



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 Inspection

NAME OF PROVIDER: College for International Cooperation and Development

ADDRESS: Winestead Hall
Patrington
Hull
HU12 ONP

HEAD OF PROVIDER: Ms Karen Barsoe

DATE OF INSPECTION: 3 & 6 October 2022

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 26 January 2023

1. Background to the provider

The College for International Co-operation and Development (CICD/the Provider) is a not-for-profit company offering training in sustainability, climate change and development. It was founded in 1997 as a company limited by guarantee.

CICD is based at Winestead Hall, Patrington, East Yorkshire, in the United Kingdom (UK).

The Provider aims to provide training allowing participants to carry out frontline development work in low-income countries. Participants are also trained to work on environmental and climate-related projects. Its mission is to inspire and empower people to take action against worldwide poverty and climate change.

The Principal is one of four members on the Board of Directors. She is supported by a small team that includes the Deputy Principal, the Enrolment Manager and the trainers.

Courses offered include both practical and theoretical learning. Many courses include a supervised service period for participants to work as development volunteers, known as development instructors, in low-income countries. CICD is currently in the process of developing new programmes that do not include overseas travel.

2. Brief description of the current provision

CICD currently offers five programmes. The Gaia programme is a six-month combination of practical actions, studies, investigations and presentations. The course includes practical projects focusing on humanitarian and environmental issues, and it enables participants to raise a scholarship for other courses. The Poverty Activist programme is a 12-month course, including six months working on a development project in Africa or India. The Fighting with the Poor course is a ten-month course with six months of service.

There is also a five-month Climate Activist course that includes 11 weeks' service relating to climate issues, and a three-month Climate Activist (UK) course. The Climate Activist summer programme was new for 2021. It runs from June to September, and participants may join for two weeks or for one, two or three months. This course did not run in 2022 but may run in 2023.

Most of the courses are residential and taught in person. The one exception is the Gaia programme, which can also be accessed as an Online, Distance and Blended Learning (ODBL) programme. The majority of participants join the classes in-person and ODBL participants join remotely. Both groups share the same sessions and contribute remotely or in person. The ODBL participants share the three-week induction period on site and attend on-site monthly study weekends. They also benefit from a weekly session with the trainer to monitor their understanding and progress.

A four-month People 4 Change programme is being developed. This programme will start in August 2023 and will focus on planet protection issues and include investigations and actions in Europe.

At the time of the inspection, there were two programmes running. The 15 participants enrolled came from Brazil, Italy, Chile, Syria, Spain, Jordan and Portugal, with the largest contingent from Hungary. Currently, the majority of participants are female. No participants are under the age of 18 and most are between 20 and 40 years of age. CICD caters for a maximum of 60 participants.

The Gaia programme has continuous enrolment, but other programmes have fixed starting dates. Entry requirements include basic competency in the English language. Participants' suitability for their chosen programme is assessed through the application process, which includes personal statements and several

interviews. Potential participants whose level of English is not sufficient for the other programmes can join the Gaia programme, which includes English language support.

3. Inspection process

The inspection was carried out by one inspector over two days, one of which was onsite, and one was conducted online. Meetings were held with the Principal, the Deputy Principal, the Enrolment Manager, course managers and trainers. Documentation was scrutinised. The premises and facilities were inspected and in-person and ODBL teaching and learning sessions were observed. The Provider co-operated fully with the inspection.

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 organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, 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, which includes financial planning 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 Provider is well managed. There is a clear organisational chart, and the management structure is clearly defined and documented. The Board meets regularly and has an effective oversight role. It receives reports and makes strategic decisions. All Board meetings are recorded, and senior managers fully understand the Provider's priorities and strategic direction.

The Principal and other senior managers are well qualified and highly experienced, with first-hand knowledge in the areas in which they work. Their roles are clearly defined and carried out effectively.

Channels of communication between managers and staff are excellent. Senior managers meet every day to discuss issues arising and deal with any challenges quickly. Trainers who travel with teams, who are doing the practical development work, communicate through online meetings. Consequently, operational management decisions are well understood and implemented efficiently.

CICD has a recently revised mission statement, which sets out clear aims and goals that are effectively implemented by staff and participants.

