BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL)
Re-accreditation Inspection

NAME OF PROVIDER: The TEFL Org

ADDRESS: Suite Number 4
8 Church Street
Inverness
IV1 1EA
Scotland

HEAD OF PROVIDER: Mr Joe Hallwood

DATE OF INSPECTION: 25 April and 28&29 April 2022

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 refused

DATE: 21 July 2022

PART A – INTRODUCTION

1. Background to the provider

The TEFL Org (the Provider) is a private limited company offering a range of online and classroom short courses in Teaching English as a Foreign Language (TEFL). The Provider was incorporated as TEFL Scotland Limited (Ltd) in 2008. The brand name has changed several times and is currently The TEFL Org. The name of the registered company remains TEFL Scotland Ltd.

There is no physical head office as all staff work remotely. However, the registered office remains in Inverness. Classroom courses are delivered in hotels throughout the United Kingdom (UK) and overseas.

The Provider's aims and objectives are to provide learners with the training, tools and support they need to become confident and inspiring TEFL teachers.

The TEFL Org is an employee ownership trust. The Managing Director is supported by managers with responsibility for online courses, classroom courses, customer service, administration, Information Technology (IT) and marketing and sales.

2. Brief description of the current provision

Training courses are provided online and in person at Levels 2 and 5 of the Training Qualifications UK (TQUK) framework. All courses are parttime. Learners have a choice of course delivery.

The shortest Level 2 certificated course lasts for 120 hours. It can be taken either as an online course or as a combined course with a classroom component. Longer Level 2 courses include additional classroom teaching or online components, depending on learners' choices. The advanced Level 5 course includes further online teaching and extra components, as well as an optional classroom component. Learners taking combined courses can take the online and classroom sections of the course in any order. Classroom courses are delivered over a two-day, 20-hour weekend course or a three-day, 30-hour weekday course.

Advanced 30-hour courses in Teaching Business English, Teaching English Online, Examination Preparation and Teaching Young Learners are available for learners who have completed a course lasting a minimum of 120 hours at the Provider or elsewhere. Learners with a prior TEFL qualification can also purchase specific components of the 120-hour course according to their requirements.

There were 16,354 learners enrolled at the time of the inspection. Approximately 20 per cent of the total were enrolled on the Level 5 course. All learners are parttime. Most learners are based in the UK, followed by learners based in the United States of America (USA) and Ireland. Just over half of learners are female, and the average age is 29. A very small minority of learners are under the age of 18. There were eight learners aged under 18 at the time of the inspection.

Enrolment for online courses is on a continuous basis. Learners enrol for classroom courses at a time and venue that is most convenient for them. The Provider does not specify entry requirements, other than strongly recommending prior TEFL exposure before undertaking a standalone classroom course or a specialist course. The majority of learners have an undergraduate or postgraduate degree.

British Accreditation Council (BAC) accreditation relates to the online provision and the UK-based classroom provision.

3. Inspection process

The inspection was carried out remotely over two and a half days by one inspector. The inspector held discussions with the Online Courses and Academic Manager (OCMA) and the Customer Service Manager (CSM). Meetings were held with a group of staff. A cross-section of online lessons were observed and a wide range of electronic documentation was scrutinised. An online review of a sample of hotel premises used by the Provider to deliver its in-person courses was undertaken. The Provider was extremely well prepared for the inspection and cooperated fully with the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	8 - 9 & 13 July 2013
Interim	18 September 2014
Re-accreditation	30 May & 3 - 4 June 2017
Interim	30 October 2019

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and others working for the organisation, including those working remotely.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ No

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

Comments

> A clear management structure, with well-defined and documented roles and responsibilities, ensures that the Provider is very well managed. The structure is clear and appropriate and is fully understood by staff. Consequently, the Provider is very well run and a high level of education and learner welfare is provided.
>
> Senior managers are very well qualified and highly experienced. They provide clear educational direction. They understand their responsibilities well and are highly effective in carrying out all aspects of their role. An in-depth knowledge and understanding of the requirements of online, distance and blended learning (ODBL) ensure that courses and their delivery meet learners' needs and that the learner experience is of a high quality.
>
> Communication between managers and the Provider's staff is excellent and includes a wide range of effective electronic methods so that those working remotely have easy access to managers and other relevant staff. Regular online meetings ensure that all staff are made aware of any operational changes and can ask any questions or raise any concerns.
>
> A clear written statement of the Provider's mission and goals is effectively communicated to all stakeholders and effectively guides its activities. The statement is effectively implemented and regularly reviewed.
>
> A clear and appropriate written risk management strategy, which includes coverage of financial planning and data breaches, is in place and effectively implemented and regularly reviewed.

