



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM INSPECTION (Online, Distance & Blended Learning)**

**PROVIDER:** Ken Institute of Executive Learning

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

**HEAD OF PROVIDER:** Ms Priyanka Gupta

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 2–3 June 2023

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation, 28 September 2023

## **PART A – INTRODUCTION**

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### **1. Background to the provider**

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Ken Institute of Executive Learning (the Provider) is a private limited company that is owned by the Chief Executive Officer (CEO) and one Director. It was established in 2019 and is based in Hyderabad, India.

The Provider offers internal online distance learning diplomas, certificates and Master's courses in a range of Health, Safety and Environment (HSE) topics from Level 3 to Level 8. Courses are aimed at working professionals. The levels reflect the United Kingdom (UK) Regulated Qualifications Framework (RQF).

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

The Director provides operational and strategic support to the CEO. These senior managers are supported by the Curriculum Manager, Administration Manager, Human Resources (HR) Manager, Welfare Manager, Learning Support Manager and the Information Technology (IT) Manager.

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

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The Provider offers a range of HSE courses, including an International Diploma in HSE Engineering at Level 6, Graduate Honours in Environmental Management at Level 7, Master's in HSE Engineering at Level 8, Diploma in HSE Engineering at Level 6 and a Postgraduate Award in HSE Engineering at Level 8.

Other courses that the Provider offers include HSE Certificates at Level 3, Fire Safety at Level 5 and an Environment Certificate at Level 3 and Level 5. The expectation is that learners will be able to progress from Level 3 to postgraduate level.

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

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

At the time of the inspection, 328 learners were enrolled on courses. The Provider has capacity to deliver online learning to 700 learners. All learners are working professionals and are over the age of 18. The majority of learners are male. All learners are recruited from India, the Middle East or Africa. The majority of learners are from India, Congo and Saudi Arabia. Other countries represented are the United Arab Emirates, Qatar, Nigeria and Liberia.

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

### **3. Inspection process**

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The inspection was conducted remotely by one inspector over two half-days. Interviews were held with the CEO, the Director, the Curriculum Manager, the Welfare, HR and Administration Managers, and tutors and learners. Remote observations of the teaching were conducted, along with a virtual tour of the premises. A range of documentation was scrutinised. Information requested was made available promptly, and the organisation co-operated with the inspection extremely well.

### **4. Inspection history**

**Inspection type****Date**

Full Accreditation

7–8 &amp; 11–14 April 2022

## **PART B – JUDGEMENTS AND EVIDENCE**

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

### **1. Significant changes since the last inspection**

There have been no significant changes since the previous inspection.

### **2. Response to action points in last report**

*9.4 The Provider must include subject content criteria within grading and marking policies.*

A comprehensive and well-developed marking and grading matrix informs learners of how subject module content informs the allocated marks and grades. This includes weighting of allocated marks, the percentage of marks allocated for each grade, the total mark and the final grade. The matrix also informs learners of an evaluative judgement against the grade and includes information on the cumulative and final grade average.

This results in learners being well informed of how grades and marks are allocated and recorded, enabling them to track their progress on the Provider's Learning Management System (LMS) effectively. Improvements to the policy have been communicated well to learners.

*9.6 The Provider must ensure that personalised, written feedback is provided for all learners.*

A very effective personalised matrix identifying tutor feedback to learners includes a range of criteria that informs learners about what they are doing well and what they need to improve. This includes feedback on learners' performance in webinars, weekly quiz outcomes, interaction in online sessions and attendance. Learners also receive very effective written feedback on their assignments to support improvement. Clear subject content criteria are identified for each assignment, with personalised feedback from tutors on how the learner has included key information. Learners are provided with excellent feedback on how to improve their work.

### **3. Response to recommended areas for improvement in last report**

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

Well-developed observation reports show use of a wide range of key criteria that inform judgements and action points for improvement. This includes the use of differentiation strategies, digital resources and learner engagement strategies. Key strengths and areas for improvement, with effective support plans to improve performance in delivery, are identified through the observations of teaching and learning.

### **4. Compliance with BAC accreditation requirements**

#### **4.1 Management, Staffing and Administration (spot check)**

**The standards are judged to be:**

Met  Partially Met  Not Met

**Comments**

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

The Provider has excellent quality improvement strategies and well-monitored action plans that result in rapid improvement of the learner experience.

Communication is excellent. Good use is made of social media platforms, the Provider's customer relationship management system, emails, telephone calls and regular, documented meetings that result in all staff and learners feeling well informed and engaged.

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

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

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

Up-to-date learner performance data is available from mock examinations, summative examinations, mandatory continually assessed personal projects, and pass rates on completion of the courses. Collation of data is managed on a digital dashboard and shared each month with managers. This results in very effective monitoring of learners' progress and performance. There is clear evidence of intervention if a learner is not making good progress. For example, the digital dashboard has written evidence of what intervention has occurred and by whom, to support the learner.

The Provider is audited on an annual basis to ensure that it meets the requirements of a recognised quality assurance award, and any identified improvements are captured in the monitoring and review process. The Provider has recently gained accreditation from another quality assurance organisation, the International Association for Quality Assurance of Tertiary Education. This enhances the evidence of a wide range of quality assurance activities. These result in a fast and focused quality improvement culture that enhances the learner experience and supports very high learner satisfaction rates and pass rates.

