

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Operation Mobilisation

ADDRESS: The Quinta
Weston Rhyn
Oswestry
Shropshire
SY10 7LT

HEAD OF ORGANISATION: Mr Matthew Skirton

DATE OF INSPECTION: 12 & 19 June 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 27 Sept 2018

1. Background to the organisation

Operation Mobilisation (OM UK/the Provider) is a global organisation with centres around the world including in the Middle East, Africa and Asia. The centre in the United Kingdom (UK), which is the subject of this inspection and the only part of the operations accredited by BAC, is part of the global organisation but has UK specific goals including delivering training.

The aim of the training offered by Operation Mobilisation in the UK is to prepare participants for missionary activities in the UK and across the world.

OM UK has a Director who reports to a board of trustees. The Director and the board are accountable to the global leadership of Operation Mobilisation. The Director is supported by heads of department and team leaders. The Provider has an international team of trainers to reflect the needs of the participants.

The Provider has two main centres. The head office is in Oswestry in Shropshire and the delivery centre is in Halesowen in the West Midlands. An additional centre in Harlesden, London is used, on an ad hoc basis, for meetings.

2. Brief description of the current provision

The Provider offers two courses. These are English Language and Cultural Opportunities (ELCO) and Missionary Development Training (MDT). Both are internal awards, although participants on the ELCO programme have the opportunity to register for the externally awarded Preliminary English Test (PET) qualification. The Provider is a registered examination centre for the PET qualification. The ELCO course is designed to support the English language skills needed for progression to the MDT programme or to support further training or work opportunities in the participants' home countries or the UK.

There are three intakes for the ELCO course, in January, May and September. ELCO is delivered in 20 hours over 14 weeks. Time is also allocated for one-to-one tutorials and meetings with mentors.

There are two annual intakes for the MDT course, in January and August. MDT is delivered in 20 hours a week over 30 weeks. The course is a combination of classroom based learning and practical placements, with access to mentors. Participants spend an equal amount of time in the classroom and out on placement. Time is also allocated for one-to-one tutorials and meetings with mentors.

Enrolment patterns are directly linked to accommodation capacity. The Provider can accommodate up to 17 participants. The enrolment patterns mean that the organisation can accommodate all participants who apply and are accepted. MDT entry requirements focus on English language proficiency and ELCO participants have an initial and diagnostic assessment to identify their starting points.

At the time of inspection, there were eleven participants enrolled. There were seven ELCO participants and four MDT participants. The participants on the ELCO course are all female, four are South Korean, one Mexican, one Swiss and one German. All are aged between 20 and 63. The majority of MDT participants are male. All are from the UK and aged between 18 and 24.

The current MDT course is being delivered from 16 January to 29 June 2018. A second intake is planned for 21 August 2018 to 20 January 2019. The current ELCO programme is being delivered from 14 May to 18 August. An additional course is planned from 10 September to 14 December 2018.

3. Inspection process

The inspection was carried out over two days, by one inspector. Meetings took place with the senior leadership team, including the UK Director and key administrators. Meetings took place with heads of department, team leaders, trainers and participants. A tour of the premises was carried out and training sessions from both courses were observed. Various documentation and other evidence was scrutinised including the Human Resources (HR) electronic toolkit and the website. The availability of the information provided to the inspector was good and the organisation co-operated very well with the inspector.

4. Inspection history:

Inspection type	Date
Full Accreditation	13 February & 20 March 2009
Interim	4 June 2010
Re-accreditation	15 & 20 March 2013
Interim	20 May 2015

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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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|-----|---|--------------------------------------|--------------------------|
| 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 | 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="radio"/> Yes | <input type="radio"/> 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="radio"/> Yes | <input type="radio"/> No |

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

Comments

The Provider has a clearly defined management structure that is documented via an organisation chart. It clearly states the staff hierarchy and job roles that support the management and delivery of the training. The subjects of courses are clearly defined on the organisaton chart, including the names of trainers.

The UK Director is highly qualified and experienced and holds a clear vision for the Provider. He is very supportive of his team and works hard to ensure all staffing needs are met. The Director of Evangelism and Director of Operations are highly committed and support the Academic Coordinator, team leaders and heads of department well to ensure teaching staff and students are fully supported to deliver the courses.