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

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management and learners is clearly defined, documented and understood.	☒ Yes	☐ No

2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	☒ Yes ☐ 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.	☒ Yes ☐ No
2.7	Learners' and tutors' personal records are sufficient detailed and regularly updated.	☒ Yes ☐ No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	☒ Yes ☐ No

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

Comments

Administrative support is very good. Administrators are well qualified, suitably experienced and have detailed job descriptions that help them to understand their roles and responsibilities and to carry them out effectively.

Appropriate numbers of administrators are in place to meet the needs of the Provider. As a result, a wide range of well-defined and documented support is available to managers and learners. Administrators work remotely from home, which meets the current needs of the Provider effectively and fully supports the day-to-day running of the organisation.

A comprehensive range of administrative policies and procedures is implemented, updated and shared effectively with staff and learners. Systems for the collection of data and its collation are highly effective and support the administration of the provision well. Systems for the logging and monitoring of tutor and learner interactions are robust.

Personal records for learners and tutors are detailed, well maintained and up to date. Learners' and tutors' personal records are sufficiently detailed and regularly updated. The Provider has a robust security system and policies in place for protecting the data of its learners and tutors.

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.	☒ Yes ☐ No
3.2	Appropriate checks, including experience and qualifications, are carried out before recruitment and accurate records are maintained.	☒ Yes ☐ No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☒ Yes ☐ 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.	☒ Yes ☐ No
3.5	All staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

A wide range of appropriate policies and procedures for the recruitment and continued employment of managerial and administrative staff is in place and effectively ensures that all staff are suitably qualified and experienced for their roles. Self-employed staff have a signed performance service level agreement.

A well-developed tutor recruitment system is in place and includes a face-to-face interview. Experience and qualifications claimed are appropriately checked and verified before employment, and detailed records are maintained.

All staff have a formal annual performance review with a member of the senior management team. The review process results in a personal development plan, with suitable opportunities for additional professional training identified and an action plan created.

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.	☒ Yes	☐ No
4.2	Information on programmes is comprehensive and accurate.	☒ Yes	☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes	☐ No

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

Comments

The website and other publicity materials are of a high quality and provide accurate information about the courses offered, including how they will be delivered and all of the costs that the learners should expect to pay. As a result, prospective learners are able to access accurate and relevant information to inform their study choices.

Text and images used in publicity materials are accurate and provide a fair reflection of the range of courses currently on offer, as well as other relevant information about the Provider itself.

The Provider's key policies are available through its 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes	☐ No
5.4	The feedback is reviewed by the management and appropriate action is taken.	☒ Yes	☐ No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	☒ Yes	☐ 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.	☒ Yes	☐ No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	☒ Yes	☐ No

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

Comments

The Provider's systems to monitor its own standards and assess its own performance with a view to continuous improvement are good and well understood by staff. Well-developed and embedded systems for monitoring and

periodically reviewing all aspects of the Provider's performance are in place; including course and quality of teaching reviews.

Feedback from learners and other stakeholders is regularly sought via questionnaires, recorded and analysed by managers. Where issues are highlighted, appropriate action is taken to bring about improvement, with appropriate feedback provided to learners about what actions have been taken via the Providers online platform.

Reports are regularly compiled that clearly detail the Provider's performance and include an analysis of relevant data, including learner feedback, and any action plans. Action plans are implemented and regularly reviewed, with outcomes reported to senior management.

