candidates are asked to provide details of how they meet the skills, experience and knowledge that are required for the role. The results are used to ensure the recruitment of suitably qualified and experienced staff.

There is a robust process to check new staff's qualifications. Detailed curricula vitae, including for the training staff, are held on file. The qualification checking process includes the scanning of the original qualification certificates and the recording of these. The information is securely stored in staff files held on an internal human resources electronic system. Whilst it is carried out effectively, the recruitment policy does not contain information about the qualification checking process. The recruitment policy shows the date it was published. However, there is no indication as to when the policy will be reviewed to ensure it is maintained up to date.

Newly employed staff undertake a detailed induction programme to assist them in understanding the objectives of their role and to quickly settle into their jobs.

There is an effective system for regularly reviewing the performance of the staff. The system includes a review of performance against objectives that have been set previously and relate to the key responsibilities of the job, as set out in job descriptions. The review is carried out by both the staff member and their manager. The results are discussed by both parties in a meeting. The results are fully documented in the human resources electronic system. They include an overall summary of performance and a rating, as well as a training and development plan, including career planning.

The Provider supports and encourages staff development. Undertaking relevant training and qualification programmes is encouraged and supported, including financially and with time off work. Work levels permitting, staff can also make use of a weekly half-day to undertake self-development activities. Records of training are maintained in the staff files.

In addition to the formal appraisal, staff are given ongoing feedback on their performance, including in regular team meetings, so that they are aware of how they are performing in their roles on an ongoing basis. Staff performance is also monitored on an ongoing basis, and feedback is provided as part of the debrief that takes place after each course. PSA has also introduced monthly one-to-one meetings between line managers and their staff to discuss performance in between the annual reviews.

Staff find the performance appraisal process helpful as it enables them to know how well they are doing and what they need to improve. Inspection findings confirm this view.

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

PSA's training activity has been rebranded as PSA Academy to distinguish it from the other activities of PSA, such as consultancy and research.

The publicity material, including the website, provides an accurate depiction of the Provider's operation and the range and nature of its resources and services. There is a dedicated section of the website for the training activity, which is easy to navigate and provides useful information about the scheduled open enrolment courses and the bespoke courses. There is also a downloadable copy of the full course catalogue. The course information on the website, where participants register their interest, is regularly updated.

The course catalogue contains comprehensive and accurate information about the courses on offer, which are run as either in-house customised courses or open enrolment courses. The information includes the learning objectives and learning outcomes, as well as details of the kind of participants for whom the course is designed.

As a result, prospective participants can obtain useful information regarding the training on offer, so that they can make informed choices about the course that will best meet their needs.

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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Although there are no specific educational or language entry requirements for the open enrolment courses, the course descriptions in the promotional material include details of the kind of participant profile for which the course is designed. This information is detailed and includes examples of the specific job that a participant would typically have within their employer organisation. The information also makes it clear that the vast majority of courses are run in the English language.

As the courses are very specialised, the preferred profile for participants is that they are university graduates with some years of experience in the sector. The courses are targeted at countries where the appropriate language is widely spoken to ensure that language capability is not an issue. The information provided about the courses ensures that participants are fully aware of the nature of the course for which they are applying. As the subject matter of the courses is highly specialised, participants are very clear about what they wish to achieve from attending the course and only enrol if the content meets their requirements.

There is a formal and highly effective application process. The training application form includes a request for information about the applicant's previous knowledge and experience in the area covered by the course and details of what they would like to get from attending the course. This information is used to ensure that the course will meet the participants' needs. In addition, participants are sent an online leadership questionnaire, which is designed to measure participants' self-assessment of their technical, management and leadership competencies covering six key areas of health supply-chain work. The results of this are also used to confirm suitability for the course.

For ongoing training programmes that are normally part of a larger project, the organisation employing the staff has access to a PSA competency framework. They carry out a training needs assessment of their staff and develop a strategic plan for training based on the assessment. The organisation will then choose the participants to attend a course. PSA also has certain requirements that it shares with the client to make sure the participants are suitable. This process ensures that the participants are appropriate and will fully benefit from attending the course.

The training staff are available to respond to any questions about the nature and requirements of the programmes to ensure that prospective participants are fully briefed. The participants confirmed that the course was meeting their needs.

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

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|-----|---|---|---|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

There is a clear statement about the attendance requirements in the participant handbook, which also includes joining instructions for the course. The importance of arriving for the course on time is also communicated as part of the course introduction on the first day, as well as in the hotel welcome letters. Registers are taken up to three times daily to ensure that attendance is recorded and monitored effectively. Any absences are recorded and followed up promptly.