All roles and responsibilities are understood and these are documented in clear job descriptions for full and part-time staff.

The channels of communication between the management and staff include regular face-to-face meetings, telephone calls and e-mails. Communications are informal and formal. Formal meetings are effectively recorded via meeting schedules, agendas and minutes. This ensures all staff are well informed, included in decision making and results in a committed and motivated team.

As a result, the organisation is well-managed and staff have a clear focus on the quality of the participants' experience.

2. The administration of the provider is effective

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| 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 provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Senior Leadership Team is well supported by a range of administrators who are well qualified and experienced. Administrators are effectively supported by an office manager.

The size of the administration team is effective for the amount of full-time and part-time staff and participants. This is also sufficient for the day-to-day administration of the Provider. Heads of department have assigned administrators to support individual course administration.

The Provider has up-to-date policies regarding staff responsibilities, inclusive of administrative support. These are recorded in a staff handbook that is securely stored as part of the HR Toolkit. All staff have access to these policies.

Data collection and collation systems are effective. Trainers and managers review punctuality and attendance on a daily and weekly basis. Summative assessment results are reviewed regularly. Policies have been reviewed to comply with the current data protection regulations.

The Provider has a number of administration offices. They are of a good size, with good resources to aid effective administration duties. This results in efficient and well-administered training courses and good oversight of participants' performance.

3. The provider employs appropriate managerial and administrative staff

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|-----|--|---|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Provider has detailed and effective recruitment policies and procedures. There is a robust system for verifying experience and qualifications before employment.

Staff have annual appraisals with six monthly reviews. New members of staff have a three month probationary review. The appraisal process includes a review of job descriptions and lesson observations. This informs the identification of additional training needs which are recorded in individual training plans. Information is safely stored in the electronic HR Toolkit.

Actions from appraisals are managed and kept up-to-date by staff and managers via an electronic monitoring system which identifies action end dates. This process ensures all training needs are identified for the professional development of all staff and that they are met. The Provider could improve this process by documenting all personal training plans in one plan.

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

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

Comments

The Institution has good publicity material for all its training courses. This is inclusive of application packs and programme information packs. Participants reported that the publicity material was accurate and provided comprehensive information on the Provider and available courses. This was confirmed at the inspection. The information is regularly reviewed by heads of department and verified for accuracy and compliance by the Chief Operations Officer.

This results in participants being well-informed on course content, assessment requirements, support structures and accommodation.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

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|-----|---|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

Comments

The Provider is committed to ensuring that participants have the appropriate knowledge and skills to achieve and progress. Entry requirements are fit for purpose, including language ability. Entry requirements are clearly stated in application packs and course information packs. Overseas participants are also effectively informed of the entry requirements through the other OM global partners who recommend the volunteers for the training and provide pre-application support.

There is a clear documented application procedure that is securely stored. This includes verification of all stages of the application process, dated correspondence and copies of required documentation.

Participants are in regular contact with the administrators prior, during and post the application process. They are kept informed of progress with their application. Meetings with students confirmed the effectiveness and timeliness of the applications process which resulted in them being well informed on the course they had applied for.

This results in well-informed participants who are appropriate for the courses offered.

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

- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

The Provider has a clear and documented attendance and punctuality policy. This is referenced in the Induction Pack and during induction.

Paper records are kept for each session providing evidence of absence or lateness. These records are scanned on a daily basis to form electronic copies which are used for monitoring. Monitoring occurs on a daily and weekly basis. Copies of all attendance records are securely stored by administrators.

Trainers follow up any absence or punctuality issues and prompt and appropriate action is taken as required. This results in high attendance and punctuality rates.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body. Yes No

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

Comments

The Provider has effective methods for requesting feedback from participants. Participant feedback forms are used and include feedback on all aspects of the organisation. The Provider is highly committed to using feedback to aid improvements and this was confirmed by staff and students.

7.1 Not all stakeholders are formally asked for feedback although informal discussions occur on a regular basis. For example, other OM organisations, who operate in different countries and refer potential participants to the Provider and are important stakeholders, are not asked to supply formal feedback.

Data is analysed by trainers, heads of department, team leaders, the Director of Evangelism and the Director of Operations as part of course reviews. This informs action plans and meeting agendas with minuted actions.

