



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

NAME OF PROVIDER: Global Family Care Network (SCIO)

ADDRESS: St James Research Centre
St James Church
Thornhill Road
Falkirk
FK2 7AZ
Scotland

HEAD OF PROVIDER: Clark Jensen

DATE OF INSPECTION: 16 & 23–24th November 2022

ACCREDITATION STATUS AT INSPECTION: Candidate

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 23 March 2023

1. Background to the provider

Global Family Care Network (the Provider) was founded in 2019 as a non-profit, private limited liability organisation that is registered with the Scottish Charitable Incorporated Organisation (SCIO). It offers training courses on assisting at-risk children and families.

The Provider is located at the St James Research Centre (SJRC), Falkirk, Scotland. The head office, training facilities and residential accommodation are all located at St James Research Centre, which is located in the St James Church. The St James Research Centre was established in 2019 by the Provider with the aim of conducting research and implementing training courses in community-based development, prevention of modern slavery, rehabilitation and psycho-therapeutic services for victims of human trafficking, and orphan care.

Global Family Care Network aims to provide professional training courses to prevent and intercept child trafficking and systematic abuse, and to provide long-term and family-based care for children who are victims of commercial sexual exploitation and other forms of abuse. The goal is to create an international community of practice to develop innovative solutions for social intervention and policy.

The overall management of the Provider is carried out by one International Director and one Director of the SJRC, who is also the Head of Programmes. Both Directors are also the founders. They are supported by an Administration Assistant, a Pastoral Care Manager and a small team of trainers and facilitators.

Since the previous inspection, the Provider has continued to offer online training courses, as well as in-person training to residential and non-residential participants at its head office premises.

2. Brief description of the current provision

Global Family Care Network offers short, non-accredited child-protection training courses and programmes in the United Kingdom (UK). Courses range in duration from one-day to 16-week programmes. These are delivered mainly by blended learning.

SJRC offers a range of in-person and online courses in community development, programme evaluation and modern slavery. The courses are aimed at training and resourcing leaders of community organisations, individuals working in the prevention of human trafficking, those working in the rehabilitation and reintegration of victims of commercial sexual exploitation sector, researchers, volunteer caregivers and donors. Examples of training courses are Preserving Families and Protecting Children, Frameworks and Interventions for Trauma-Informed Care, Fundamentals of Charitable Organisations and Training Caregivers of At-Risk Children.

At the time of the inspection, one training course was being delivered in person at the head office premises. All participants were residential and staying in the on-site accommodation. Two female, one male and one non-binary participant were enrolled on the Programme Evaluation course. All participants were over the age of 18 and from the UK, Mexico, Nigeria and Cameroon.

The Provider has capacity for approximately 50 participants for in-person training at its head office, and capacity for 100 participants online.

Enrolment to courses is ongoing throughout the year, and courses are open to UK and international applicants over the age of 18.

The Provider targets participants who are either currently studying at undergraduate level in college or university, or who have already completed a degree at a college or university. Qualifications and vocational experience are discussed with applicants prior to registration.

3. Inspection process

The inspection was conducted in person and remotely over two and a half days by one inspector. Meetings were held with the two Directors, the Administration Assistant, trainers, facilitators and participants. A tour of the head office premises and residential accommodation was carried out, and training sessions were observed. The inspector scrutinised documentation. The Provider fully co-operated with the inspector throughout 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

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| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="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 that 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 has a well-defined and documented management structure that is well understood. It includes senior management staff and staff involved with course management and course delivery. The organisation chart does not include recent changes to staff responsibilities, which would enhance its usefulness.

The two Directors are appropriately qualified and experienced and have a clear vision for the Provider, its staff and its participants, which ensures the effective management of the organisation. The Directors are supported by an Administration Assistant and a small team of trainers and facilitators, forming an effective, close-working curriculum team. All staff roles and reporting hierarchies are clearly documented for full- and part-time staff, ensuring that all responsibilities are well understood across all levels of the Provider.