In the event that the level of a participant's attendance is insufficient, the attendance certificate is withheld. This situation may lead to the participant being asked to leave the course and, in this case, the participant's employer will be notified.

The vast majority of the participants are either accommodated in the hotel where the training takes place or they are transported together to the training venue. Other courses are run at the clients' premises. As a result, any absences are quickly identified and followed up. As a result, attendance levels are high.

7. The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary

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

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

Comments

There are very effective mechanisms for obtaining feedback from participants, trainers and clients. Staff who are present during the course communicate regularly with the participants, so that any issues can be raised promptly and resolved appropriately. At the end of each day of the course, the participants are asked to provide feedback on what they enjoyed, what they learned and anything that was missed or could be improved. This feedback is used to make any relevant changes to improve the course for the next day and to ensure that it meets the participants' needs. In addition, the participants are made aware of what has been done in response to their feedback.

Trainers can provide their feedback during a course and record any adverse feedback from the participants by raising a report, known as a non-conformance report. This report covers any identified issues regarding any aspect of the

training course, including the course timetable, learning materials, the venue and any Information Technology (IT) issues and how any issues have been resolved. Making use of the report, the trainer and/or training assistant and co-ordinator monitor the rest of the training course to ensure that any issues have been resolved effectively. The trainers also complete a paper-based feedback form.

A written evaluation form is completed by each participant at the end of the course. The information supplied through the form is highly relevant and provides a very good evaluation of the course. The questions include how the participant has benefited from attending the course and what they will do differently when they return to their workplace, as well as the quality of the training delivery, the training materials and the venue. In addition, at the end of the training, an interview with the participants in which they are asked how they have benefited from attending the course is videoed.

The content of the evaluation form and the videoed interviews represent best practice in ensuring that the course content meets the participants' needs, including back in the workplace. In addition, PSA often remains in contact with participants and their sponsoring employers after the course, so that PSA can obtain ongoing feedback and provide information about the changes made as a result of the feedback.

The data from the feedback is collated and analysed and any non-conformance reports are filed centrally. The analysed quantitative and qualitative feedback is included in an individual course report. The report is reviewed by managers, so that they can take appropriate action and make any necessary improvements.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement.

Trainers make use of non-conformance reports to record any issues that are identified during the running of a training course. The reports are also used as part of the overall evaluation of the training course. The non-conformance process is set out in detail in the PSA trainers' manual. The process represents good practice in handling and recording any issues that may arise and effectively supports the development of performance improvements.

The relevant staff, including the trainer, meet at the end of each day of a training course to discuss how the course has gone and what improvements need to be made. These debriefs are recorded to ensure appropriate follow-up takes place.

A report on individual courses is produced based on the data from the various quality assurance mechanisms. This report provides information about the course's key learning outcomes and what was covered and what the participants learned on each day of the course. It also provides an analysis of participants' feedback, as well as the results of a self-assessment that participants complete to establish their learning as a result of attending the course. The self-assessment is completed before and after the course and determines any increase in participants' knowledge and understanding about the subject area of the course as a result of attending the course.

Based on the report, improvements to be made are identified. The various course reports are maintained centrally and used to improve the curriculum and the course content. The individual reports are not brought together into a

combined annual report to enable trends to be easily identified to better inform improvement planning. The training material is reviewed and updated at least every two years.

Members of staff maintain their own action plans based on their objectives, the results of informal meetings and course reviews. Those meetings that are recorded include formal action plans. The meeting records are maintained in a central document management and storage system and are therefore accessible to staff. The strategic plan has a clear action plan with timelines and allocated responsibilities. As a result, actions are monitored to ensure effective implementation and follow-up.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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|-----|--|---|-----------------------------|-----------------------------|
| 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 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 Global Supply Chain Transformation Director is the programme manager and has overall responsibility for the management of the portfolio of courses. She currently also delivers the majority of the courses. Appropriate support regarding course development is provided by technical subject matter experts, who are also trainers, and succession planning envisages that these technical experts will take an increasingly important role in the programme's management going forward. All the staff involved are suitably qualified and experienced and this ensures that the programme's management is carried out effectively.

The Provider plans to develop online courses to complement its face-to-face provision. An additional suitable and experienced member of staff has been recruited to work on the development of these courses.

