

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online Distance And Blended Learning (ODBL) Full Inspection

INSTITUTION: Modern Montessori International

ADDRESS: 46 Leslie Grove
Croydon
CR0 6TJ

HEAD OF INSTITUTION: Marianne Bourke

DATE OF INSPECTION: 22 and 23 January 2015

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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

Date: 12 Mar 2015

1. Background to the institution

Modern Montessori International (London) (the College) is a small Montessori teacher training college with an on-site nursery. It was incorporated in 1999 as a private limited company in the UK. The College houses the global administrative centre for Modern Montessori International Limited (MMI). MMI London was established in 1982 and has two strategic business units, namely Modern Montessori International teacher's training centre and Modern Montessori International pre-school centre. MMI also runs its own corporate-owned pre-school centres with its own MMI curriculum. It also offers franchise arrangements such as single-unit franchise, multiple-units franchise, city franchise and country franchise. The MMI Group has training and/or nursery settings in Malaysia, Indonesia, Sri Lanka, India, Hong Kong, Vietnam, Nigeria, Kenya and Egypt. An international advisory board and an examination board ensure independent moderation of teaching and examinations.

The College offers a good grounding in Montessori philosophy and practice, and students are able to apply Montessori principles appropriately in modern teaching environments. It offers two courses, a Diploma and an International Diploma in the Montessori Method of Education (both for teaching children from two and a half to six years old). The International Diploma includes assessed teaching practice and is recognised by the Department of Education as a Level 4 course. Most students who are based in other countries take the International Diploma as a distance learning course.

The teacher-training facility of the College is in Leslie Grove in East Croydon. There are also occasional part-time evening classes and workshops held in the premises. The East Croydon on-site nursery can accommodate 73 children (up to 37 of whom can be under 3) and has a secure garden area.

2. Brief description of the current provision

MMI has continued to support national and international initiatives with special emphasis on education. Over the past few years, MMI has developed franchise arrangements in Teacher Training Centres and Pre-Schools abroad. MMI London has given MMI Singapore master franchise rights for the Asia Pacific region. MMI Singapore has been developing the MMI brand of Pre-School Centres and Teacher Training centres in India, Sri Lanka, Thailand, Indonesia, Malaysia and Hong Kong. Plans are in motion to expand into Vietnam, Myanmar, UAE, Lagos and Cambodia.

MMI is developing level 3 and level 4 qualifications under the Early Years Criteria in order to deliver their qualifications to UK and EU students. This will attract 24+ student loan funding in accordance with Ofqual regulated courses. MMI is developing these courses with the First Skills (UK) based awarding body. The College runs linked nurseries on four sites in London which are used to provide students with practical work experience and teaching practice.

A student based e-learning system is being developed in order to support the enhanced online and blended learning provision. MMI offers both full and part-time study in addition to an external study mode where students can complete distance learning modules and a two-week practical workshop prior to taking paper-based examinations. The College holds a Tier 4 highly trusted sponsor licence and has achieved educational oversight by the Schools Inspection Service. A planning application has been submitted to the London Borough of Croydon to expand and refurbish the premises at Leslie Grove in order to accommodate more pre-school children in the nursery section. This expansion will create additional training rooms for both staff and students and further enhance current teaching and learning facilities.

3. Inspection process

The current inspection was conducted over two days with one inspector attending. All senior staff were interviewed.

PART B - JUDGEMENT 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 institution.

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="radio"/> Yes | <input type="radio"/> No |
| 1.2 | Senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance and blended learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Although the College's Board of Directors is not based at the College, it is very effective in exercising its monitoring role and in providing support. London-based personnel are very experienced and the Principal has regular contact with the overseas Directors through emails, conferences, phone calls and regular formal and informal meetings held in both London and Singapore. The management structure is represented in a clear organisational chart. Bespoke IT systems to support online, distance and blended learning have been developed.

2. The administration of online, distance and blended learning is effective

- | | | | |
|-----|---|--------------------------------------|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provision. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.3 | Offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.4 | The administrative support available to the management and learners is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.5 | Policies, procedures and systems are well documented and effectively disseminated. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.6 | Data collection and collation systems are effective including the logging of tutor and learner submissions. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.7 | Learner and tutor records are sufficient, accurately maintained and up-to-date. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.8 | The provider has a robust security system and policies in place for protecting the data of its learners and tutors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.9 | Satisfactory procedures are in place for the administration of examinations and other means of assessment. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |

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

Comments

The College in London is responsible for marking examination papers, setting and administering practical examinations and awarding certificates. Administration in London oversees arrangements to institutions at a number of locations throughout the Far East and Africa. An independent examination board has oversight of examination results.