The risk management strategy is well implemented and regularly reviewed. It includes financial planning and the development of new programmes to meet changing circumstances.

2. The administration of the provider is effective

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 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	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration is effective. Administrators are well qualified and highly committed and carry out their duties well. The size of the team is sufficient to ensure that operational management runs well.

Administrative support is clearly defined and understood. Roles and responsibilities are clearly documented and understood. Staff are very committed to the ethos of the organisation and work well together.

Administrative policies have been recently revised to ensure they are clear, comprehensive and up to date.

Data-collection systems appropriately support the administration of CICD. There is an effective system to record enquiries and applications, and participant data is recorded efficiently.

Detailed personal records are maintained for participants and trainers and contain all necessary information. The single central record provides a clear overview and is regularly updated to ensure that all the information is accurate.

The Provider has appropriate policies and security systems in place for protecting the data of its participants and trainers.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Managerial and administrative 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

CICD recruits appropriate staff who are committed to achieving the mission of the Provider. They are highly experienced in the practical work undertaken. Staff turnover is low, and most staff have been employed for a number of years. Self-employed contracted staff receive a suitable signed service level agreement.

Staff recruitment records are well maintained. References are recorded, qualifications are verified, and all necessary information is checked. As a result, staff recruitment processes are effective.

There is an effective system for regularly reviewing the performance of staff. Teaching and learning are regularly observed and recorded, followed by professional dialogue regarding strengths and areas for development. Staff appraisals take place twice a year and identify strengths and areas for development to inform improvement.

Staff records include up-to-date Continuing Professional Development (CPD) plans that identify training needs and record the CPD completed. For most staff, this includes regular attendance at conferences where relevant issues are discussed and explored with other organisations with similar goals.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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 provide a comprehensive description of CICD and its courses. Text and images give an accurate depiction of the premises, resources and services offered.

Course information is comprehensive, accurate and up to date.

Key policies are available on the website, including the complaints policy.

As a result, potential participants are provided with accurate information, which enables them to make informed choices regarding whether the courses at CICD will meet their needs and aspirations.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

CICD takes great care to recruit and enrol suitable participants. There are comprehensive procedures to ensure that potential participants fully understand the practical implications of enrolling on a course, and that the programme will fulfil their expectations.

Potential participants receive a thorough introduction through written materials, the website and video interviews. They also speak with current or former participants to enable them to form a clear picture of the programmes and what is involved. This ensures that participants fully understand the demands and challenges of the programmes.

Entry requirements are made very clear on the website and through direct contact with participants. Application and enrolment procedures are extremely thorough and well managed. The suitability of potential participants is assessed through the application process. This includes personal statements and several video interviews and discussions. Applicants whose English language ability is not of a sufficiently high level can join the Gaia programme, where they receive support to develop their language skills.

Comprehensive information is provided to applicants and there are opportunities to ask for further information. This enables potential participants to make informed decisions as to the delivery methods and the suitability of the programmes. Initial enquiries are made through the website and receive an immediate response.

Two former participants have taken on the role of recruitment agents, and they are contracted to provide introductions for potential participants. They have weekly remote meetings with CICD and are well briefed and effectively monitored. Agents therefore fully understand the demands of the programmes and are effective in advising potential participants.

The Provider asks participants to complete a health form and to disclose any additional support needs as part of the application process. This ensures that participants receive any additional help that they need.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate policy, and expectations regarding attendance and punctuality are made clear to participants during induction. Lateness is recorded and trainers make use of highly effective ways to emphasise the importance of arriving on time.

Accurate attendance records are kept. Attendance in class is registered electronically directly by trainers. The resulting information is collated centrally, which ensures that attendance data is accurate and readily available for review.

All CICD programmes are residential and there are effective procedures in place for following up participant absences, which are quickly identified. Any non-attendance is followed up promptly to check why participants are absent and to resolve any issues. As a result, attendance rates are very high.

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

7.1	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
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to 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 effective systems to monitor its own standards and assess its own performance with a view to continuous improvement. It is still a little early to judge the impact as courses have only been running for a couple of months.

Feedback is obtained from participants through satisfaction surveys and through their involvement in the weekly meetings at which staff and participants discuss issues arising. Participant representatives are elected in each team and they provide feedback and raise issues. Minutes are taken of these meetings, and actions for improvement are recorded and reviewed. Feedback is also obtained from staff in daily staff meetings and from partners such as project leaders and Non-Governmental Organisations (NGOs).