Once it has been decided that a course will take place and the dates for the course and its location have been agreed, the training assistant and co-ordinator, supported by the member of the administrative team based in the relevant country, sources an appropriate venue and makes all the necessary arrangements. The local administrator is well placed to suggest a suitable venue. When the course is part of a consultancy project, the training venue may be on the client's premises. The timing for the course is determined through the project plan. As a result, the timing and allocation of rooms are appropriate and managed well.

The Global Supply Chain Transformation Director currently delivers most of the training courses. Some courses require a second trainer, who works with the Global Supply Chain Transformation Director and co-delivers the course. There is a robust trainer recruitment process that involves an onboarding process, during which the trainers' training skills are observed and evaluated, including when the trainer co-delivers a course. The Global Supply Chain Transformation Director knows the trainers well and she allocates them to courses. As a result, participants enjoy a consistent learning experience.

There is an appropriate policy and effective procedures for the acquisition of academic resources. The training materials are developed, collated, printed and updated centrally to ensure a standardised approach and level of quality. Other training resources are provided by the client or the venue provider. There is a robust procurement system that involves sign-off by the relevant budget holder in the event that any substantial purchases are required.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses are designed and developed by the Global Supply Chain Transformation Director, who is also the main trainer. The courses, which cover specialised skill areas relating to the healthcare sector, were designed with a curriculum expert. The course materials include clear objectives that are closely followed as part of the course delivery to ensure an effective course structure. The courses are regularly reviewed and updated in line with participant feedback and research into new developments in the supply-chain sector. This ensures that the courses remain current and up to date. New course content is tested out with the relevant staff, who provide feedback before the course is signed off for delivery.

Many courses form part of a consultancy project and are therefore designed to provide the necessary staff skills to support the wider objectives of the project. In addition, the Programme Manager is very knowledgeable about the healthcare supply-chain sector in developing countries and is aware of what skills development is required.

PSA has a very close relationship with its clients, who have an interest in the outcomes from the courses that their employees attend. Therefore, participants' progress against the action plans they complete during the course is followed up with their employers to see how they have made use of the learning in their workplace. This represents good practice and ensures that the courses are planned and delivered to meet the various stakeholders' requirements very well. The participants confirmed that they were learning useful information that would benefit their employer and improve their effectiveness in their jobs and that the course was meeting their needs. Inspection findings confirm this to be the case.

The courses are designed to encourage the development of participants' independent learning skills. Participants work on a case study they have brought with them that relates to their own workplace. They also complete a learning log in which they record what they have learned in each session, how they will relate their learning on the course to the workplace and what support they will need to implement any changes. This encourages them to take responsibility for their own learning on the course and to regularly review its practical relevance to them.

The backgrounds and particular needs of participants are taken into account very well in the delivery of the course. The trainers are provided with information about the participants' needs from a number of sources. These include the booking form where participants list their three key learning needs, the case studies that participants bring with them where their employer's goals are recorded, and the learning logs and action plans where participants record their learning and goals throughout the course. As a result, the trainers, who are very experienced, are able to adapt their delivery to cover these identified goals and needs through the training.

The participants confirm that they were achieving their goals from attending the course and were able to articulate very clearly how the course was meeting their needs and how they could apply the learning back in the workplace. Inspection findings confirm this view.

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 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

The recruitment and induction processes for trainers are rigorous and ensure that they have appropriate qualifications, experience and skills, including pedagogic skills, to deliver the courses effectively. The trainers have specific experience in the technical areas that they cover and are deployed on courses accordingly.

The majority of courses are currently run by the Global Supply Chain Transformation Director, who is highly qualified and experienced. Trainers observe the courses that she delivers and may also co-deliver a course to gain valuable experience and to receive useful feedback about any areas they need to develop. Subsequently, the trainers deliver more and more aspects of the course until they can deliver a whole course. As a result, the Provider knows the trainers and their strengths and competency areas well, so they can be matched well to the courses to ensure these are run successfully.

As the trainers develop their skills, they are regularly observed until they are judged to be fully competent to train in the different countries and have a good understanding of the different cultures and specific legislation. In practice, there is always an observer present as the administrator attends the courses to ensure everything goes well and as planned. Feedback on a trainer's competence often forms part of the course debrief at the end of a course and also comes from the participants' feedback forms. Therefore, trainers receive ongoing feedback on how well they are performing and what they need to improve. Nevertheless, there is no formalised system for ongoing observations that are fully recorded to provide an audit trail for individual trainers. The trainers said that they receive regular feedback so they understand how they are doing and what they need to improve.