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.	☒ Yes	☐ No
6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	☒ Yes	☐ No ☐ NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	☒ Yes	☐ No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	☒ Yes	☐ 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.	☒ Yes	☐ No ☐ NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	☒ Yes	☐ No
6.8	Learners have appropriate access to staff for academic and/or learning support.	☒ Yes	☐ No

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

Comments

Programme management and course development are very effective. The OCMA is highly experienced in managing, delivering and developing ODBL courses. In addition, a small team of experienced academic staff support the OCMA to ensure the effective oversight of the delivery and development of the curriculum. Consequently, the content and delivery of courses are regularly reviewed to ensure that all course materials reflect current knowledge and meet the needs of the learners.

The allocation of tutors to programmes is robust and ensures a consistent learning experience for learners so that they have the best possible chance of successfully completing their programme of study. Managers use course data and regular observations of lessons well to ensure consistent delivery across the range of courses.

Clear and appropriate deadlines and schedules, including revision periods, are set and effectively communicated to learners via the Provider's online learning platform. Well-developed delivery methods and assessment strategies are clearly linked to the achievement of defined learning outcomes to ensure that the programme objectives are effectively achieved. These include a wide range of learner focused assessment opportunities throughout each course.

The commissioning of individual course content and materials is managed effectively and is appropriately checked to ensure standardisation across the provision. Learners have appropriate access to staff for additional academic or learning support.

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.	☒ Yes	☐ No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	☒ Yes	☐ No
7.3	Tutors have an appropriate level of subject knowledge and pedagogic and communication skills, which allows them to deliver the programmes effectively.	☒ Yes	☐ No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	☒ Yes	☐ No

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

Comments

Tutors are very well qualified and experienced in their subject areas and in the delivery of ODBL courses. As a result, tutors demonstrate an excellent understanding of the challenges and demands of ODBL, together with an appropriate level of subject knowledge and pedagogic and communication skills, which allows them to deliver the programmes effectively.

The Provider has secure systems in place that ensure that tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology. For example, all tutors undertake a prevent radicalization course and the Provider has provided training for their new Virtual courses and how their face-to-face courses can be delivered virtually.

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.	☒ Yes	☐ No
8.2	Learners are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	☒ Yes	☐ No

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

Comments

Tutors respond to the individual learning needs of learners very well. The learners' academic and professional backgrounds, together with any support needs, are taken into account in the planning, design and delivery of the programmes.

The Provider's courses are very well designed to encourage learners to actively participate in their learning and discuss it with their tutor. As a result, courses are highly effective in encouraging and enabling learners to develop independent learning skills.

Tutors use a wide range of effective strategies to check learners', such as activities, to understanding of concepts and programme content.

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.	☒ Yes ☐ No ☐ NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	☒ Yes ☐ No ☐ NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	☒ Yes ☐ No ☐ NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	☒ Yes ☐ No ☐ NA
9.10	Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No

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

Comments

Assessment criteria, dates and procedures are made available to learners in writing at the start of their course. Assessment takes place throughout the course and maintains a clear focus on the set assessment criteria and the achievement of the intended learning outcomes.

The ongoing assessment reflects the content and standards of any final assessments and helps the learners and tutors to monitor progress, with timely interventions should a learner be making unsatisfactory progress. Assessment is guided by appropriate grading policies.

Learner performance is regularly discussed so that they know how they are progressing and any additional support can be provided if needed, including providing guidance on alternative programmes if learners are judged to be making insufficient progress.

Regular written and verbal feedback is provided to individual learners to ensure that they are fully aware of how they are progressing.

Appropriate policies and procedures are in place to discourage academic misconduct, including plagiarism, and learners are provided with clear information. Prompt action is taken, and appropriate advice is given to all learners who fail to meet the academic requirements of a course or miss deadlines.

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

The Level 5 Certificate in TEFL is accredited by Training Qualifications UK (TQUK) and meets the requirements of the Regulated Qualifications Framework (RQF).

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 claimed level for each course is in place and appropriately linked to the TQUK framework. Destination data confirms that the Provider's awards are accepted for the purposes of employment or further study.