3. **The institution 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 administrative staff. Yes No NA
- 3.2 Experience and qualifications claimed are verified before employment. Yes No NA
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No NA

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

Comments

Staff turnover is very low. Policies and procedures for staff recruitment are robust and secure. Two references are obtained prior to engagement. Qualifications and certificates are verified using the UK NARIC database.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**

- 4.1 The website and other publicity material give an accurate description of the online, distance and blended learning courses offered. Yes No
- 4.2 All advertising materials and images provide an accurate description of any training offered. Yes No

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

Comments

The College website and all supporting materials detail the range of courses on offer. Franchise arrangements are clearly outlined in the international prospectus. Descriptions provided accurately depict the College and all its international arrangements.

INSPECTION AREA - TEACHING, LEARNING AND ACHIEVEMENT

5. Management of the programme is effective

- | | | |
|------|--|---|
| 5.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and achievement & management of the tutor body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2 | The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3 | The provider has a robust tutor recruitment system which is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face (i.e. skype) interview. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4 | The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5 | Realistic deadlines are set and communicated well in advance to learners. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6 | Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.7 | The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.8 | The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.9 | Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.10 | Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.11 | The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.12 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.13 | Learners have appropriate access to tutors for learning support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Procedures for teaching, assessing and monitoring have been established. Module content is sent to all distance learning students and they submit their assignments online. Some international students attend a two-week workshop held at the Leslie Grove premises during the summer, prior to their examinations, so that they can complete the practical elements of the Montessori Diploma.

Administration for international examinations is held by MMI in London. Completed examination scripts are received by the College, verified and sent to examiners for marking prior to being returned to the international centres. All international student data is held in London. The practical examinations held at centres around the world are examined by tutors based in London to ensure consistency in marking and assessing.

6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

- 6.1 Tutors are appropriately qualified and experienced. Yes No
- 6.2 Tutors have an understanding of the special challenges and demands of online, distance and blended learning. Yes No
- 6.3 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively. Yes No
- 6.4 The appraisal procedures for tutors incorporate regular monitoring of tutor feedback. Yes No
- 6.5 Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. Yes No

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

Comments

6.2 The College's e-learning platform is underdeveloped at present. However, there are plans in place to design a bespoke platform for course delivery.

6.5 Tutors and administrative staff will be undergoing training once the system is up and running effectively.

7. **Tutors respond to the individual learning needs of learners**

- 7.1 The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience. Yes No
- 7.2 Learners are encouraged and enabled to develop independent learning skills. Yes No
- 7.3 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses. Yes No
- 7.4 Tutors employ effective strategies to check learners' understanding of concepts and programme content. Yes No
- 7.5 Learners are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

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

Comments

End-of-module tests emphasise the importance placed on self-assessment. Assessment practice is guided by a policy which sets out the principles and procedures for assessing student progress. Progress is reviewed through assignments, coursework and observation of teaching practice. This is done at both the national and international level.

8. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 8.1 Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. Yes No NA
- 8.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA
- 8.3 Learners are made aware of how their progress relates to their target level of achievement. Yes No
- 8.4 Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed. Yes No
- 8.5 Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No

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

Comments

Assessment policy emphasises the importance of providing ongoing regular feedback including the need to provide support for improvement. Detailed records are maintained for each student of all assessments made. Feedback is detailed.