Feedback from a range of stakeholders is collected and collated on a regular basis. Qualitative data is analysed well, reviewed by management, and actions taken for improvement. Very little statistical data is collected in a form which facilitates year-on-year comparisons, and there are plans to modify some of the survey formats to facilitate data analysis.

Although there is not currently a formal written mechanism, staff respond to participant feedback through the weekly common meeting for staff and participants, and report actions taken at the subsequent meetings..

Annual reports are compiled and reviewed at Board meetings and a self-evaluation report was developed in 2021. The report for the current year is due in December. Processes for evaluating performance based on data are not yet fully developed.

7.6 This is inhibited by a lack of statistical analysis of data in a format that facilitates year-on-year comparisons of performance and informs action-planning for improvement.

Action plans are currently in place for a range of different areas, and have been used effectively by management to facilitate and monitor progress. However, merging action plans on different topics into a common action plan would enable a clearer understanding across the organisation of the overall aims and actions for improvement.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course management is very effective. Participants' work and progress is monitored well. There is a suitably qualified, highly experienced and committed team responsible for course delivery, which is appropriately managed by senior management.

Effective timetabling and good allocation of classrooms and equipment ensure that classes run smoothly.

There are good systems for evaluation. Trainers are allocated to appropriate classes, and delivery is monitored through both formal observation by managers and informal observation by peers. Participant feedback on the courses is extremely positive and participants confirmed that they found their course to be very valuable.

The excellent teamwork of the staff ensures that participants benefit from a wide range of experience and are able to expand their thinking and develop their own views effectively.

Course materials are developed as part of a staff team effort, in conjunction with sister schools that share the same ethos. All course materials are quality checked to ensure consistently high standards are maintained.

Effective policies and procedures ensure that trainers have access to necessary resources for each course. Trainers can submit a material requisition form if other resources are needed.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are well planned and designed to meet the needs of the participants effectively. The course content reflects current knowledge and practice. Courses are constantly evaluated and revised as part of the quality assurance process. As a result, participants develop the understanding and skills they need in order to be successful in their chosen field of work.

Learning programmes are designed to ensure that participants develop their thinking and form their own views. This focus on self-development provides the participants with the foundation that will enable them to work effectively in their chosen field.

Course materials are designed for specific areas of study and include appropriate support materials to ensure participants can achieve the objectives of the course.

Programmes are designed to encourage independent thinking. A range of tasks encourage independent learning, and participants are encouraged to research, prepare and deliver presentations on relevant topics, which they do on a regular basis.

Participant needs are taken into account in course design, and this includes the language levels of participants. Consequently, participants settle into their course quickly and make good progress.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers are very suitable for the courses because they have personal experience of the development work that forms the focus for the provision. They have a high level of subject knowledge based on personal experience, together with pedagogic and communication skills that enable them to deliver courses effectively.

Every trainer has a personal CPD plan and is encouraged to develop pedagogic skills to enhance participants' experience. Training has included attendance at a recent teaching conference that trainers valued highly and that they confirmed to the inspector was useful. Inspection findings confirm this view.

Trainers respond effectively to the different support needs, backgrounds and language levels of participants. When appropriate, trainers provide materials in participants' first language to ensure understanding and enable good progress.

Effective strategies are employed to actively involve participants in the courses and to check their understanding. These include independent research, discussion, poster design, quizzes and presentations. Participants find the practical experience and enthusiasm of the trainers very motivating. They shared with the inspector how valuable they find the interaction with others in developing new concepts and discovering how others think. Researching and

presenting new subject areas to their peers enables participants to learn and trainers are able to monitor understanding and growth.

11.	Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored			
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.4	Participants 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
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Useful feedback is provided for participants and their progress is monitored very effectively. The schedule of assessments for courses includes presentations, examinations at regular intervals, a mid-course meeting and report, and final assessments of suitability to work on participants' chosen project in their practical placements.

There are no formal final assessments as such. Participants are assessed, on an ongoing basis, on whether they can demonstrate the understanding and skills needed to complete their practical project.

