

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** Amplify Trading

**ADDRESS:** 18 St Swithin's Lane  
London  
EC4N 8AD

**HEAD OF INSTITUTION:** Mr Piers Curran

**DATE OF INSPECTION:** 6-7 September 2018

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 29 November 2018

## **PART A – INTRODUCTION**

### **1. Background to the institution**

Amplify Trading Limited (Amplify/the Provider) is a private limited company. It was established, in 2009, by two professional traders, now joint Managing Directors, to offer professional, financial markets education for individuals, universities and financial institutions.

Amplify Trading is based in the City of London with courses taking place at its City headquarters and additional training facilities available nearby. Amplify Trading also provides training at clients' premises.

Amplify Trading aims to disrupt traditional finance teaching by using simulation technology to promote a student-centred hands on approach to learning. This approach is used to teach people about the way global markets behave, how to use fundamental macro and technical analysis to create trading and investment strategies and how to implement disciplined risk management in uncertain financial environments.

The two founding Managing Directors are supported by three Directors and three trainers. Typically, the trainers also mentor participants, guiding them from being market observers to market participants.

Amplify Trading has been running training programmes for ten years. In 2013, Amplify Trading introduced the use of simulation technology to enhance the practical learning process. This was followed in 2016 by the release of Amplify's online training portal which automates the collection of simulation performance data and produces performance reports. In 2017, Amplify's Level 5 diploma courses received accreditation by the London Institute of Banking and Finance (LIBF).

### **2. Brief description of the current provision**

Amplify Trading offers four courses at their City headquarters. These are face-to-face although participants can opt for an online version.

The Advanced Level 5 Diploma in Trading and Financial Market Analysis is offered as a nine-week full time career programme with no formal entry requirements. The shorter Level 5 Diploma in Trading and Financial Market Analysis programme is available as a four-week internship for university students and recent graduates during the summer months.

A five-day face-to-face programme is offered with no prior entry requirements, with an additional five-day programme known as City Prep which is specifically aimed at university students in their first year.

Additionally, Amplify Trading runs bespoke in-house training programmes for financial institutions often to bridge the gap between the theoretical knowledge and practical application of economics.

Training is also available online for remote participants through Amplify's virtual trading room. None of these courses were running at the time of the inspection.

At the time of the inspection, 74 participants were enrolled across the four programmes. All were over the age of 18 with most being male. The majority of participants were from the United Kingdom (UK), other European countries, for example, Spain and Italy, as well as from China.

Start dates for the four courses at Amplify's headquarters are advertised on the website.

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### 3. Inspection process

The inspection was carried out over two days, at the Provider's headquarters and nearby training facility, by one inspector. Observations of teaching and learning took place which included meetings with participants. The inspector met and held discussions with the Managing Director, directors, trainers and administrative staff. The inspector had sight of documentation covering all areas of the inspection both electronic and in hard copy. Additional documentation was made available on request. The Provider fully cooperated with the inspection throughout.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	2-3 July 2014
Interim	21 September 2015
Spot Check	26 July 2017

## PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                 | <input 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 directors and management team are well qualified and experienced City traders.

The organisation chart clearly shows the individual director's responsibilities and the reporting lines which are effective in promoting the smooth running of the Provider. The directors work in the same building facilitating both formal and informal communication. There are effective communication systems in place should a member of the leadership team be working remotely.

#### 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 small efficient administration team works well to ensure that management information systems are effective in supporting the management team. Thus, information including performance data, policies such as those relating to health and safety and participant retention and procedures for the recruitment of participants are readily available electronically.

Roles within the administration team are flexible so that work can be effectively apportioned, dependant on demand. For example, all members of the administration team can be called upon to respond to applicant enquiries at times of peak demand.

**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**

Staff are recruited via online job sites, by word-of-mouth and from previous course participants. This ensures a good complementary mix of specialisms that gives course participants exposure to a wide variety of approaches to training and market interpretation.

Bi-annual staff appraisals, where employees' job descriptions, roles, performance against targets and training needs are reviewed, are effective in identifying employees' strengths and opportunities for progression. Hence the retention of staff is high.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input 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**

The administrative team ensures that course brochures and information on the Provider's website are up-to-date so that potential participants have sufficient information on which to base their choice of course.