There are effective channels of communication between the management and staff. Formal curriculum meetings that include all staff are scheduled at least monthly, and additional, smaller team meetings are scheduled at least weekly. Meetings are supported by regular telephone calls and emails. All communications are recorded and disseminated to ensure there is an audit trail of decisions made.

The Provider's written statement of its aims and goals is communicated to all stakeholders and effectively implemented by the two Directors and the curriculum team.

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A range of secure reporting mechanisms ensures there is an effectively implemented risk management strategy, inclusive of financial planning, which is regularly reviewed by the Director of the SJRC.

2. The administration of the provider is effective

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| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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| 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

The Provider has a qualified and experienced Administration Assistant who effectively supports the Director of the SJRC. The Director and the Administration Assistant are supported at curriculum level by the trainers and facilitators, who provide curriculum-level support. They work closely with the International Director to oversee the consistency of the administration process from initial application to course completion.

The size of the administrative team is sufficient for the number of staff and participants and ensures the effective day-to-day administration of the Provider. Administrative responsibilities are clearly identified and understood by all staff.

There are clear policies covering administrative procedures and systems. These are reviewed annually by the Director of the SJRC. The policies are included in the staff handbook and disseminated to staff during their induction. These are also accessible to all staff through the Provider's secure online system.

Data collection and collation systems are effective. Policies have been reviewed and updated, and the Director of the SJRC and the Administration Assistant have undertaken recent training to ensure that there is full compliance with all data-collection policies and regulations.

All administrative records, including staff and participant information, are stored on a secure central database and updated as appropriate. The database ensures that all staff have access to up-to-date records and documentation as required. As a result, there are effective administrative procedures in place to support staff and participants and ensure the efficient day-to-day running of the Provider.

3. The provider recruits appropriate staff

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| 3.1 | There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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

The International Director oversees the recruitment of all staff. The Provider has detailed and appropriate staff recruitment policies inclusive of a signed performance service level agreement. The policies include legal checks, academic references and the verification of qualifications.

The recruitment of all staff is dependent on their academic qualifications and experience within their subject specialisms. Staff experience and qualifications are appropriately verified by the International Director prior to employment contracts being issued.

All trainers are sufficiently experienced to deliver in-person training and online training. All trainers have undergone a face-to-face interview prior to employment.

The Provider has a structured annual performance review process for all staff. The outcomes of the review process are recorded as part of the staff annual appraisal. The appraisal process is suitably documented. For all trainers, this includes ongoing peer observations and at least one scheduled training session observation from a Director for each course. As a result, the trainers understand what they do well and what they need to improve. The minority of outcomes of the observations are not formally recorded and a consistent approach to ensure all are recorded would improve the performance review process.

The performance of all staff is reviewed by the Directors. Feedback on staff performance is communicated to staff in review meetings as part of the annual appraisal process. The process includes the identification of Continuing Professional Development (CPD) needs. The delivery of CPD and any other identified support is effectively overseen by the Director of the SJRC.

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

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

The Provider's online and digital promotional materials provide an accurate depiction of the method of delivery, location, premises, facilities, resources and courses offered. The Provider's website is well maintained and has been updated to include all the courses offered online.

The information provided prior to, and at the start of courses is relevant, accurate and up to date. The Provider also produces detailed participant information packs for all its training courses.

The Provider's website provides access to relevant policies and associated information.

As a result, prospective participants have access to good information to enable them to make informed choices about the most relevant course to meet their needs.

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

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

The Provider undertakes research across the social intervention industry to ensure that it offers training courses that are current and meet participants' needs. Effective systems are in place to ensure regular participant feedback is used to ensure training courses are meeting participants' expectations.

There are no formal entry requirements for any training course. However, there are detailed course descriptions on the Provider's website. These clearly state what participants can achieve at the end of each course and how courses can contribute to professional development within the industry. All courses are delivered in English, and participants are advised of the required level of English prior to enrolment. This is also stated on each course description on the Provider's website.

