



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Full Inspection

NAME OF PROVIDER: Ken Institute of Executive Learning

ADDRESS: Pavan Kuteer Apartment
Masjid Banda
Camelot Layout
Kondapur
Hyderabad
India

HEAD OF PROVIDER: Ms Priyanka Gupta

DATE OF INSPECTION: 4-8 April & 11-13 April 2022

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

DATE: 9 June 2022

1. Background to the provider

Ken Institute of Executive Learning (the Provider) is a private limited company and is owned by the Chief Executive Officer (CEO) and one Director. It is a self-governing body, registered under the Ministry of Corporate Affairs, India and was established in 2019. The Provider is based in Hyderabad, India.

The Provider offers internally accredited online distance learning diplomas, certificates and masters courses in a range of health, safety and environment courses, from Level 3 to Level 8, aimed at working professionals. The levels reflect the United Kingdom's Regulated Qualification Framework.

The aim of the Provider is to offer high quality industry standard health and safety training to empower and upskill professionals across a range of industries, including oil and gas and the construction industry in India, the Middle East and Africa.

The Director provides operational and strategic support to the CEO. These senior managers are supported by the curriculum manager and administration manager, the human resources manager, the learning support manager, and the Information technology (IT) manager.

2. Brief description of the current provision

The Provider offers a range of Health, Safety and Environment (HSE) courses including an International Diploma in HSE Level 6, Graduate Honours in Environmental Management, Level 7, Masters in HSE Level 8, Diploma in HSE Level 6 and Post-graduate in HSE, Level 8.

Other courses that the Provider offers include HSE Certificates Level 3, Fire Safety Level 5 and the Environment Certificate Level 3 and Level 5. The expectation is that learners are able to progress from Level 3 to post-graduate level.

The Provider is a member of the British Safety Council, The Royal Society for the Prevention of Accidents and the Institute of Engineers (India).

Learners study part-time which enables them to study whilst at work. Courses are delivered as credit-bearing units and modules. Course lengths may vary from two to nine months depending on the level of the qualification. The Provider delivers all courses online. Courses are designed for working professionals who need a formal qualification in HSE.

At the time of the inspection, 227 learners were enrolled on courses. The Provider has a capacity to deliver online learning to 500 learners. All learners are working professionals over the age of 18 and the majority of learners are male. All learners are recruited from India, the Middle East or Africa. The majority of learners are from India, the Congo and Saudi Arabia. Other countries represented are the United Arab Emirates, Qatar, Nigeria and Liberia.

Learners are enrolled on a continuous enrolment basis. Entry requirements for each course include prior qualifications, appropriate work experience and English language proficiency.

3. Inspection process

The inspection was conducted remotely by one inspector over six half days. Meetings were held with senior managers, the curriculum manager and administration manager, human resources manager, learning support manager, Information technology (IT) manager, tutors and learners. A meeting was conducted with members of the administration and IT teams. A virtual tour of the accommodation was arranged. Observations of teaching and learning were conducted, these included opportunities to scrutinise learner work. The Inspector reviewed online learner and customer management systems and a range of documentary evidence. The Provider cooperated well with the inspector throughout the inspection process.

PART B - JUDGEMENT 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 provider.

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/or 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 others working for the organisation, including those working remotely. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals which effectively guides its activities that is communicated to all stakeholders and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.5 | The provider has a written risk management strategy that includes financial planning and data breaches and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clear and well defined. An organisation chart identifies key posts and this is supported by an overview of the key roles and individual responsibilities, including those of the CEO and Director.

The CEO and Director are experienced and suitably qualified and carry out their roles very effectively, ensuring a well-managed organisation that delivers a high-quality learning experience for learners.

Communication is excellent. Good use is made of a customer relationship management system, emails, telephone calls and regular documented meetings that results in all staff feeling well informed and engaged with the Provider.

The Provider has a clear mission and vision that is reflected in a series of well-developed targets that effectively guides all activities. The mission and vision are effectively implemented for learners and staff. The mission and vision are well communicated on the website, in learner and staff handbooks and at learner and staff Induction.

The mission and vision are reviewed each quarter with detailed evidence gathered against targets. This results in an organisation that understands its purpose and is highly effective in meeting its goals.

There is a comprehensive and well-developed written risk register that provides a clear focus on financial planning and potential data breaches. The register is well understood, implemented and regularly reviewed.