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

12.1	The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration.	☒ Yes ☐ No ☐ NA
12.2	For internal awards, there are effective systems in place for assessment security and administration.	☒ Yes ☐ No ☐ NA
12.3	For internal awards, there are clear procedures for learners to appeal against their marks.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA
Comments

Appropriate arrangements are in place for the administration of the assessment for each course. Arrangements comply with the requirements of the relevant awarding body in terms of assessment security and administration.

Detailed arrangements for the assessment of internal awards are provided in the learner handbook and ensures that their security and effective administration. Clear procedures for learners to appeal against their marks are in place.

An appropriate learner authentication process 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.

INSPECTION AREA – LEARNER SUPPORT

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

13.1	The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs.	☒ Yes ☐ 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.	☒ Yes ☐ No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	☒ Yes ☐ No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ 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.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No
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.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

Learner support is excellent. A comprehensive range of information and advice and guidance is provided to learners prior to the commencement of their course to ensure that they are registered on a programme of study that meets their expectations and needs. This includes detailed information regarding the content and aims of the course, as well as, for in-person courses, relevant details of the venue, its location and local transport links.

Enrolment and application documents are easily accessible online and simple to complete and submit. All application enquiries are responded to in a timely manner. Applicants are made aware that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.

Effective systems are in place to ensure that learners who have special educational needs and/or disabilities are identified and that any additional learning support or adjustments to their chosen programme of study are made in a timely manner. This includes extending the length of the learners study programme where necessary.

Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

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.	☒ Yes ☐ No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	☒ Yes ☐ 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.	☒ Yes ☐ No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	☒ Yes ☐ No
14.5	Learners are advised of BAC's complaints procedure.	☒ Yes ☐ No

| 14.6 | Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed. | ☒ Yes   ☐ No☐ NA |
| 14.7 | A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism. | ☒ Yes   ☐ No |

This standard is judged to be:　　　　　　　☒ Met　　　☐ Partially Met　　☐ Not Met
Comments

Appropriately trained staff are available to deal with issues of a general and technical nature raised by learners. All enquiries are handled promptly and sympathetically.

Peer interaction is supported and encouraged through the Provider's virtual learning environment platform. Policies and procedures for dealing with any abusive behaviour, including cyberbullying, are in place and implemented effectively. This includes staff monitoring the online activities of learners and tutors, with prompt action taken if there are any concerns.

A clear and fair complaints procedure is in place and is available to all learners. Learners are advised of BAC's complaints procedure, with a link provided on the Provider's website.

Arrangements for the safeguarding of learners under the age of 18 and vulnerable adults are highly effective and regularly reviewed. A clear Safeguarding and Safe Recruitment policy are in place and fully implemented. In addition, all staff who has contact with under-18 learners are appropriately Disclosure and Barring Service (DBS) checked.

A suitable policy and effective arrangements to protect learners from the risks associated with radicalisation and extremism are in place. Appropriate risk assessments have been undertaken and staff have received relevant online training.

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

Courses are carefully designed to ensure that they cover the knowledge and skills that are required to meet their stated learning outcomes and level of study. Courses use an appropriate range of teaching and learning resources. The course design includes appropriate support material.

Learning materials are very well presented and sufficiently comprehensive to enable learners to achieve the programme objectives. Their content is regularly reviewed and revised by the OCMA to ensure that they are accurate and reflect current knowledge and practice.

Courses have a clear structure and appropriate learning objectives, which meet the needs of the learners. A detailed course document provides instructions and guidance on how to study and how to use the learning materials.

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.	☒ Yes	☐ No
16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	☒ Yes	☐ 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.	☒ Yes	☐ No

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

Comments

Appropriate and accessible technology is used to support the interaction between the Provider and the learners and to enhance instructional and educational services.

Materials and learning resources can be easily accessed by learners and their access is regularly checked by the Provider.

An experienced IT technician is in place to ensure that systems are operative at all times and to provide appropriate support to tutors and staff working remotely.

INSPECTION AREA – FACE-TO-FACE COMPONENT

17. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

17.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes	☐ No
17.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☒ Yes	☐ No ☐ NA

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

Comments

The Provider has appropriate arrangements in place to ensure that it has access to suitable premises for its in-person courses.

Appropriate training venues are booked as needed for the delivery of the Provider's in-person courses.