The assessment procedures and criteria are made clear at induction and written in the programme book that all participants and trainers receive.

Participants' work and progress are constantly monitored and evaluated and the trainers have a clear knowledge of each participant's progress. Appropriate support is provided if participants are not making sufficient progress.

Participants are kept aware of how they are developing and receive constant feedback on their progress. They cannot proceed with their project until they are ready and have demonstrated they have the necessary skills and understanding. In the rare cases where participants do not make expected progress, they can move to a different more suitable course.

Evaluation and constructive feedback are provided on an ongoing basis and include tutorials and team reports. In the residential college, with its community ethos, participants have ample access to trainers outside course times and receive the necessary support and encouragement.

Plagiarism is strongly discouraged, and individualised project work and presentations ensure that participants are assessed on their own work. Realistic deadlines for coursework or presentations are communicated well in advance through the course programmes.

Participants are well motivated to complete the necessary assignments. If work is not of a satisfactory standard, participants are required to repeat the assignment or examination.

12. 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

13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

- 14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA
- 14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

- | | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------------|
| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.2 | If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

Comments

Participants have access to suitable advice on further study opportunities. Those on the Gaia programme can progress to one of the other courses. Advice is also provided in lessons and discussions with individuals regarding opportunities in development work.

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

- | | | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------------|
| 16.1 | There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.5 | The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 16.6 | Effective safeguarding arrangements are in place for participants 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 |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 16.8 | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.9 | The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

Pastoral care and welfare support are excellent. Each course team has its own trainer with a pastoral role who is responsible for welfare. The trainers have the necessary qualifications and practical experience, which enables them to provide relevant advice.

The trainers live together as a community and are available to provide welfare support when needed. Consequently, participants are very well supported and confirmed to the inspector that they felt part of a community that is like a family. Inspection findings confirm this.

The demands of the programme are very clearly explained. Participants receive exceptionally thorough information, advice and guidance before their course begins and during the comprehensive week-long induction programme. There is input from staff on relevant areas such as health and safety, study skills, practical application and the responsibilities for cooking and cleaning.

An emergency telephone number is issued to all participants for out-of-hours support. Staff are always available to provide support as they are resident on site.

There are effective policies to avoid discrimination and for dealing with abusive behaviour. It is made very clear that bad behaviour will not be tolerated, and any infringements will compromise the participant's ability to continue on the programme.

All staff have received appropriate training for the prevention of radicalisation and extremism, and there is an appropriate policy and risk assessment in place.

There is a suitable e-policy that covers the on-site use of mobile devices and social media.

Contact details for participants and next of kin are recorded, and these are readily accessible to appropriate staff, who can access the information easily and quickly if necessary.

17. International participants are provided with specific advice and assistance

- | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International participants have access to appropriate help and advice before arrival. This is provided through the participant handbook and is discussed in online meetings. Help and advice include information on travelling, what to bring and what to expect whilst studying at CICD.

The induction programme is thorough and comprehensive. Helpful information on healthcare, the local area, visitor attractions, shops and local history is included. The provision of information and support for international participants continues throughout their course of study.

The support provided takes religious and cultural considerations into account. CICD demonstrates awareness of participants' needs and supports them effectively, according to their individual circumstances. This includes dietary requirements such as vegetarian with vegan menu options.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses 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
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Participants are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

Participants are treated fairly. The refund policy is fair and transparent and is stated in the enrolment contracts. CICD takes care to ensure that participants fully understand all the terms and conditions.

The complaints procedure is fair and is contained in the participant handbook that all participants receive. This includes information about the BAC complaints procedure.

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

19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	A level of supervision is provided that meets the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

Residential accommodation is fit for purpose, clean, well maintained and appropriately supervised. Staff have private apartments in the buildings.

There are two residential blocks, one with 25 bedrooms and one with 15 bedrooms. One has an entrance ramp to ensure accessibility, and accessible facilities for anyone with mobility problems.

Emergency signs are clear and procedures are in place to mitigate the risk of fire and other hazards, including fire extinguishers, fire drills and clear emergency evacuation maps and assembly points. Notices regarding first aiders and the location of first-aid boxes are displayed clearly. Appropriate security and health and safety measures are in place to ensure the safety of participants and their property.