9. **Assessments are designed to support and encourage the learning process, as well as to monitor and establish the level of ability acquired by the learner**

- 9.1 Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No
- 9.2 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No

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

Comments

INSPECTION AREA - LEARNER SUPPORT

10. The enrolment process is comprehensive, transparent and supportive to applicants

- 10.1 Applicants are provided with enough information to enable them to make a judgement on their suitability for the course and the delivery methods & can discuss any concerns before enrolment. Yes No
- 10.2 Enrolment and application documentation is easily accessible and simple to complete and submit. Yes No
- 10.3 Learners are given advance information about course requirements and equipment for succeeding in the programme. The provider takes reasonable steps to ensure that learners accepted for enrolment meet these requirements and any claimed qualifications are verified. Yes No
- 10.4 Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place. Yes No
- 10.5 The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. Yes No
- 10.6 After enrolment, the applicant has the benefit of a stated 'cooling off' period during which they can cancel the enrolment. Yes No
- 10.7 Learners are made aware of the English language proficiency needed to study on and complete the programmes. Yes No

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

Comments

Advice and guidance are given during enrolment to ensure suitability. Admission information and procedure is administered by the London office, with all records stored electronically and confidentially. Interviews are held in the franchised offices.

11. Services provided meet the reasonable needs of learners

- | | | |
|------|---|---|
| 11.1 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Staff are available to assist learners to resolve issues of a general and/or technological nature. All enquiries from learners are handled promptly and sympathetically. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The provider ensures that learners understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | The provider supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Learners who are unable to make satisfactory progress through the programme are encouraged to continue and supported to achieve a satisfactory outcome wherever possible or offered an alternative programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Learners have access to a fair complaints procedure of which they are informed in writing at the start of the programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students' views are given high priority and international students are given effective advice and guidance throughout their programme of study. The College in London welcomes all new students with an email when they enrol in one of the associated centres abroad.

12. Course materials are appropriate to the medium of delivery and are effective

- | | | |
|------|---|---|
| 12.1 | Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.2 | Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.3 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.4 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.5 | The provider makes effective provisions for learners to access conventional and online resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Course materials, the design of the programmes, workshops, teaching aids and resources support online, distance and blended learning effectively. Students are able to select a programme that meets their objectives and style of learning.

13. **The technology used to deliver the programmes is fit for purpose and effective**

- 13.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services. Yes No
- 13.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely. Yes No

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

Comments

13.1 IT resources and technology are currently under development in order to optimise delivery. However, there is inhouse IT support by an experienced technician.

INSPECTION AREA - MANAGEMENT OF QUALITY

14. **The provider has effective systems to monitor its own standards and assess its own performance with a view to continuing improvement**

- 14.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 14.2 Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans. Yes No
- 14.3 Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. Yes No
- 14.4 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

14.3 Although appropriate arrangements are in place to monitor its own standards, the use of self-evaluation as part of a cycle of performance review needs to be more robust. The College needs to analyse and use evaluation more effectively in order to evidence quality assurance.

14.4 Action plans must be formulated, implemented and regularly reviewed, with outcomes reported to the management.

15. **Learner progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate**

- 15.1 Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard. Yes No

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

Comments

Good student progress monitoring systems are in place with one-to-one tutorial support.

16. **The provider has a means of accessing and monitoring the views of learners and other stakeholders and takes appropriate action where necessary**

- 16.1 The provider has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision. Yes No
- 16.2 The feedback is regularly reviewed by management and action is taken where necessary. Yes No
- 16.3 There is a mechanism for ensuring learners know what action has been taken as a result of their feedback. Yes No
- 16.4 Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services. Yes No

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

Comments

16.3, 16.4 Student feedback is not used effectively to evaluate provision and to bring about improvements.

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

- 17.1 There is a clear statement of the level claimed relative to the NQF where applicable and evidence that learners who receive the award meet the stated requirements for that level. Yes No
- 17.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No
- 17.3 External moderators are involved in the assessment process if appropriate to the level or programme being studied. Yes No NA

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

Comments

The awards on offer are accepted for employment or further study. The College is developing an Ofqual-regulated programme of study with First Skills, a UK-based awarding body, at levels 3 and 4.

18. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 18.1 Evidence is provided that the requirements of the relevant awarding bodies in terms of examination security and administration are complied with. Yes No NA
- 18.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA
- 18.3 The provider has processes through which the provider verifies that the learner who registers in the programme is the same learner who participates in and completes and receives the credit. Yes No

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

Comments

Examinations are controlled by MMI London. This ensures standardisation of the process of marking, verifying and certificating.

INSPECTION AREA - FACE-TO-FACE COMPONENT (if applicable)

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

19.1 The provider has secure tenure on its premises. Yes No

19.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No

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

Comments

All teaching and learning premises are owned by MMI.