Staff feedback is also obtained via the staff appraisal process, this is clearly documented and up-to-date. In addition, team leaders employ a very interactive approach and this allows for trainers to offer feedback at any stage in a training course. This is highly valued by trainers. In addition, participants are encouraged to provide informal feedback on a regular basis. This is highly effective to aid immediate improvements.

7.4 Feedback to participants is provided informally via tutorials or by mentors. However, the Provider has no formal mechanisms to inform participants of feedback outcomes. This results in participants not always being fully informed on what has improved.

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

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| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Provider has effective means to review its own standards, assess performance and make improvements. The Director of Operations and the Director of Evangelism and Outreach are responsible for supporting the development, creation and monitoring of the self-evaluation report. The Provider has used the BAC self-evaluation report for the first time to formalise and centralise internal review mechanisms and action plans. The process is comprehensive and provides a range of useful evidence. There are regular reviews of courses, including mid-term and end of term reviews.

However, the self-evaluation report could make better use of specific and measurable targets and evidence-based detail to ensure that it is not too subjective and descriptive rather than evaluative.

Reports are produced, including actions plans for improvement, which are regularly reviewed and there is clear evidence of improvement. This is captured in minutes from meetings of course teams.

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="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Programme management is effective.

The Provider has two directors, two team leaders, two heads of department, a mentor coordinator and an academic coordinator supported by a team of administrators. All members of staff are suitably qualified and highly experienced to manage the team of trainers and mentors.

All lessons are clearly timetabled and planned effectively, with appropriately allocated start and finish times and breaks. Participants are well informed of dates, location and content of the placements offered as part of the training. This is included in the induction and course information packs. Participants confirmed they are very happy with the planning of lessons and that the delivery and assessment meet their needs.

All participants receive a participant course handbook and application pack prior to the training courses and this includes a session timetable.

Heads of department are required to submit all requests for resources to the Director of Evangelism and outreach for review on an annual basis. Heads of department are allocated a resource budget for additional resources required within the academic year. This is effective and allows the teaching and learning resources to be reviewed and supported in line with the training course aims and objectives and participant needs. The Provider would benefit from having a formal policy and procedure for the acquisition of teaching and learning resources.

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

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

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

Comments

Courses are supported by clear outcomes and have a schedule of regular assessments that meet stakeholder requirements. Participants report they feel very well prepared for progression.

Schemes of work and lesson plans have a clear focus on assessment objectives. This includes opportunities for collaborative and independent learning. Planning documents are developed, within course teams, to ensure a collaborative approach to teaching and the sharing of best practice.

Formative assessments prepare participants well for summative assessments. Assessments are pre-planned and shared with participants at induction and recorded in Induction Packs.

Participants have planned opportunities for independent learning and trainers actively encourage this. Participants report that they have developed good independent learning skills and that the planning and assessments support their achievement and progress.

Trainers have well-developed class profiles and initial assessment processes that identify the particular needs of participants. Participants report that they have increased confidence in their skills and knowledge. Participants also report that the combination of classroom-based learning, mentoring and practical placements supports them very well for achievement and progression.

Participants with special educational needs are very well supported to achieve and progress. Mentors develop support plans based on initial assessment outcomes and on-going discussion. These plans are well-monitored and there is good evidence of responding to individual needs. Trainers know participants very well and plan to support their achievement and progress.

This results in effective support for all participants to achieve and progress.

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. Yes No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 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. Yes No
- 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

There are robust trainer recruitment practices, which include formal criteria. This ensures that trainers are appropriately qualified and experienced. Trainers have high levels of subject knowledge, with good teaching and learning skills which support the effective delivery of courses.

A highly effective appraisal system uses the outcomes of observations, reviews of job descriptions and self-assessment that informs continuous improvement in teaching, learning and assessment. Trainers report they are well supported in developing additional skills and knowledge.

Trainers respond very well to different needs resulting in a supportive learning environment for all participants. This includes supporting students with physical and mental disabilities to ensure they are able to participate fully in classroom discussion.