Staff are consulted monthly and annually and provide feedback on improvements or best practice. Monthly meetings with the HR Manager allow for additional feedback from staff, which is communicated to, and actioned by, senior leaders.

Very well planned and managed appraisal, staff training and support infrastructures, including a wide range of personal and professional development opportunities, result in very effective management and administration and high levels of staff satisfaction.

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#### 4.2 Teaching, Learning and Assessment (spot check)

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**The standards are judged to be:**

Met  Partially Met  Not Met

**Comments**

Tutors are allocated based on their professional and academic expertise and are deployed consistently across the courses they teach. The lead tutor reviews delivery weekly by assessing the recorded sessions of teaching and learning and provides feedback for improvement.

Realistic deadlines and examination schedules are communicated well to learners. The examination schedules are communicated through the learner handbook as well as through course information that is disseminated at induction and shared on the Provider's LMS. This results in learners being well informed of their assessment requirements and enables opportunities for very effective revision preparation.

Technical guidance is provided at the start of the sessions, which results in learners being ready to learn promptly. Technical issues that arise during delivery are addressed efficiently and effectively. The tutors video record live learning sessions, and this allows learners to access learning materials if they are absent,

or to review information. Recent technological improvements have resulted in learners being able to access resources offline and to connect online via their mobile telephones. Consequently, learners have access to flexible and accessible learning materials, which enables them to manage their study and work time more effectively.

The Provider's tutors are very well qualified and experienced in their industries. This results in excellent levels of tutor knowledge and skills, which positively impacts on the high levels of learner knowledge and understanding and contributes to very high pass rates.

Tutors have effective pedagogical and communication skills, which results in the effective delivery of learning. Tutors use a range of teaching and learning strategies to ensure that learners are engaged. Tutors are provided with effective training that results in a good learning experience for all learners.

Well-developed observation reports show the use of a wide range of key criteria that inform judgements and action points for improvement. This includes the use of differentiation strategies, digital resources and learner engagement strategies. Key strengths and areas for improvement are identified, with excellent support strategies in place to improve performance in delivery.

Tutors are regularly trained in identifying and supporting learners' needs, the use of technology and effective delivery methods. Tutors are observed by an external expert in teaching and learning each month and are provided with effective action plans to improve their performance. Progress towards improvement is monitored each month. Tutors would benefit from the further opportunities to share best practice in the delivery of teaching and learning to allow them to benefit from the strengths of the whole team of tutors.

Comprehensive and well-communicated assessment schedules, including procedures and criteria, result in learners being well informed about all aspects of formative and summative assessments. Assessments are aligned with specific criteria and provide comprehensive cover of all learning outcomes.

Well-developed and focused formative assessments ensure that all learners are well prepared for summative examinations and assessments.

A consistent and comprehensive grading policy and the marking scheme inform learners of how the subject module content informs allocated marks and grades, including cumulative and final average points. Marked work is returned in a timely manner so that the learners know how they are doing.

Very effective personalised feedback on performance, including in writing, results in learners knowing how they are progressing and what improvements they need to make. This has resulted in learners making good or very good progress.

Flexible and responsive curriculum design meets the needs of learners very effectively and increases their motivation and aspiration to achieve.

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#### 4.3 Learner Support (spot check)

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**The standards are judged to be:**

Met  Partially Met  Not Met

**Comments**

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

Learners have access to comprehensive course information that enables their effective decision-making in choosing an appropriate course of study. The website, course brochures and a pre-enrolment discussion provide a range of information about the learners for whom the course is intended, the delivery and

assessment methods, and the available levels of study. This results in learners enrolling on an appropriate course and supports the achievement of high pass rates.

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

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

Rigorous and comprehensive processes and procedures to identify and meet learner support needs ensure that learners make good or very good progress and contribute to very high pass rates.

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

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

The Provider makes very good use of its LMS to enable appropriate communication with learners on all aspects of their experience with the Provider and their course. It is also used to make regular announcements of interest to learners, and provides access to a ticketing system that captures queries or concerns.

Suitable social media platforms, an online magazine and email exchanges further enhance interaction. This results in learners feeling very well supported and informed.

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#### 4.4 Compliance Declaration

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**Declaration of compliance has been signed and dated.**

Yes  No

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

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**STRENGTHS**

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Highly effective quality improvement strategies result in rapid, continuous improvement of the learner experience and the achievement of very high pass rates and a high level of learner satisfaction.

The Provider’s tutors are well qualified and have a wide range of industry experience, which positively impacts on the development of learners’ knowledge and understanding.

Rigorous and comprehensive processes and procedures to identify and meet learner support needs ensure that learners make good or very good progress.

Very well planned and managed staff appraisals, staff training and support infrastructures, including a wide range of personal and professional development opportunities, result in very effective management and administration and high levels of staff satisfaction.

**ACTIONS REQUIRED**

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None

High  Medium  Low

**RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)***

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It is recommended that opportunities for tutors to share best practice in the delivery of teaching and learning are further developed.

**COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE**

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**THE INSPECTION WAS CARRIED OUT BY:**

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Linda Ross

Lead Inspector