Trainers are supported in their Continuing Professional Development (CPD), including through the mentoring process and the feedback they receive. They are given a PSA trainers' manual. This is very well written and includes useful guidance and best practice tips and techniques on delivering effective training to adults, as well as information about the Provider's specific expectations regarding training style and practice. This encourages consistency in the delivery of the training. PSA provides a development programme for trainers that includes relevant training and international certification, and that results in a personal development plan. The trainers confirm that they are supported well to deliver courses effectively and for the benefit of the participants. Inspection findings confirm this.

The trainers respond to the different needs of the participants and effectively engage them in active participation in the training room. The specific learning needs of the participants are identified at the outset of a course and on an ongoing basis. These are communicated well to the trainers, so that they can be addressed as part of the training. The courses include a variety of activities, such as question-and-answer sessions and groupwork. Very good relationships between the trainer and the participants are evident. As a result, the participants find it easy to raise any issues or questions. The participants confirmed that they find the trainers motivational and knowledgeable and the course relevant to their needs and highly engaging.

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 appropriate resources and materials for study. The training materials are developed and produced centrally to ensure a standardised level of content and quality. The administrative staff ensure that the materials are placed in the training room prior to the start of the course.

The participants are given a folder with the learning materials, including very colourful and engaging slides and handouts. The handouts include template policies and procedures that the participants can use in their workplace, such as those relating to human resources management and staff recruitment. The participants said that, as part of the course, they are provided with a folder with useful material that they will refer to when they are back at work.

Other training resources, such as flip-charts and projectors are provided by either the venue managers or PSA's clients.

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

13.1	Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.2	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.5	Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
13.6	Participants have appropriate access to trainers outside class time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The vast majority of participants who undertake the courses are sponsored by their employer. As a result, they have specific goals that they wish to achieve from attending. Participants record these learning needs on their course booking form. They also maintain a learning log and an action plan, which they use to note down their learning and goals throughout the course. Although there are no formal assessments, the courses are interactive and therefore there are significant opportunities for trainers to provide feedback to participants on an ongoing basis, including on their action plans. This includes constructive feedback on how the participants are proposing to implement what they are learning when they return to their workplaces. In addition, there are group activities and presentations through which additional feedback on participants' progress, learning and understanding is provided.

The feedback provided to participants continues after the course. The Provider maintains contact with the participants and their employers to check on their progress after the course has finished and to see what additional support the Provider may be able to offer.

Participants are made aware of how their progress on the course relates to what they and their employers want them to achieve. This is done through a self-assessment that is carried out to establish the participants' learning as a result of the course. The self-assessment is completed by the participants before and after the course and determines any increase in participants' self-assessment of their knowledge and understanding about the subject area of the course as

a result of attending it. This enables the participants and their employers to identify any ongoing gaps in their knowledge and skills. As a result of the outcomes of the self-assessment and other knowledge that the Provider has about the individual participants, the Provider's staff are able to identify what additional training or learning might be needed. These needs are then supported by the Provider's staff on an ongoing basis as appropriate.

The trainers and other staff make themselves readily available to the participants throughout the course, including during breaktimes and after the course has finished.

14. The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

This standard is judged to be:

Met Partially Met Not Met NA

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards

15.1 There is a clear statement of the level claimed relative to the 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

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

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

The training assistant and co-ordinator has overall responsibility for participant welfare. She is appropriately experienced to provide the necessary support to meet the participants' welfare needs.

Participants have access to appropriate advice and guidance to meet their needs before and during their training programme. During the course registration process, good communication between the participants and the Provider's staff ensures that participants fully understand the requirements of the course and what they should expect on arrival in the country of delivery. The participants also receive support in arranging any required accommodation and are sent any pre-course reading material.

Prior to the start of the course, the participants receive a participant handbook. The handbook includes the course joining instructions, as well as useful information about travelling to the course, the accommodation venues, local facilities, staff welfare information, including medical assistance and safety and security, local laws and customs, and the Provider's health and safety policy. The handbook has a review date to ensure it remains up to date and variations are in place to cover the various locations at which the training courses are held. As a result, participants have all the necessary information to enable them to settle quickly on the course and gain the maximum benefit from their attendance.

The first day of the course includes an induction slide presentation. The presentation includes an overview of the course, the course objectives and intended learning outcomes, and the expectations set by the trainer, for example, regarding the behaviour of participants. It also includes basic and useful health and safety information. The Provider's staff are also on hand throughout the course to provide any other additional information.