A formal application process ensures that participants provide all the required information before the enrolment stage. This is verified at registration and prior to commencing any course. The Administration Assistant arranges further communication between the prospective participant and members of the training team, if required.

Applicants are provided with sufficient information to enable them to make an informed judgement about the suitability of the training courses offered by the Provider. There are opportunities for applicants to discuss courses and delivery methods with the training team prior to registration. The Provider produces detailed course information packs that include training agendas, module information, resources, learning aims and session plans.

All applications and general enquiries are promptly dealt with by the Director of the SJRC and the Administration Assistant. The International Director communicates regularly with the training team through meetings that ensure stakeholders receive appropriate information on the training courses.

The Provider has effective systems in place to identify participants who have special educational needs and/or disabilities and who may require additional learning support or other assistance. Participants have a range of opportunities to disclose any specific needs prior to enrolment and while undertaking their training course.

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

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| 6.1 | There is a clear policy on participant attendance and punctuality that 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. Yes No NA

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

Comments

There is an appropriate, clear, and published policy on participant attendance and punctuality. The policy is communicated to participants prior to any training course commencing and also communicated at induction and within the participant handbook.

Attendance registers and records are maintained using the Provider's secure, central administrative system. Attendance and punctuality are reviewed as part of each course evaluation by the Directors.

The trainers and Administration Assistant are responsible for monitoring participant attendance and following up on any absences promptly. Online and in-person absences are reported by trainers to the Director of the SJRC for each session so that appropriate action can be taken and recorded.

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

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| 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 checked="" type="checkbox"/> Yes <input 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's annual reporting process is used effectively to monitor all aspects of the Provider's performance. The review process considers both staff and participant feedback.

The Provider has a clear approach to obtaining feedback from participants. All participants are requested to complete a questionnaire at the end of each course. In addition, group discussions with the trainers take place during each course delivery to check participant satisfaction. Feedback from trainers is also requested via a survey at various times across the year, for example at the end of a training course and prior to delivery of the next course. All feedback is reviewed by the trainers, and action plans are created as required.

The Provider's responses to the feedback are communicated to participants during and after each course, in person and online.

The Provider produces a number of reports at least annually to review its aims, intentions and progress. These reports are used to ensure the Provider works with stakeholders in monitoring its standards, driving improvements and implementing action plans across all aspects of the training provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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| 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

The Director of the SJRC manages all aspects of the curriculum, teaching, learning and assessment. The Director is supported by a small team of experienced and well-qualified trainers, resulting in very effective management of both in-person and online learning.

Timetables are carefully planned, with consideration of the method of delivery, equipment requirements, duration and participant needs.

The allocation of trainers to courses is carried out systematically, ensuring that participants receive a consistent learning experience, with trainers suitably allocated to courses based on their subject expertise and vocational experience. Training delivery is effectively monitored. These processes result in high-quality delivery of training and learning, with high rates of participant satisfaction.

Course content and materials are regularly reviewed as a key activity in the quality assurance cycle undertaken by the curriculum team. This results in a standardised quality of course content across the provision that meets the needs of participants and stakeholders.

The course management systems and processes are supported by appropriate policies to ensure a consistent approach amongst all staff, and that participants receive a high-quality learning experience. Policies include those relating to the effective acquisition of training resources, ensuring that all trainers have access to an appropriate quantity and quality of resources for the benefit of all participants.

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

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| 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 |

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

This standard is judged to be:

Met Partially Met Not Met

Comments

All courses are carefully planned and designed to reflect participant needs, the level of study and industry specialist areas. Courses are regularly reviewed and updated to ensure they are appropriate for each level and their continuing currency.

Participants receive detailed course materials at the beginning of their courses, including all formative and summative assessment schedules and deadlines. This results in participants being well informed of their assessment deadlines. This allows participants to manage course requirements and to work very effectively.

Delivery methods and programme design are highly effective, and courses are either delivered online, in person or as a combination of both methods. The Provider continuously reviews its resources to ensure participants have access to the latest materials to support their professional development. In addition, the Provider has invested in a range of digital technologies to ensure online delivery is of a high standard.