Trainers use very good subject knowledge and highly effective engagement strategies to create a vibrant learning experience which effectively supports the participants' understanding of the subject area. This results in highly effective training that supports achievement and success well.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

Trainers and participants report they have access to a wide range of high standard resources. The Director of Evangelism and outreach conducts an annual review of resources during an annual course review process and this is supplemented during the academic year with requests from heads of department who have a resource budget. A recent catalogue of library resources has resulted in easy access to a wide-range of high quality paper-based and electronic resources, that supplements high quality course specific resources. Trainers and participants reported they have good access to paper-based and online resources. This results in good quality resources that supports Participant achievement and progress.

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

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|------|---|--------------------------------------|---|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> 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 checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> 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 checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> 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 checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <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 Provider has highly effective progress monitoring and feedback mechanisms. Regular oral and written feedback is given to participants that is tailored to their needs and constructive in nature.

Course handbooks include a schedule of assessments and are provided prior to the beginning of the course.

A weekly tutorial system enables assessment outcomes and progress to be monitored and support to be provided promptly.

Participants are provided with progress reports on a weekly basis and are informed of how their progress aligns to their expected level of achievement. Participants reported they were very well informed of their progress and what skills and knowledge they need to develop to improve.

Participants spoke highly of the accessibility of trainers outside class time.

This results in participants understanding what they are doing well and what they need to improve.

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

Participants on the ELCO programme are offered the opportunity of taking an accredited award in English language, the PET.

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

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|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

There is a clear indication in all course handbooks and application handbooks of the equivalent level of the ELCO course within the Qualifications and Credit Framework (QCF) and that participants can take the externally accredited PET qualification. Application handbooks and course handbooks make clear reference to how the internal awards can be used to access employment or further study.

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

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|------|--|--------------------------------------|-------------------------------------|--------------------------|
| 16.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 16.2 | For internal assessment and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> NA |

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

Comments

The Provider offers participants the opportunity to achieve internally certificated non-accredited awards. However, ELCO participants have the opportunity to achieve an external accredited qualification in English, the PET. The ELCO English language course follows the same standards set by the external PET qualification. This includes evidence requirements and assessment activities, including time-tested examinations. These activities comply with the external awarding body requirements.

16.2 The learning outcomes and assessment criteria for the MDT programme are available in the course information. There is a marking scheme available for trainers. The team reviews participants' evidence against the learning outcomes to ensure that the evidence meets the standards. However, there is no clear procedure for appealing against the marks.

INSPECTION AREA - PARTICIPANT WELFARE

17. Participants receive pastoral support appropriate to their age, background and circumstances

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|------|---|--------------------------------------|-------------------------------------|-------------------------------------|
| 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="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> 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="radio"/> Yes | <input type="radio"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input type="radio"/> Yes | <input checked="" type="radio"/> No | |

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

Comments

A named member of staff is responsible for participant welfare and is accessible to all participants. Additional support is provided by mentors who meet weekly with their mentees.

All participants have access to comprehensive information as part of the applications process prior to enrolment and this ensures participants are recruited onto the right courses that meet their needs and allow them to complete successfully.

All participants take part in a mandatory induction programme at the start of every training course. This includes information about the curriculum as well as pastoral and assessment information. Students are also informed about the social programme, the accommodation facilities and the local area. Students met their trainers and course leaders.

All participants have access to a mobile telephone contact number for at least one member of staff for emergency purposes.

The Provider has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and outline expectations whilst studying with the Provider. These are clearly accessible in the Induction Handbook.

17.7 There are some informal measures to protect participants from the risks associated with radicalisation and extremism. This includes a code of conduct and sharing of a set of values at induction and in staff and participant handbooks. However, there is no direct reference to radicalisation and extremism in any policy, no risk assessment has been carried out and no member of staff has undertaken training.

18. **International participants are provided with specific advice and assistance**

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|------|--|---|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

International participants receive comprehensive information and advice prior to and on arrival. This includes information on UK culture, maps of the area and useful information to support their stay in the UK, for example, medical facilities.

A comprehensive induction programme ensures international participants are well-informed about their place of stay in the UK. This includes cultural and social information.

They are fully supported during their course of study with access to members of the international team of trainers, mentors and the pastoral support team leader. The team of international trainers has experience of living in countries other than their own and are able to relate very well to the international participants.

Support takes account of cultural and religious considerations. All participants are members of the Christian community and hope to become missionaries. The international trainers speak a variety of languages and are able to provide access, for the majority of participants, to speakers of their first language.