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

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

The Provider does not have specific entry requirements for any of its courses as all Amplify's courses are suitable for beginners. However, the internship and City Prep courses are only open to participants who are current or recent university students.

5.1 The Provider does not specify the standard of spoken and written English required for its courses. This is important information for potential participants for whom English is not their first language.

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

- |     |   |   |   |
|-----|---|---|---|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality.  | <input 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**

Participants are expected to attend all sessions as is detailed in the participant information.

Attendance is recorded at all sessions. The administrative team is responsible for recording and following up on any absences, which they do as soon as they are informed.

Participant absence is extremely rare and usually only in case of illness, in which case the participant will inform Amplify in advance, as is the normal procedure.

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

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

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

**Comments**

Formal and informal feedback is obtained from participants and appropriate action is taken as a result. Students are confident that any issues brought to the attention of the Provider are acted upon. For example, a recent request for additional computer monitors was followed up immediately.

7.4 There is no mechanism for reporting the Provider's actions, resulting from the feedback to the participants as a whole.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Amplify Trading monitors its performance appropriately through the collection of qualitative data from participants and alumni, in order to judge its effectiveness in terms of value added for its students. This is an effective method of ensuring that any issues that may be affecting participants achieving their goals from the training are identified effectively and resolved quickly.

8.2 8.3 Amplify Trading does not undertake formal reviews of its whole performance and, therefore, does not formally track its progress or the results of its decision-making. As a result, there are no action plans and there is no audit trail to judge the success of the Provider's recent developments.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**9. Programme management is effective**

- |     |   |   |  |                             |
|-----|---|---|--|-----------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.  | <input type="checkbox"/> Yes            | <input checked="" 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 members of the programme management team are also the programme trainers. This results in a professional, well-integrated learning programme for the participants.

Theory sessions are delivered in well-appointed classrooms with hands on sessions timetabled in computer suites. Both environments are appropriate for the subject content of the sessions. Administrative staff are responsible for the acquisition of teaching resources, which are fit for purpose.

9.3 There is no system of teaching observations which would further ensure consistency of the delivery.

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

There are no summative assessments for Amplify's courses. However, participants develop the knowledge, understanding and skills of stock and commodity market trading through the use of online simulations using Amplify's market simulation software.

Participants are especially complimentary about the level of individual support they receive from the trainers in order to ensure they are able to succeed.

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

Trainers are highly qualified and experienced industry professionals. This allows them to deliver high quality theory sessions followed by simulated and real-time hands on trading sessions in a real trading environment where participants put theory into practice.

In addition to theory and practical sessions, trainers use their experience to provide real time online briefings when, for example, an event that will have an effect on the markets is anticipated. Participants appreciate these briefings which illustrate how the theory they have covered is used to interpret current economic events.

Trainers do not have teaching or training qualifications and thus no formal training in generic and subject specific pedagogies.

No lesson plans were provided in advance of or during observations of training. However, the quality of the observed sessions suggests that the sessions are well planned.

11.3 There is no system of teaching observations which would further ensure consistency of delivery and the sharing of pedagogic techniques as part of internal Continuing Professional Development (CPD).

**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**

All the resources and materials are provided online. Participants are complimentary about the quality of learning facilities provided which allow participants to trade in real or simulated market conditions.

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

Internal assessment for the diploma courses consists of a series of multiple choice questions at the end of each stage of the course. This allows participants to see how well they are doing and allows trainers to provide additional mentor support for any participant who is underachieving. This support is effective in increasing the attainment of the participants.

In addition, participants following the diploma programme complete an end of course report as part of their assessment.

There is no assessment for the one-week courses. However, trainers carefully monitor the results of individual participants online trading to ensure that all are making the expected progress.

Participants commented that trainers were always available to them and that the support offered is excellent. This concurs with the inspection findings.

**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

Amplify's Level 5 diploma course is validated by the London Institute of Banking and Finance and therefore is a credit bearing award.

**15. There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)**

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level.  Yes  No  NA

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

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

**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.  Yes  No  NA

17.2 Participants receive appropriate advice before the start of the programme.  Yes  No

17.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

One of Amplify's directors is responsible for, and experienced in, participant welfare. Any issue regarding abusive behaviour as well as any associated with the risks of radicalisation, will be passed to the director. Policies in relation to these areas are available in the Provider's handbooks. However, there have yet to be any such issues and the risk level is assessed as low.

Participants are provided with electronic copies of handbooks, textbooks and information regarding their course including the course schedule prior to the start date. This effectively prepares the participants for their studies.

Participants commented that the information they received before and at the start of the course was comprehensive and that they felt well prepared.

**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 continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Amplify welcomes international students. However, the vast majority of Amplify's international students are already resident in the UK.

Other international students are interviewed by telephone and given information on, for example, suitable accommodation in London and continue to be supported throughout their stay in the UK.

As part of their role, administrative staff regularly check for e-mails out of hours and participants are given a contact number.

International participants' needs are met, for example, a prayer room was arranged in response to a participant request.

**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
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- |      |   |   |                             |
|------|---|---|-----------------------------|
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Comprehensive contractual obligations and complaints procedures are clearly signposted in the information available to participants.

**20. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- |      |  |                              |   |
|------|--|------------------------------|---|
| 20.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.                                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 20.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.4 | A level of supervision is provided appropriate to the needs of participants.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.5 | Separate accommodation blocks are provided for participants under 18.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

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

- |      |   |                              |                             |
|------|---|------------------------------|-----------------------------|
| 21.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

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**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 type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 22.2 | The social programme is responsive to the needs and wishes of participants.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

**INSPECTION AREA – PREMISES AND FACILITIES**

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

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

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

**Comments**

The inspector had sight of the lease and associated documents for Amplify's headquarters and additional teaching rooms.

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

- |      |  |   |  |
|------|--|---|--|
| 24.1 | Access to the premises is appropriately restricted and secured.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 24.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 24.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information.                                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 24.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Amplify occupies high quality office space and teaching rooms in the City of London.

Security, facilities, reception, office, class and IT space are exemplary.

Amplify's offices are air conditioned, fully furnished to a high standard and have plenty of natural light. There are a staffed vestibule, office space, meeting rooms, teaching rooms and an informal social area.

Appropriate health and safety information is prominently displayed.

Participants agree that the standard of accommodation and facilities is excellent.

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

25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No

25.2 Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No

25.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Training rooms are of a good size for the teaching groups, are comfortably furnished and offer trainers the use of interactive whiteboards to enhance their training.

IT suites are impressive providing the necessary equipment for participants to practice trading either through simulation or with real money.

Amplify's offices are used as their London Trading Floor as well as their training space.

Participants work with Amplify's professional traders and trainers to develop their knowledge, understanding and skills of and in professional trading.

**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

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- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No
- 
- 26.6 Administrative offices are adequate in size and resources for the effective administration of the provider.  Yes  No
- 

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Amplify's headquarters and office space are of ample size and include suitable breakout areas for smaller groups of participants or staff.

Staff are based in the Provider's headquarters where regular meetings are held in the breakout rooms.

Space for relaxation and consumption of food and drink is available for participants and staff in the main teaching building.

**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 management team is made up of highly qualified and experienced industry professionals with a clear vision for the development of the Provider.

The management team is supported by an effective administrative team which ensures the smooth running of the provider for the benefit of participants and staff.

Actions Required	Priority H/M/L
5.1 The Provider should indicate the level of English language required for its courses for potential overseas participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 The Provider must ensure that its response to participant feedback is communicated to participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 8.3 The Provider must formalise its documentation and action planning to ensure accurate records are kept in order to track effectively the development of the Provider.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Highly qualified and experienced trainers deliver high quality training in a real trading environment. This allows participants to put theory into practice using resources that are of an industry standard.

Actions Required	Priority H/M/L
9.3 11.3 The Provider must develop a system of teaching observations to ensure the consistency of the provision across all its courses and as part of appraisal and CPD.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's Strengths

Participants are fully supported by the Provider and feel safe and secure at all times.

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

## PREMISES AND FACILITIES

### Provider's Strengths

Training takes place in high quality accommodation in the City of London within a real trading environment.

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 should consider encouraging trainers to develop their subject related pedagogy for instance by achieving Fellowship of the Higher Education Academy.

It is recommended that the Provider introduce a common lesson planning format to ensure consistency across taught sessions.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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