The joining instructions and the hotel welcome letters include staff mobile telephone numbers that can be used in the event of an emergency.

The participant handbook includes a suitable diversity and equal opportunities policy, which makes it clear that discriminatory behaviour is not tolerated. The participant induction also includes a reference to the need to respect other participants. The detailed complaints policy in the handbook covers any complaints about any abusive behaviour demonstrated by participants. It makes it clear that such behaviour will be investigated and that appropriate action will be taken depending on the outcome of the investigation. The procedure does not specifically cover how any abusive behaviour is handled in the absence of a complaint being made.

A policy relating to preventing radicalisation and extremism is included in the participant handbook, with steps as to how a participant can raise a concern. It is made clear that such reported concerns will be fully investigated. This ensures that the participants understand their responsibilities in this regard.

17.7 However, the Provider has not carried out a risk assessment, the staff have not undertaken any specific training and there is no staff policy that sets out the Provider's overall approach to preventing 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. | <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 continue 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

International participants receive good and relevant information before they arrive at the location for their course, so that they know what to expect. The participant handbook, which is adapted for the different countries in which the training is delivered, includes comprehensive information relating to travel, medical facilities, personal security, local customs and culture, climate, financial matters and useful emergency contact details.

The Provider will also arrange airport pick-ups, and staff are available to answer any specific questions from the participants prior to arrival.

On arrival, there is an appropriate induction that covers useful information. Any remaining questions can be answered at this stage. The Provider's staff are available throughout the course delivery to respond to any other questions that may arise.

The Provider's staff are very aware of the importance of supporting participants' cultural and religious differences. The participant handbook has a link to useful information about local places of worship. As a result, international participants are well supported to gain the maximum benefit from attending the course.

19. The fair treatment of participants is ensured

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

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

Comments

The contractual terms and conditions under which participants are enrolled are set out clearly on the Provider's website and in the booking form, the acceptance letter and the participant handbook. They are fair and transparent and include a fair refund policy.

The complaints procedure is very robust and is communicated very effectively to the participants through the participant handbook. It is fair, suitably detailed and includes clear steps and timelines for each stage. The complaints

process includes the completion of a complaints form to ensure consistency in how complaints are handled. The participants confirmed that they knew that they have the right to complain if they are not happy with any aspect of the course.

The procedure includes details of how participants can contact the BAC if they are dissatisfied with the way their complaint has been handled by the Provider. There is no explanation of the procedure or a link to the BAC website where this is explained to ensure transparency.

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 | Appropriate measures are in place to ensure the separation between participants under the age of 18 and those over the age of 18 when in the accommodation. | <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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

There is no formal organised social programme and this is appropriate, given the duration and nature of the courses. However, information on local leisure facilities is provided on request. If appropriate, a member of the Provider's staff will accompany the participants on an outing to ensure it goes smoothly.

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 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.	<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 administrative offices in Oxford and Nairobi are secured under a serviced office agreement that is renewed on a rolling basis. The project office space in Ethiopia is secured under a rolling lease.

The Provider has access to suitable external premises for delivering its training courses. These include good-quality hotels that are hired as required, as well as clients' 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.	<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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Access to all the premises used by PSA is appropriately secured to keep all those on the premises safe. This is provided through appropriately sited reception areas and sign-in procedures. There is also good security, such as the presence of guards at the entrance to the office and the hotel training venue in Nairobi and PSA's project office in Addis Ababa. The entrance to the premises belonging to the Ethiopia Pharmaceutical Supplies Agency, where PSA has its temporary office and where the training resource centre is located, is also well secured.

Appropriate advice and guidance on health and safety for staff, participants and visitors are provided in all the premises, although participants do not visit the purely administrative offices. The information about general health and safety, emergency evacuations and fire precautions is provided through a variety of methods, including the participants' handbook, staff and participant induction, clear signage and information provided at the premises reception areas for visitors.

All the premises that are used by PSA are of an adequate quality and are sufficiently well maintained and decorated. They have good circulation space and sufficient and clean toilet facilities. The heating and ventilation arrangements work well in all the premises. The premises in Oxford, which have now been consolidated on the third floor, are clean and well-lit with very good and well-maintained toilet facilities. The temporary office in Addis Ababa is clean with up-to-date, high-quality facilities. Therefore, the premises provide a good learning and working environment for participants and staff.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 <input type="checkbox"/> NA |
| 25.3 | There are facilities suitable for conducting the assessments required on each course. | <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

PSA makes use of high-quality hotel accommodation to deliver its training in Nairobi and other locations. The training rooms and learning areas at the hotel in Nairobi are of a high quality and very well equipped. They are representative of the hotel accommodation that PSA uses in all locations. All hotel venues are visited and assessed for suitability prior to use.