This results in good support for international participants enabling them to settle quickly into their programme of study.

19. **The fair treatment of participants is ensured**

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

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

Comments

There is a clearly documented application process that confirms a fair and transparent process.

There is a clearly documented complaints policy, which is published in induction and course handbooks. Participants are provided with a copy of BAC's complaints procedure and this is also published in the Induction Handbook.

Participants confirmed that they are treated fairly and that the Provider considers their safety, health and well being of high importance.

This results in participants feeling fairly treated and safe.

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. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No 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. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

Residential accommodation is clean, safe and of a good standard. All fire and health and safety procedures are in place with clear signage and safety rules clearly displayed. There is additional information on safety requirements for the preparation and cooking of food.

Access to residential accommodation is secure and participants' property is kept safe. The level of supervision is appropriate for adult participants.

This results in participants having access to good secure accommodation.

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. Yes 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. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes 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. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

Participants are provided with useful information on events, visits and leisure activities at the induction and displayed in the Induction Handbook.

Participants are consulted on planned activities and encouraged to suggest additional ideas.

The social programme costs are inclusive in fees. At least one member of staff supervises external visits.

This results in participants having access to good, appropriate social activities which enhance their experience of studying with the Provider.

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. Yes No NA
- 23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

The Provider has secure tenure agreements for its premises. Contracts and agreements are securely stored in hard copy.

The Provider has access to its own external premises for occasional meetings, if required.

24. **The premises provide a safe, secure and clean environment for participants and staff**

- 24.1 Access to the premises is appropriately restricted and secured. Yes No
- 24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA
- 24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

The premises are accessed via an intercom system and staff and participants report to the main reception area. All visitors are requested to sign-in and issued with a visitor badge.

The premises are clean and in a good state of repair.

General advice on health and safety is provided to participants, staff and visitors. The Provider has a clearly documented handbook for staff and participants that outlines health and safety requirements. Visitors are informed of general health and safety at reception. There are clear notices regarding fire, health and safety procedures in the buildings.

There are appropriately allocated toilet facilities within the building.

The Provider's premises are spacious and well ventilated with adequate heating in all rooms.

25. **Training rooms and other learning areas are appropriate for the courses offered**

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

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

Comments

Training rooms are of an adequate size and accommodate all participants. Training rooms are well-resourced for the delivery of all courses.

The Provider has access to suitable space for conducting any required assessments.

This results in good learning spaces for participants.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

Participants have access to a library which includes appropriate Information Technology (IT) resources for private study.

Trainers have access to good office space and a staff room.

The Provider has a large communal cafeteria, lounge and games room for the use of staff and students.

Students and staff can keep personal belongings safe in lockable offices or lockers.

The Provider has a number of rooms that can accommodate private or staff meetings.

This results in access to very good additional facilities for staff and participants that enhances the learning community

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

Very effective change management which clearly focuses on continuous improvement for participants and provides a supportive culture that engages all staff.

Very effective appraisal process that is inclusive, responsive and effective in identifying the continuous professional development of all staff.

Comprehensive pre-enrolment, induction and course information packs, which ensure that participants are fully informed prior to and during their courses.

Actions required	Priority H/M/L
7.1 The Provider must develop feedback and reporting mechanisms for all stakeholders	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.4 The Provider must develop formal mechanisms for reporting on its response to participants' feedback.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Excellent cataloguing of library resources that provides easy access to a wide range of high quality resources for staff and participants.

Trainers are subject specialist and deliver current and interactive content ensuring participants are continuously engaged and interested.

Actions required	Priority H/M/L
16.2 The Provider must develop a formal appeals process for assessment marking on the MDT course.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

Highly effective support infrastructure that meets individual needs, develops confidence and supports achievement and progress.

Actions required	Priority H/M/L
17.7 The Provider must develop a more effective approach to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Very good facilities that supports an effective learning community for staff and participants.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The Provider is recommended to document all personal training plans in one plan.
The Provider is recommended to make better use of targets and evidence-based detail in its self-evaluation report.
The Provider is recommended to develop a formal teaching and learning resource acquisition policy and procedure.

COMPLIANCE WITH STATUTORY REQUIREMENTS