20. The premises provide a safe, secure and clean environment for learners and staff

20.1 Access to the premises is appropriately restricted and secured. Yes No NA

20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. Yes No NA

20.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No

20.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

20.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No

20.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

20.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

20.7 There is only one adult toilet, which has disabled access. Plans have been submitted to Croydon Council for the development and extension of current premises at Leslie Grove. Once this has been obtained, MMI will be able to provide additional training rooms with more toilets.

21. **Training rooms and other learning areas are appropriate for the programmes offered**

- 21.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 21.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops and studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 21.3 There are facilities suitable for conducting the assessments required on each programme. Yes No

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

Comments

Training rooms are adequate.

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

- 22.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 22.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. Yes No
- 22.3 Learner absences are followed up promptly and appropriate action taken. Yes No

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

Comments

The College has accurate records of all students who are registered, both nationally and internationally. There are appropriate procedures to monitor and record attendance, including making timely contact with students missing classes.

23. **There are appropriate additional facilities for learners and staff**

- 23.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 23.2 Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 23.3 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 23.4 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 NA

Comments

Current provision is adequate for class size.

24. **Learners attending face-to-face components receive appropriate support**

- 24.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. Yes No
- 24.2 Learners receive appropriate advice before arrival. Yes No
- 24.3 Learners receive an appropriate induction and relevant information upon arrival. Yes No
- 24.4 Learners are issued with a contact number for out-of-hours and emergency support. Yes No
- 24.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

Very good advice and guidance are offered prior to arrival.

25. **International learners are provided with specific advice and assistance (if applicable)**

- 25.1 International learners receive appropriate advice before their arrival on travelling to and living in the UK. Yes No
- 25.2 International learners receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 25.3 Information and advice specific to international learners continues to be available throughout the programme of study. Yes No
- 25.4 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

International students receive advice and guidance on living in the UK, including registering with a local doctor, help with banking, oyster travel cards and ongoing support on day-to-day challenges.

26. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 26.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No
- 26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated. Yes No
- 26.3 A level of supervision is provided appropriate to the needs of learners. Yes No
- 26.4 Separate accommodation blocks are provided for learners under 18. Yes No

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

Comments _____

27. **Where home-stay accommodation is organised, the welfare of learners is ensured and the provider's relationship with hosts is properly managed (if applicable)**

- 27.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the provider and back. Yes No
- 27.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 27.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 27.4 Appropriate advice and support is given to both hosts and learners before and during the placement. Yes No

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

Comments _____

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

Institution's strengths

At all levels of responsibility, the management and leadership of the College is effective. Channels of communication are clearly defined and provide effective oversight. Management is successful in securing and supporting high quality staff.

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

TEACHING, LEARNING AND ACHIEVEMENT

Institution's strengths

Teaching and Learning are good with learning activities well planned. Teaching staff have a good knowledge of their subjects and are experienced in their specialist areas. Good use is made of resources to support learning. Appropriate arrangements are in place to support individual students.

Actions required	Priority H/M/L
6.2 The College's e-learning platform for course delivery and assessment need to be further developed in order to fully support online and distance learning.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
6.5 Staff must receive relevant training once the e-learning platform is running.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

LEARNER SUPPORT

Institution's strengths

Relationships between staff and students are good. Students are well supported to make the right decisions on progression and employment. Effective advice and guidance is provided.

Actions required	Priority H/M/L
13.1 The College must continue the development of IT resources and technology.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

MANAGEMENT OF QUALITY

Institution's strengths

Actions required	Priority H/M/L
14.3 The use of self-evaluation as part of a cycle of performance review needs to be more robust. The College needs to analyse and use evaluation more effectively in order to evidence quality assurance.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
14.4 Action plans must be formulated, implemented and regularly reviewed, with outcomes reported to the management.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
16.3, 16.4 Student feedback must be used effectively to evaluate provision and to bring about improvements.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

FACE-TO-FACE COMPONENT (if applicable)

Institution's strengths

The College meets the needs of its international students in preparing them for their roles as Montessori teachers. The College and its staff provide a supportive environment for its students.

Actions required	Priority H/M/L
20.7 There is only one toilet shared amongst all staff and students. An additional toilet will enhance the provision.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

COMPLIANCE WITH STATUTORY REQUIREMENTS