The level of supervision provided by staff who live in the residential accommodation meets the needs of the participants very well.

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

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

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

Comments

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

Participants have access to an appropriate social programme and information on local leisure activities. This includes trips to local beauty spots and visitor attractions, local sports and cultural activities, and in-house music, dancing, talent shows and debates.

There is a team budget for each group and participants make suggestions on appropriate activities. Processes are in place to ensure that there is agreement on which activities will take place. Most of the social programme is organised by the participants, such as music, dancing and cultural activities.

Activities relevant to the study programmes, such as field trips, are organised by the Provider. Participants on programmes of more than six months have the opportunity to travel to Denmark to work with a partner school. All activities are supervised by a suitably experienced member of staff.

Appropriate risk assessments are carried out for off-site activities, including international trips, to safeguard participants and mitigate risks.

INSPECTION AREA – PREMISES AND FACILITIES

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

- | | | | |
|------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 22.1 | The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

Comments

CICD has a lease in place until 2038 to ensure access to its premises.

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

- | | | | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 23.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Access to the premises is suitably restricted and secured to ensure participants' safety, and closed-circuit television is in operation.

The premises provide a clean and safe environment for participants and staff. The buildings are clean, well decorated and adequately maintained. Participants take responsibility for the cleaning and maintenance as part of their training.

Appropriate health and safety guidance is made available to participants and staff at induction. Visitors sign in and out and are provided with a lanyard with fire safety instructions on the reverse of the badge, and a health and safety leaflet.

Signposts and a campus map point the way to specific areas of the campus. Notice boards contain useful general information on rotas, courses and events. Fire exits and first-aid information are clearly signed.

Common areas are large and airy. There is good circulation space for participants and suitable areas in which to receive visitors.

Toilets are clean and sufficient in number. Windows provide natural light and ventilation in all rooms, and heating arrangements are sufficient.

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

- | | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 24.1 | Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | 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 course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

The premises are very suitable for the courses offered. Classrooms are large, light and well ventilated. Other learning areas, such as the grounds, kitchen and walled garden, are also suitable for the delivery of the practical skills that form part of the participants' training.

Learning areas are well equipped. Participants use their own laptops, and multimedia projectors are available. As a result, participants have access to the necessary resources that allow them to be successful on their chosen programmes and courses are delivered effectively.

There are appropriate facilities for conducting assessments.

25. There are appropriate additional facilities for participants and staff

- | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 25.1 | Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | Participants 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.4 | There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Additional facilities for participants and staff are good, with sufficient space for a range of activities and a well-equipped library. There are many areas that are suitable for private study. Computers are available, but most participants use their own laptops.

Many areas are available for the preparation and marking of work. Trainers have their own personal space in their apartments for work and relaxation. Space is also available in the administrative office.

Staff and participants prepare and cook for the participants who are all residential, and they learn skills in cooking and breadmaking as part of their training. There are comfortable areas for relaxation and the kitchen has a range of suitable equipment. Facilities for making snacks and light refreshments in various areas in the premises mean that participants feel comfortable and able to relax.

A large recreation area is used for evening programmes and social activities, and participants can walk and exercise in the very large grounds.

Offices and other rooms provide sufficient room for staff meetings and private meetings. Administrative offices are well resourced and of sufficient size.

As a result, CICD provides excellent facilities for participants and staff.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are established processes which enable the provider to verify that the participant 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
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Senior managers have a suitable understanding of the requirements of the ODBL programme and manage it effectively. The trainer responsible for the class has appropriate expertise and experience in this area and understands its specific challenges and requirements.

Participants benefit from taking part remotely in the in-person class. Trainers answer questions and elicit views from both remote and in-person participants. This is supplemented very effectively by individual support for remote participants in a Saturday session. Trainer and participant submissions are appropriately logged.

All participants study together in person for the first three weeks of the course, where the foundation for the course is laid out and effective working relationships are formed. There are also study weekends that normally remote participants attend in person. The participants are therefore well known to the Provider and recognisable through video links in the sessions. This blended aspect of the course ensures that all participants benefit from in-person activities, support and relationships.

The online activity of participants is effectively monitored by trainers. As a result, there have been no issues to date.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Online course management is effective. The management team has experience of ODBL and is responsible for programme delivery and management of the trainers.