There is no awarding or examination body involved in the provision.

Training methods include small-group and independent study, with individual support and access to self-learning activities. Assignment briefs and study guides are well designed. The courses are structured so that participants develop independent learning skills.

Participants' academic, professional and support needs are fully considered during the planning and design of the course content for all courses. There is an effective quality assurance system in place to ensure all course content undergoes relevant and appropriate checks prior to delivery.

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

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| 10.1 | Trainers have a level of subject knowledge, 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 have excellent knowledge and experience, which they use to deliver courses very effectively. Trainers have very effective pedagogic skills, delivering high-quality sessions using clear and instructive communication skills.

All trainers are current practitioners or researchers, or both. Trainers are supported in their CPD, including CPD in delivering online learning. This includes the use of effective strategies to ensure all participants are involved and that participants' understanding is regularly checked.

Trainers are experienced in the use and application of policies that apply to the participants' learning experience. Trainers are well informed about participants' needs and backgrounds, and this appropriately informs their teaching and checking of participants' understanding.

Trainers are very confident in using a range of digital and online technologies that support the effective delivery of teaching and learning. This results in a high-quality learning experience for all participants.

| 11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored | |
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| 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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

All courses include a comprehensive schedule of formative assessments, which is provided to participants in the course information packs before the start of their programme of study. This results in participants and trainers being well informed about the interim deadlines for formative assessments.

Formative assessments are well planned and are comprehensively aligned with all assessment criteria and learning outcomes. This results in clear information for participants and trainers on the role and purpose of assessments in meeting the standards of the intended professional assessment.

Well-developed, comprehensive and standardised grading and marking policies ensure that all participants have access to a fair and transparent framework that informs the allocation of grades. Effective monitoring ensures that participants receive the outcomes of their formative assessments in a timely manner.

Rigorous monitoring of progress and assessment outcomes results in timely interventions that support progress and achievement for all participants.

An effective monitoring and tracking system enables participants to understand their progress towards their target level of achievement. This results in participants being well informed of their progress.

The Provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders. The process is clearly communicated at induction and outlined in the programme handbook.

Regular reviews of progress and achievement enable the provision of effective additional advice and guidance on alternative courses. Although rare, this allows participants to be directed to more appropriate courses of study.

Effective feedback provides comprehensive information on how formative assessments meet learning outcomes and assessment criteria. Participants receive very effective constructive feedback that informs them of their strengths and areas to improve. This results in participants being aware of their progress and which skills and knowledge need further development. In addition, participants have access to trainers outside scheduled classes.

An effective monitoring and tracking system is used to identify participants' meeting of deadlines. Prompt action is taken if deadlines are not met. This results in trainers intervening appropriately to ensure participants make good progress.

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

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| 14.2 | For internal awards, there are effective systems in place for examination security and administration. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14.3 | For internal awards, there are clear procedures for participants to appeal against their marks. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

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| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities. | <input 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 type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

INSPECTION AREA – PARTICIPANT WELFARE

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

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|------|--|---|
| 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

The Pastoral Care Manager is responsible for participant welfare for both in-person and online training courses. The Pastoral Care Manager is effectively supported by the Administration Assistant and the Director of the SJRC. The Pastoral Care Manager is experienced and trained to provide information, advice and guidance, as well as other, related pastoral support such as in relation to safety and well-being.

Participants receive effective advice and guidance from their trainer, which ensures that they are well supported on their training course. The Administration Assistant provides all participants with detailed information, advice and guidance prior to course commencement.

All participants receive an induction either prior to, or as part of the first session of any training course. This is a standardised activity that can be amended to suit the participants and delivery method requirements. The induction activity is welcoming, engaging and informative. It includes appropriate information about participants' expected behaviour and health and safety.

The Administration Assistant responds to any enquiries efficiently and promptly by means of email or telephone calls prior to participants applying or registering for a training course.