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

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|-----|---|---|
| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | <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 and learners is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

2.4	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	Learner and tutors' personal records are sufficient detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrators are very well qualified and experienced. They have a clear understanding of their role and responsibilities which are identified in clear, well-defined key performance accountabilities, which are monitored every month. This results in the effective administration of the Provider.

The size of the administrative team is sufficient in enabling the effective operational activities of the Provider.

Clear and well-defined administrative support for managers and learners is identified in key performance accountabilities, which are summarised and shared at staff and learner induction, in staff and learner handbooks and, digitally, in the customer relationship manager system and by email. This results in managers and learners receiving effective support.

Comprehensive and thorough policies, procedures and systems are well communicated both digitally and in hard copy. They are reviewed every six months with feedback provided by staff and learners. This results in effective support for the management and administration of the Provider.

The working environment is fit for purpose, has appropriate storage space and is well resourced to support the effective administration of the Provider. Office space is light and airy and of a very high quality. Teams are encouraged to work together in a common workspace. There is a procedure for requesting additional resources if required.

The data collection and collation system is highly effective. The learner management system provides accurate, up-to-date information which informs administrators and managers decision making. Data collection includes, weekly enrolments, learner progress data and learner use of the learner portal, including accessing resources, attendance at live teaching sessions, one-to-one academic meetings and counselling meetings.

Up- to- date learner performance data is available from mock examinations, summative examinations, mandatory continually assessed personal projects and pass rates at completion of the courses. Collation of data is managed on a digital dashboard and shared each month with managers. This results in very effective monitoring of learners' progress and performance.

Learner and tutor personal records are comprehensive and accurate. This includes, personal data, contact details, including emergency contacts, photograph identification, qualifications, work experience and references, including evidence of verification. Regular updating is carried out via the customer management system. This results in comprehensive, accurate and detailed records.

The Provider has effective systems and policies to protect the data of its learners and tutors. A comprehensive privacy policy outlines the importance of adherence to the policy and the responsibilities of all staff and learners to adhere to the guidance. A named administrator has a unique password that is secure. If an unauthorised person tries to enter the system, an alert is sent to the named administrator and immediate action is taken. This results in the safety and security of personal data.

3. The provider employs appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include for self-employed staff a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Appropriate checks, including experience and qualifications, are carried out before recruitment and accurate records are maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	All staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Policies and procedures for the recruitment of all staff are effective. Prospective candidates complete an application form, have a telephone interview prior to short listing and a face-to-face interview if short listed. Self-employed staff have an appropriate contract.

All qualifications and work experience are verified and references are seen prior to an offer of employment. Accurate records are maintained on the customer relationship manager system.

A robust tutor recruitment system includes completion of an application form, a telephone interview prior to short listing and a face-to-face interview on an appropriate platform. The interview includes an assessment of a microteach activity.

The performance management of all staff is highly effective. All staff meet monthly to discuss targets, this is recorded and centrally stored. Monthly tutor feedback from learners is effective and centrally stored. Tutors are observed and outcomes of the observation process are included in tutor targets. The criteria used for the observation process would benefit from including a wider range. The outcomes of learner feedback are included in tutor targets and the monitoring of achievement is timely and effective.

The continuing professional development of staff is highly effective. Staff have regular soft skills and team building training we all as targeted training to support their roles. Performance targets identify a range of support mechanisms including access to one-to-one mentoring and coaching sessions.

Access to external qualifications is well supported by the Provider. Staff report that the training and support effectively facilitate their personal and professional growth. This results in the recruitment and support of high-quality, well-motivated staff.

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

4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on programmes is comprehensive and accurate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity materials are accurate in reflecting the Provider's location, facilities and the range and nature of all services offered.

Comprehensive and accurate course information on the Provider's website enables learners to make informed judgements of appropriate course choice prior to enrolment. Learners have access to course brochures which provide a range of comprehensive information on all aspects of the learner journey.

Key policies including recruitment and enrolment, refund arrangements and terms and conditions are available on the Provider's website.

5. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

5.1	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
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.4	The feedback is reviewed by the management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Reports are compiled at least annually, that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has very effective systems for monitoring and reviewing all aspects of its performance, including quality improvement targets. An annual report is produced with clear targets and action points which are captured in team and individual key targets. Progress towards targets is reviewed monthly, quarterly and annually.

The Provider is audited on an annual basis to ensure that it meets the requirements of a recognised quality assurance award and any identified improvements are captured in the monitoring and review process. This results in a fast and focused quality improvement culture which enhances the learner experience and supports very high learner satisfaction rates and pass rates.