The provision of individualised support for each participant is very good and valued by the participants. The online sessions are supplemented very effectively by in-person sessions at regular intervals to monitor progress and understanding.

Responsibility for the consistency of the learning experience lies with the class tutor. Delivery is monitored well by the Teacher Council, which consists of the Principal and the training team.

Participants are able to achieve the learning outcome and course objectives through the ODBL delivery. All participants must research different aspects of development work and then present to the whole group, whether remotely or in person.

Suitable learning resources and study materials, including slides from learning sessions, are available to all participants, remote or in person, on the shared drive. All participants have access to the same resources and must complete the same tasks. As a result, participants are able to develop their skills and understanding very effectively.

28. Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers have an acceptable level of technical knowledge and understand the demands of ODBL.

Any challenges associated with learning remotely are mitigated by the extra session that is provided for those participants who are normally studying remotely, where learning points can be clarified or reinforced, understanding checked and questions answered in person.

Trainers delivering online are part of the training team in residence at CICD and are fully aware of the policies, instructional approaches and participant needs.

Feedback to participants is regularly monitored as part of CICD's reporting process. As a result, participants know what they need to do to improve.

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

29.1 Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

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

Comments

The enrolment process is supportive, transparent and comprehensive. Each participant has a personal meeting with the trainer before the programme and on arrival, where they talk about the challenges of the course.

There is also a demonstration of the software and how to use it.

The technical aspects are explained during the in-person induction period. Consequently, potential participants are able to make informed choices about whether the programme will meet their needs.

30. Online services provided meet the reasonable needs of participants

30.1 Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively. Yes No

30.2 Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically. Yes No

30.3 The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility. Yes No

30.4 The provider supports and encourages peer interaction through a variety of channels, such as social media and virtual learning environment platforms. Yes No

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

Comments

During the on-site portion of the course, participants benefit from instruction and suggestions on how to study and how to access the learning resources on the shared drive.

This is reinforced during the programme through video calls when needed and includes providing support for technical issues.

Remote participants are working with a partner organisation of CICD, which provides internet connections and, if necessary, technical support.

Participants take part in social media group chat and other virtual learning environment platforms, in addition to in-person meetings each month. This, together with the on-site opportunities, enables effective relationship-building and teamwork. As a result, the learning programme meets the needs of participants very well.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Readily accessible technology is used effectively in teaching and learning to optimise interaction.

There is sufficient technical expertise within the management team, and any technical issues are managed effectively.

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

There is very strong staff commitment and teamwork, which provides clear educational direction and ethos.

Advice and guidance and enrolment procedures seek to ensure that participants fully understand the demands of the course and whether it is right for them.

There is a clear willingness to strengthen processes to bring about quality improvement.

Actions required	Priority H/M/L
7.6 The Provider must develop data analysis to facilitate comparison of performance data and to inform self-evaluation and annual reports.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Enthusiastic trainers have practical, personal experience and are able to inspire participants.

There is an emphasis on learning to work with others and living in a community, which provides a strong foundation for working on projects in difficult circumstances.

There is an emphasis on encouraging participants to expand their thinking and develop their own views.

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

PARTICIPANT WELFARE

Provider's strengths

Pastoral care is excellent and provides support for participants very effectively.

There are very high satisfaction levels among participants, who appreciate the community and family aspects of the provision, as well as the sharing, the challenges, the variety, the concept development and how much they have learned.

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

PREMISES AND FACILITIES

Provider's strengths

Spacious, well-equipped buildings and grounds provide an environment that is conducive to learning a range of skills.

There are excellent opportunities to develop practical skills, such as cleaning and cooking and working in teams, to prepare participants for work in low-income countries.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The blended approach includes in-person activities that reinforce learning and enable relationship-building.

A shared drive with learning materials, class slides and study aids to enhance learning is available to all participants whether on- or off site.

Extra support sessions are held each week for ODBL participants that monitor and enhance their understanding.

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 CICD implements plans to modify its survey formats in order to include quantitative data that will enable statistical analysis.

CICD should consider using a formal mechanism to inform participants of its response to their feedback.

CICD is recommended to formulate a more comprehensive improvement action plan to enhance involvement and ownership across the whole organisation.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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