All participants are provided with contact details for the Facilities Manager and the Pastoral Care Manager for support or assistance, including an emergency contact for use outside normal working hours.

The Provider's policies and procedures clearly state that abusive behaviour, including cyberbullying, is not tolerated. All participants receive a participant handbook that includes all the policies to ensure that participants are aware that any discriminatory or abusive behaviour is unacceptable.

A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. This is inclusive of a risk assessment for the prevention of radicalisation and extremism. All staff that have direct contact with participants have received up-to-date training on how to protect participants from the dangers of radicalisation and extremism. It would be useful if this training was confirmed as part of the staff induction checklist.

The Provider has a suitable e-policy that includes participants' safe and responsible use of social media and digital devices, such as mobile telephones, tablets, and cameras.

The Provider securely stores contact details for all participants for online and in-person training. Participants attending in-person training also provide a next-of-kin contact. All relevant staff can access this information.

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

The Director of the SJRC liaises with international participants and ensures they receive comprehensive advice before their arrival on travelling to and staying in the UK.

On arrival to the UK, all international participants receive a thorough induction that includes detailed information about the local area.

The Director of the SJRC is the main point of contact for international participants and is present and available throughout course delivery.

The Provider fully considers the cultural and religious considerations of all participants, including for all teaching and learning activities and social courses.

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. Yes No

18.2 Participants have access to a fair complaints procedure, of which they are informed in writing at the start of the course. Yes No

18.3 Participants are advised of BAC's complaints procedure. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a fair and transparent enrolment procedure for all in-person and online training courses. Participants are provided with clear contractual terms and conditions that are signed and dated. There is an appropriate refund policy in place.

Participants have access to a fair complaints procedure, about which they are informed during induction. The complaints procedure is also accessible from the Provider's website and programme handbook and includes clear reference to the British Accreditation Council (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. Yes No

19.2 Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. Yes No 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. Yes No

19.4 A level of supervision is provided that meets the needs of participants. Yes 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. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The residential accommodation is part of the main head office premises and accessible by a secure private entrance. The accommodation is clean, safe and well maintained.

There are clear rules in place, supported by an appropriate policy, regarding fire safety and other appropriate health and safety procedures. These are communicated to participants at induction and stated in the programme handbook.

19.3 There is currently access to the residential accommodation from inside the main head office premises. The main head office premises are also used for the delivery of training courses. As a result, when these premises are in use for the delivery of courses, non-residential participants are able to gain access to the residential accommodation. There is sufficient signage to prohibit entry on the door that has access to the residential accommodation and all non-residential participants are supervised by staff at all times. Therefore, mitigating the risk of any unauthorised participants entering the residential accommodation. In addition, the male private rooms do not have secure locks fitted. Secure locks were in the process of being fitted at the time of inspection to ensure the security of participants property.

There is an appropriate level of supervision in place that meets the needs of the participants. The local Facilities Manager oversees daily housekeeping, as well as being available to participants at any time, including outside office hours.

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 re-inspection 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. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Director of the SJRC consults with trainers to design a wide-ranging social programme for participants based on participants' academic and leisure interests.

The social programme includes cultural activities in the local area and a programme of subject webinars throughout the training programmes. All activities are published on the Provider's social calendar, which is accessible to all participants.

All activities within the social programme are chosen with consideration for their affordability for all participants, and many are free of charge.

On- and off-site social activities are supervised by experienced and qualified staff, who undertake an appropriate risk assessment in order to implement suitable safeguards.

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. Yes No

22.2 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 owns the building and has made appropriate adjustments to make it suitable for use as education 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. Yes No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA

23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No

23.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes 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. Yes No

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

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

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

Comments

The Provider's head office premises provide a safe, secure and clean environment for staff. There is appropriate, secure access to the premises through the main building reception area. The premises are spacious, well maintained and clean.

Staff and participants are fully aware of the required health and safety guidance. Health and safety are covered as part of the participants' induction.

There are clear notices and signage regarding fire and other health and safety procedures throughout the premises to ensure the safety of participants, staff and visitors. It would be useful if general guidance regarding health and safety is provided to all visitors on arrival.