There is no training taking place at the administrative offices in Oxford and Nairobi at the present time, although both premises currently have suitable rooms should the situation change.

The training room in use at the time of the inspection is located in the training resource centre belonging to the Ethiopia Pharmaceutical Supplies Agency. It is of a good size and well furnished, and adequately equipped with a whiteboard, flip-chart and screen for the effective projection of the course slide material. The participants confirmed that the training room was well equipped and comfortable.

There are no formal assessments required on PSA's 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. | <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

Although there is no specific private study required for participants on PSA's courses, there are adequate rooms and other spaces, including the training rooms when they are not being used, for participants and trainers to work in all the training locations. All the premises have good wireless connectivity so that internet facilities can be accessed, including for independent research if required. The training resource centre in Addis Ababa has a library that PSA's participants and trainers can use. The hotel in Nairobi has two business centres that are equipped with computers and printing and scanning facilities. Trainers can also work in the Provider's administrative/project offices in Nairobi and Addis Ababa.

All the premises have areas where participants and staff can relax and consume food and drink. The premises in Oxford have an expanded kitchen area so that staff can gather there to relax and socialise. The administrative office in Nairobi and the project office and temporary office in Addis Ababa have suitable kitchen facilities so that staff can make tea, coffee and snacks. Participants have access to appropriate areas where they can relax and network at the delivery venues. There are also various outlets in the local areas for the purchase and consumption of food and drink.

Staff and participants can store their belongings, such as computer bags, at the training venues if necessary and the training rooms are locked when empty, for security purposes.

All the administrative/project offices provide good working environments for the staff, including the senior managers. They have good meeting rooms and suitably equipped working areas to ensure the effective administration of the courses. The temporary office in Addis Ababa is of a sufficient size for the number of people working there and is suitably equipped with a printer, screens to use for remote meetings and meeting spaces. The project office in Addis Ababa has good and well-equipped meeting and conference rooms and office space. The offices in Nairobi and Oxford are also modern and well equipped. As a result, there are good administrative offices that ensure that the Provider can effectively run its courses for the benefit of the staff and participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards.

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The highly experienced senior managers have a clear vision for the future development of PSA and the staff are highly committed to meeting the Provider's mission and aims.

Committed and experienced administrative staff ensure that the training courses are well organised and meet the participants' needs.

Detailed written procedures cover all aspects of the organisation of the courses to ensure consistency in approach for the benefit of the participants.

Course evaluation methods represent best practice in ensuring that the course content meets the participants' needs.

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

Course content is very well structured and based on well-informed research into the clients' needs, to ensure that the courses fully meet the participants' needs.

Highly experienced trainers undergo a robust recruitment and onboarding process to ensure they deliver the course content effectively.

Trainers develop a good understanding of the individual participants through the course delivery, which enables them to support the participants' learning very effectively both during and after the course finishes.

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

PARTICIPANT WELFARE

Provider's strengths

There is very good detailed pre-arrival information, so that the participants know what to expect and can settle into their course quickly.

Actions required	Priority H/M/L
17.7 PSA must carry out a risk assessment and develop its existing policy for participants to include the staff and ensure that the staff have undertaken appropriate training relating to preventing radicalisation and extremism.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

Good-quality training venues and administrative offices provide an excellent learning and working environment for the participants and staff.

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

The Provider is recommended to develop the organisation chart so that it includes all the PSA staff who support the training function and the reporting lines.

PSA is recommended to ensure that all policies, procedures and handbooks, including the staff recruitment policy, include clear review dates and are regularly updated.

PSA should consider amalgamating the individual course reports into an overarching annual report to enable trends to be easily identified.

PSA should establish a formal system of ongoing trainer observations that are recorded to provide an audit trail of trainers' development.

It is recommended that the complaints procedure is adapted to explain clearly how any incidents of abusive behaviour are investigated directly with participants rather than as a result of a complaint from another person.

It is recommended that the Provider's complaints procedure includes an explanation of the BAC complaints procedure and an appropriate link to the BAC website.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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