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

18.1	Access to the premises is appropriately restricted and secured.	☒ Yes	☐ No
18.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
18.3	There are specific safety rules in areas of particular hazard, for example, science laboratories, that are readily available to learners, staff and visitors.	☐ Yes	☐ No ☒ NA
18.4	General guidance on health and safety is made available to learners, staff and visitors.	☒ Yes	☐ No
18.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes	☐ No
18.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes	☐ No

18.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
18.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met
Comments

The training premises hired for the Provider's in-person courses provide a safe, secure and clean environment for learners and staff. Premises are of a high quality, appropriately secured and maintained in a good state of repair.

General guidance on health and safety is made available as required. Learners receive information prior to the start of the course and are reminded about health and safety during the course introduction.

Visitors are advised of the emergency evacuation procedures by the tutor. Signage, circulation space, heating, ventilation and other facilities, including the number and cleanliness of toilets, are of a good standard.

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

19.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
19.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each programme.	☒ Yes ☐ No
19.3	There are facilities suitable for conducting the assessments required on each programme.	☒ Yes ☐ No ☐ NA
19.4	Training sessions are timetabled and rooms are allocated appropriately for the programmes offered.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met
Comments

The training rooms that are booked are of a good quality and are suitably equipped to ensure the effective delivery of the courses.

Previous feedback from learners confirms that the rooms hired were appropriate and of a good size and a suitable layout. Inspection findings confirm this.

Facilities are suitable for conducting the assessments required on each programme.

Courses are timetabled and rooms are allocated appropriately for the programmes offered.

20. There are appropriate additional facilities for learners and staff

20.1	Learners have access to sufficient space, which could include a library and suitable IT facilities, so that they can carry out their own private work and/or study.	☒ Yes ☐ No
20.2	Tutors have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☐ Yes ☐ No ☒ NA
20.3	Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
20.4	There are individual offices or rooms in which tutors and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No

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

Comments

Learners confirmed that there are suitable IT facilities at the venues the Provider uses, should they wish to carry out their own private work or study.

There are good spaces in the hired training venues for learners to relax and consume refreshments. These include sitting and dinning areas within the venue.

Facilities are available for the administration team to hold meetings if needed.

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

21.1	There is a clear policy on learner attendance and punctuality that is communicated to all learners and other stakeholders.	☒ Yes ☐ No	
21.2	Accurate and secure records of attendance and punctuality at each session are kept for all learners, and are collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA	
21.3	Learner absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA	

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

Comments

A clear policy on learner attendance and punctuality is in place and effectively communicated to all learners at the start of their course.

Detailed, accurate and secure records of attendance and punctuality are recorded at each session. This data is collated centrally and regularly reviewed by managers.

All learner absences are followed up promptly and appropriate action is taken by administrators to record the reason for the absence.

22. Learners attending face-to-face components receive appropriate support

22.1	There is at least one named staff member responsible for learner welfare who is suitably trained and/or experienced and is accessible to all learners and available to provide advice.	☒ Yes ☐ No
22.2	Learners receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
22.3	Learners receive an appropriate induction and relevant information at the start of the course.	☒ Yes ☐ No
22.4	Learners are issued with a contact number for out-of-hours and emergency support.	☐ Yes ☐ No ☒ NA
22.5	The provider has policies in place to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
22.6	There is an e-policy in place that references any existing staff and learner codes of conduct and covers learners' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
22.7	The provider collects contact details for learners and their next of kin and appropriate staff can access the information quickly and easily, in and outside normal operating hours.	☒ Yes ☐ No
22.8	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources which ensure that all tutors have access to the appropriate quantity and quality of resources on the day/s of the course for the benefit of the learners.	☒ Yes ☐ No

22.9	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☒ Yes ☐ No ☐ NA

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

Comments

Staff members responsible for learner welfare are clearly identified, suitably trained and accessible to all learners for advice.

A comprehensive range of information and advice and guidance is provided to learners prior to the commencement of their course. This includes detailed information regarding the content and aims of the course, as well as relevant details of the venue, its location and local transport links.