The premises provide very good circulation space for the number of staff accommodated, and there is a suitable space in which to receive visitors.

There are good toilet facilities throughout the premises that are clean and appropriately maintained. There is adequate heating and ventilation in all rooms.

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. Yes No

24.2 Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course. Yes No

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

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

Comments

The Provider has access to training rooms that can easily accommodate various numbers of participants and trainers. There are additional rooms that can be used for meetings as needed.

The training rooms are well equipped and allow for effective delivery of a range of training methods. The Provider effectively supports participants by providing all resources required for the courses, such as IT equipment, audio-visual equipment, interactive whiteboards and projectors.

All training rooms can be used for formative assessments and are appropriate for this purpose.

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. Yes No

25.2 Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. Yes No 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

Participants have access to a sufficient number of suitable workspaces at the head office premises if required.

Staff and participants have access to suitable additional facilities at the head office, including office space for staff, communal break areas, a library and private meeting rooms.

Staff are supported while they deliver training and have access to lockable offices and secure storage. All training rooms are secure, allowing participants to safely store personal belongings.

The Administration Assistant’s office is situated at the head office and is of a good size for the staff who undertake administrative duties.

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 that 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

The Provider has a suitable management structure in place to manage, staff and administer online courses. The Director of the SJRC and the curriculum team have undertaken research regarding effective online delivery methods, including piloting the delivery of online sessions prior to enrolling any participants.

There is a data-collection policy that clearly outlines how the Provider seeks to protect the personal data of employees, members, suppliers and other individuals for business purposes. The policy includes the name and contact details of the Data Protection Officer (DPO). The DPO is responsible for training staff regarding data-collection and collation systems and is also responsible for monitoring the storage of data.

There are effective processes in place that enable the Provider to verify the identity of participants. Participant data is securely stored in the Provider’s online database, which includes application and registration details. The Director of

the SJRC oversees all course registrations and liaises with the Administration Assistant to confirm attendance lists for each training courses and any individual training sessions.

Each training session of any online course has an electronic register taken by the trainer and this is accessible to the Director of the SJRC. Although absences are rare, this allows the Director to contact any absent participant quickly.

All course content is reviewed by the Director of the SJRC, including checking that all resources, such as video footage or external internet links, are safe and appropriate for participants prior to any online delivery.

Participants are only required to attend pre-booked online sessions to which they are invited and with trainers present, and therefore no attendance or other monitoring is required outside these sessions. Additional appropriate processes are in place to manage the risk assessment of online course delivery.

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 have 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

The Director of the SJRC leads all online course management, with appropriate support from the International Director and trainers.

The Provider has a number of part-time trainers who can be used for any training course. All staff involved in training are suitably qualified and experienced within their fields of expertise. Trainers have undertaken CPD in the use of the Provider's online training tool. This ensures online training courses are delivered to a high standard.

The Director of the SJRC ensures that all participants have a consistent learning experience by allocating a small number of trainers to each course. Trainers are subject experts and experienced in pastoral support. Trainers work with the Director to ensure varied delivery methods are used to enhance the online learning experience and to ensure all participants are engaged and responsive.

The Director currently monitors all online training sessions, including trainers' performance and end-of-course participant feedback. Performance monitoring and participant feedback inform staff appraisals and future delivery.

All training courses have clear delivery plans in place that reflect course objectives and intended learning outcomes. These are clearly documented and are sufficiently detailed.

The Director of the SJRC works closely with trainers to standardise the online course design, structure and content. The content is coherent and includes a range of learning resources, such as trainer-led sessions, break-out sessions for group work, video footage and the use of online polls. This range of methods ensures that participants receive a varied and interactive learning experience.

Training courses vary in duration, and some courses require pre-reading or additional work to be undertaken independently between sessions. All instructions for the use of additional study materials are clear and accessible.

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. Yes 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. Yes No
- 28.3 Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers demonstrate a good understanding of the special challenges and demands of the delivery of online training courses. As the delivery of online training courses is relatively new to the Provider, staff have worked hard to develop effective approaches and to analyse training needs. This ensures that the online courses suit the subject matter and methods of delivery.

All trainers have undertaken CPD in the use of the online applications that are used for course delivery. However, this CPD is not recorded on the staff induction checklist.

The annual performance review procedure includes online trainers and incorporates regular monitoring of their feedback to participants.

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 sufficiently detailed and clearly documented.

Initial communications clearly state the level of digital literacy required for any training course. Information regarding the expected level of digital literacy is also communicated as part of marketing information.

All required joining instructions and technical requirements are included in the welcome email.

Participants are required to test their technical devices prior to the start date of any courses and are supported by administrative and technical support staff as needed.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.4 | The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms. | <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 in place to ensure participants are well informed and supported in the study methods required for the online courses. All participants receive an induction at the start of their course, supported by a programme handbook.

The course handbooks are comprehensive and include instructions and suggestions on how to study using the Provider's choice of online applications.

Participants are supported by an appropriate range of staff, including an IT technician, throughout their online courses and outside the scheduled sessions as needed. Participants confirm that all enquires are handled promptly and sympathetically.

Participants are advised in the welcome email of the technical system requirements prior to any training programme commencing. Technical support guidance is also provided to enable the effective use of the online application that is used for the training delivery. This approach ensures all participants are well prepared for their online study.

The online training courses, regardless of duration, encourage participants to network and share good practice during and outside the training sessions. This interaction makes use of an appropriate method such as a monitored social media channel. Participants confirm that this is a positive and well-received aspect of the courses.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider is using a reputable and common online application to deliver training courses. The Provider is registered as a business user of the application, and the Director leads on the scheduling of online training courses.

The Director has delivered CPD to all the trainers and has created support guidance for the online application. This guidance has been provided to all staff and participants.

All staff involved in the administration and delivery of the training courses have sufficient knowledge to provide technical support to participants. In addition, there is an IT technician who can be contacted during and outside course delivery times.

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

All staff are passionate and committed to providing an excellent learning experience for participants, resulting in very positive participant feedback.

The Provider prioritises focused international research across all levels of staff to support the specialist courses offered and to ensure that their content is current and up to date.

The Provider produces detailed course information packs that include training agendas, module information, required resources, learning aims and session plans, which ensures that participants receive high-quality materials.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The Provider has a curriculum team of highly experienced and knowledgeable staff to ensure professional standards of training are consistent across all courses.

Participants complete an initial self-assessment that is used as a tool to design individual learning plans.

There is a well-designed and accessible online platform for accessible teaching and learning resources.

Course materials are regularly and efficiently updated.

| 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 support is highly focused on the individual well-being of participants, as well as supporting progression and career aspirations and this ensures that participants feel thoroughly supported throughout their courses.

The Provider supports and encourages safe participant interaction through a variety of methods that allow effective networking and sharing of good practice to enhance participants' professional development.

| 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

The Provider has modern and spacious head office premises that effectively promote a creative learning environment for participants.

| Actions required | Priority H/M/L |
|---|---|
| 19.3 Appropriate precautions must be taken to ensure the security of residential participants and their property. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Online training courses have been planned in detail to ensure that a range of appropriate, interactive delivery methods are used.

Online training sessions are well paced to ensure participants are engaged and responsive, including through the use of effective and appropriate resources.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Provider's organisation chart is updated to reflect recent changes to the responsibilities of the staff in the teaching and learning curriculum team.

It is recommended that the Directors implement a formal system to document the outcomes of all training session observations.

It is recommended that the training undertaken on how to protect participants from the dangers of radicalisation and extremism is confirmed as part of the staff induction checklist.

It would be useful if general guidance regarding health and safety is provided to all visitors on arrival.

It is recommended that training undertaken on using online delivery methods is confirmed as part of the staff induction checklist.

COMPLIANCE WITH STATUTORY REQUIREMENTS

| |
|--|
| |
|--|