Learner and stakeholder feedback mechanisms are very effective. Learners provide feedback on tutor performance each month and prompt action is taken as required. A ticketing system allows learners to provide feedback about any concerns on a daily basis with swift and effective responses. An online facility allows anonymous feedback to be given throughout the course. At the graduate convocation, a survey is completed to capture the learner journey.

Staff are consulted monthly and annually and provide feedback on improvements or best practice. Monthly meetings with the human resource manager allow for additional feedback from staff which is communicated to and actioned by senior leaders. The CEO has monthly meetings with employers to evaluate the impact of the Provider's training on their employees. A formal record of meetings is maintained and appropriately communicated to all staff.

All learner feedback is centrally captured and analysed on a weekly and monthly basis. Actions taken as a result are prompt and appropriate and centrally recorded.

Feedback to learners is very effective. Learners receive feedback on actions taken as a result of their feedback in a variety of ways. Learners receive feedback in a weekly newsletter, via the learning management system and by email. Learners have access to a satisfaction survey on the Provider's response to feedback and positive responses are very high. Staff receive feedback via the customer relationship manager, senior leaders and managers or at one-to-one meetings with the human resource manager. Employers receive emails on any improvements made as a result of their feedback. This results in very high satisfaction levels with the feedback system for both learners and staff.

A comprehensive annual performance report includes a range of data including enrolment data, pass rates, satisfaction rates, tutor and staff performance, demand for new courses, learner feedback and progress towards targets. This results in well-developed team and individual action plans and targets.

Well-developed action plans are reviewed each month, quarterly and annually. This results in informed and effective decision making by the senior leadership team which impacts positively on learners and staff.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6. Management of the programme is effective

6.1	There is an effective manager or management team with experience of online, distance and blended learning who have responsibility for programme delivery and management of the teaching, learning and assessment team.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.8	Learners have appropriate access to staff for academic and/or learning support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

An effective, experienced and well-qualified lead tutor is responsible for all aspects of programme delivery and management of the teaching, learning and assessment team.

The consistent allocation of tutors ensures high quality teaching and learning. Tutors are allocated on the basis of their professional and academic expertise. The lead tutor reviews delivery weekly by assessing the recorded sessions of teaching and learning and provides feedback for improvement.

Realistic and well-communicated deadlines and examination schedules ensure learners are well informed of their assessment requirements. The examination schedules are communicated through the learner handbook as well as through course information that is disseminate at induction and communicated on the learning management system.

Effective planning and delivery methods ensure there is a clear focus on learning outcomes. Course design is effectively developed to cover all course objectives ensuring all learners can achieve session and course learning outcomes. The programme content is reviewed annually to ensure all information is up to date and includes changes in health and safety legislation.

Programmes are effectively designed and aligned to assessment plans that ensure learners are well prepared for summative assessments.

Industry specialists are commissioned to develop content which is reviewed by the lead tutor to ensure all courses are of a high standard.

Learners have access to regular and comprehensive support to meet their academic and learning needs. Learners have access to weekly or monthly one-to-one meetings for academic and learning support and are assigned learning mentors.

7. Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning

7.1	Tutors are appropriately qualified and/or experienced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Tutors have an appropriate level of subject knowledge, pedagogic and communication skills that allows them to deliver the programmes effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are very well qualified and experienced in their area of expertise. They demonstrate a good understanding of the demands of online and distance learning and respond effectively.

Technical guidance is provided at the start of the session which results in learners being ready to learn promptly. Technical issues that arise during delivery are addressed efficiently and effectively.

The tutors' video live learning sessions which allows learners to access learning materials if they are absent or to review information.

Tutors have excellent subject knowledge and effective pedagogical and communication skills which results in the effective delivery of learning.

Tutors are provided with effective training that results in a good learning experience for all learners. Tutors are regularly trained in identifying and supporting learners' needs, the use of technology and effective delivery methods.

8. Tutors respond to the individual learning needs of learners

8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors use information about the professional background and support needs of learners to design and deliver effective programmes of learning. This results in a good personal and industry-specific learning experience for learners.

Learners have access to a range of opportunities that effectively develops their independent learning skills. Regular research tasks are set for completion outside the classroom and a research project is part of the assessment planning. Written and oral guidance is provided for tasks and learners have an option of one-to-one coaching. This results in very confident, independent learners.

Tutors use quizzes, weekly assignments, discussion forums and question and answer techniques to effectively measure learning and understanding.

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

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Learner assessment is guided by grading policies that are consistent and well-communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.10	Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Comprehensive and well communicated assessment schedules, including procedures and criteria, result in learners being well-informed of all aspects of formative and summative assessment.

Assessments are aligned to assessment criteria and provide comprehensive cover of all learning outcomes. Well-developed and focussed formative assessments ensure all learners are well prepared for summative examinations and assessments.

A consistent grading policy and marking scheme informs learners of how marks are allocated and how grades are awarded. These documents are returned in a timely manner so that the learners know how they are doing.

9.4 However, there is insufficient guidance on subject content criteria to support learners' understanding of how marks and grades are allocated for subject content.

Progress and assessment outcomes are very well monitored to identify learners who are making slow progress and timely and effective intervention supports learners to improve their progress.

Learners receive regular and personalised oral feedback that is constructive and meets their needs.

9.6 However, there is insufficient personalised written feedback to support learners.

Regular progress meetings ensure learners are aware of how well they are progressing towards their target level of achievement. The progress meetings include advice and guidance on alternative programmes. This results in learners being able to transfer to alternative provision which is better suited to their needs.

A comprehensive and well-communicated plagiarism and cheating policy and set of procedures inform learners of the consequences of cheating and action is taken when appropriate.

Tutor and learner assessment submissions are very well monitored on the learning management system and swift action is taken if timelines are not met.

10. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

11. There is a clear rationale for programmes leading to unaccredited or internal awards

11.1 There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA

11.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires. Yes No NA

11.3 External moderators are involved in the assessment process. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A clear statement of the level of the qualifications is benchmarked against the Indian national qualification framework and there is clear evidence that learners meet the requirements for each level.

Employer feedback shows the value that employers place on the awards offered by the Provider. Learners are professionally employed across a range of industries and highly value the awards as a first award or in updating skills and knowledge.

The Provider has a memorandum of understanding with the National Safety Council in India which validates the quality and content of the awards offered. Feedback from graduated learners shows the impact on learners' progression at work and improved opportunities to secure employment.

External audits by appropriate health and safety organisations verify that the standards of the assessment process meet occupational standards.

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

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|------|--|---|
| 12.1 | The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 12.2 | For internal awards, there are effective systems in place for assessment security and administration. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 12.3 | For internal awards, there are clear procedures for learners to appeal against their marks. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 12.4 | There is an authentication process which enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Assessment security and the administration of internal awards are effective. All examinations are password protected. Learners are provided with a unique identification code and password. Learners have to complete the examination in a limited timeframe that defaults to uploading the examination paper on the examination portal at the end of the allotted time. Papers are checked by the lead tutor to ensure that all requirements have been met or that the paper is null and void.

A clear appeals procedure is communicated to learners in the learner handbook, at induction and as part of the examination announcement procedure prior to the examination.

A highly effective authentication process is applied to all learners taking examinations. Learners are provided with an individual login and password. An authentication application system captures a screen shot of the learner taking the examination every five seconds. Learners also have to submit a project as part of the summative assessment process. The lead tutor assesses learners' work. Therefore, there is a suitable robust process in place to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.

INSPECTION AREA – LEARNER SUPPORT**13. The enrolment process is comprehensive, transparent and supportive to applicants**

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|------|--|---|
| 13.1 | The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.2 | Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.3 | Enrolment and application documentation is easily accessible and simple to complete and submit. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.4 | The provider replies to all application enquiries in line with its appropriate target response times. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.5 | Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 13.6 | The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 13.7 | The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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|------|--|---|
| 13.8 | The provider has effective systems to identify learners who have special educational needs and disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.9 | Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

An effective and comprehensive advice and guidance process ensures that learners are placed on the appropriate course of study. Learners have access to a pre-enrolment discussion that includes learner expectations, pre-entry requirements and learners' personal needs and interests.

Learners have access to comprehensive course information which enables effective decision making in choosing an appropriate course of study. The website, course brochures and a pre-enrolment discussion provide a range of information about at whom the course is aimed, the delivery and assessment methods and available levels of study. This results in learners enrolling on the appropriate course and supports the achievement of high pass rates.

Enrolment is online, easily accessible, includes clear instructions and is easy to submit. Entry requirements for each course are included on the website and in course brochures and are transparent and clear. Entry requirements include the level of previous qualifications, professional work experience and language proficiency.

The verification of enrolment requirements is robust. All previous qualifications, work experience and language requirements are verified prior to enrolment.

The Provider has a clear statement on learners' expected digital literacy skills and sets out any system requirements in its course brochures. Learners' digital literacy skills are assessed and appropriate support is provided if required. The Provider identifies the education and support needs of learners at enrolment. Appropriate reasonable adjustments are put in place as needed.

The Provider has a clear and comprehensive set of terms and conditions which are well communicated to learners prior to enrolment. This includes timescales for refund arrangements and a cooling-off period.

14. Services provided meet the reasonable needs of learners

- | | | |
|------|--|---|
| 14.1 | Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 14.2 | The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 14.3 | Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 14.4 | Learners have access to a fair written complaints procedure of which they are informed at the start of the programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 14.5 | Learners are advised of BAC's complaints procedure. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 14.6 | Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 14.7 | A suitable policy and effective arrangements are in place to protect learners 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

Learners have excellent access to assistance on general and technical issues. Staff are available during and outside timetabled teaching sessions, including evenings, the weekend and holiday periods. All enquiries are responded to promptly and appropriately.

Support for learner peer interaction is highly effective. Learners have access to learner forums and a range of social media platforms. These include peer interaction by course and includes a platform for graduates and existing learners. This results in highly effective peer support and communication.

Managers effectively monitor the online activity of learners and staff. This is facilitated by personal monitoring from managers and an alert system which highlights any use of inappropriate language. Action is taken to address any inappropriate communication promptly and sensitively. This results in all learners and staff feeling safe and supported.

An effective complaints policy is shared with learners at induction and is available in the learner handbook. The policy includes a set of appropriate procedures including stages of escalation.

Highly effective arrangements are in place to protect learners from the risk of radicalisation and extremism. There is a comprehensive and well communicated policy, risk assessment and continuous training opportunities for staff and learners.

15. Programme materials are appropriate to the medium of delivery and are effective

15.1 Programme designers make effective use of appropriate teaching and learning resources. Yes No

15.2 Programme materials are designed for a specific and clearly stated level of study and include appropriate support material. Yes No NA

15.3 Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. Yes No

15.4 Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice. Yes No

15.5 Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Highly effective content designers make very good use of up-to-date industry-specific resources that meet the needs of all learners.

Comprehensive course materials are designed at the appropriate level of study and include a range of support materials, including research papers.

Course materials are well presented, comprehensive and of a good quality. This results in learners being well supported to achieve their qualification aim.

Course materials are reviewed on an annual basis and include updates on current health and safety legislation. As a result, the materials effectively reflect current practice.

Comprehensive and well-communicated guidance is provided in written and video format that effectively supports learners' use of resources and learning. This results in resources that are appropriate for the level of the course, are accurate and industry-specific and effectively support learning and achievement.

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

- | | | |
|------|---|---|
| 16.1 | The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.2 | The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.3 | The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

A range of technology enables highly effective interaction between the learner and the Provider.

The Provider makes use of a learner management system that enables appropriate communication on all aspects of the learners' journey, regular announcements of interest to learners and access to a ticketing system which captures queries or concerns. Suitable social media platforms, an online magazine and email interaction further enhance interaction.

All course materials and learning resources are available on the learner management system, which is easily accessed by a personal identity number and password. The link is accessible at all times and is checked regularly.

A highly qualified and experienced technical support member of staff ensures systems are operative at all times and provides support to tutors and staff, including those working remotely.

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

Highly effective leadership and management, including successfully embedded values captured in the mission statement, result in the effective personal and professional development of all staff and learners.

Excellent communication which ensures all staff are well informed and engaged with the organisation.

Highly effective systems for monitoring and reviewing performance which have resulted in a culture of continuous improvement that is reflected in very high satisfaction and pass rates.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

A robust authentication process ensures that all learners receive accurate certification.

Actions Required	Priority H/M/L
9.4 The Provider must include subject content criteria within grading and marking policies.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
9.6 The Provider must ensure personalised written feedback is provided for all learners	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER SUPPORT

Provider's Strengths

A comprehensive and robust learner recruitment process ensures learners are placed on appropriate courses and supports the achievement of high pass rates.

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

It is recommended that the Provider further develops the range of criteria used for observations of teaching and learning.

COMPLIANCE WITH STATUTORY REQUIREMENTS