Learners receive an appropriate induction at the start of their course. A comprehensive learner handbook provides information relevant to promoting and maintaining their well-being.

Policies and procedures to avoid discrimination and for dealing with any abusive behaviour, including cyberbullying, are in place and implemented effectively.

There is an appropriate e-policy in place that references existing staff and learner codes of conduct and covers learners' on-site use of social media and devices.

Arrangements for collecting, collating and storing contact details for learners are appropriate and staff can quickly access the information if needed.

There are detailed policies and procedures for the acquisition of teaching and learning resources. As a result, all tutors have access to the appropriate quantity and quality of resources needed for the course and for the benefit of the learners.

Teaching sessions maintain an appropriate focus on required assessment objectives where relevant.

23. International learners are provided with specific advice and assistance

23.1	International learners receive appropriate advice before their arrival on travelling to and living in their host country.	☐ Yes ☐ No
23.2	International learners receive an appropriate induction upon arrival covering issues specific to the local area.	☐ Yes ☐ No
23.3	Information and advice specific to international learners continue to be available throughout their programme of study.	☐ Yes ☐ No
23.4	Provision of support takes into account cultural and religious considerations.	☐ Yes ☐ No

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

Comments

24. Tutors are suitable for the courses to which they are allocated and effective in delivering them

24.1	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning.	☒ Yes	☐ No ☐ NA
24.2	Tutors respond to different backgrounds and particular support needs of learners in their delivery of the teaching/training sessions.	☒ Yes	☐ No
24.3	Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content.	☒ Yes	☐ No
24.4	There is an effective system for regularly reviewing the performance of the tutors that includes regular scheduled course delivery observations.	☒ Yes	☐ No

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

Comments

Tutors are appropriately supported in their continuing professional development. This enables them to develop further pedagogical techniques to enhance the learning and to respond to the different backgrounds and the support needs of learners in their delivery of the teaching sessions.

Tutors employ highly effective strategies, including a wide rand of learner activities, to involve all learners in their learning and to check their understanding of concepts and course content.

Well-developed systems are in place for regularly reviewing the performance of the tutors by the OCMA, including regular scheduled course delivery observations.

25.	**Residential accommodation that is directly managed by the provider is fit for purpose, well-maintained and appropriately supervised**		
25.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners.	☐ Yes	☐ No
25.2	Any residential accommodation where learners under 18 are accommodated is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes	☐ No ☐ NA
25.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of learners and their property.	☐ Yes	☐ No
25.4	A level of supervision appropriate to the needs of learners is provided.	☐ Yes	☐ No
25.5	Appropriate measures are in place to ensure that learners under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes	☐ No ☐ NA

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

Comments

26.	**Where home-stay accommodation is organised, the welfare of learners is ensured and the provider's relationship with hosts is properly managed**		
26.1	Home-stay accommodation is selected so that it provides a safe and comfortable living environment for learners and is appropriately located for travel to and from the provider.	☐ Yes	☐ No
26.2	Home-stay accommodation is inspected before learners are placed there and is subject to regular re-inspection by a responsible member of staff or agent of the provider.	☐ Yes	☐ No

26.3	The provider has appropriate contracts with the hosts and learners before and during the home-stay placement that clearly set out the rules, terms and conditions of host family accommodation.	☐ Yes	☐ No
26.4	Appropriate advice and support are given to both hosts and learners before and during the home-stay placement.	☐ Yes	☐ No
26.5	Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems.	☐ Yes	☐ No

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

Comments

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Strong and focused leadership effectively guides the Provider and supports continuous development of the provision and its quality.   The Provider has a robust and systematic administrative system that supports its work effectively.   There are well-established and highly effective communication arrangements in place.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Very knowledgeable and highly qualified tutors are recruited, who effectively support their learners to achieve their chosen qualification.   Teaching is highly effective and results in high levels of learner progress.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

LEARNER SUPPORT

Provider's strengths

A very well-developed welfare system supports learners effectively throughout their course.   Prompt action is taken to address any learner issues, which contributes to very high levels of satisfaction.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

FACE-TO-FACE COMPONENT

Provider's strengths

High-quality training premises are rented for the in-person delivery of courses.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS