BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Public Administration International

ADDRESS: 56 Russell Square

London

WC1B 4HP

HEAD OF PROVIDER: Ms Claire Cameron

DATE OF INSPECTION: 13–14 June 2023

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 28 September 2023

1. Background to the provider

Public Administration International (PAI/the Provider) is a privately owned organisation that was registered in the United Kingdom (UK) in 1995 and is based in Russell Square in central London, UK. PAI specialises in management consultancy and development services, offering expert advice to governments going through political, constitutional, economic and structural change. It runs its un-accredited training and workshops in meeting rooms in hotels and conference venues.

PAI provides international and UK-based training in areas pertaining to public administration. Training is led by Workshop Directors, who coordinate workshops and visiting speakers who lead some individual workshop sessions. British Accreditation Council (BAC) accreditation is for the UK-based provision only.

PAI's key objectives are promoting good governance and practice in delivering public services.

PAI is a private limited company that is owned by five shareholders, one of whom is the Managing Director and Founding Director and who, together with the Co-Director, co-ordinates operations at the Provider. They are supported by the International Projects Manager, the Programme Manager, the Relationship Manager and the Researcher.

Since the previous BAC inspection, a number of new workshops have been introduced, including Translating Strategy into Policies that Work, Digital Transformation of Public Services, Pay and Grading for the Public Sector, Innovating in the Public Sector, and Smart Cities. Workshops are now offered on a hybrid basis so that participants who prefer to join remotely can do so.

2. Brief description of the current provision

PAI provides training on topics including human resource management, leadership, change management, public financial management, project management, procurement, monitoring and evaluation, judicial and legal reform, policy and strategy, good governance, parliamentary administration, performance management, anti-corruption, and ethical standards in public life.

PAI currently offers 72 workshops. The majority run for one week, although some run for two consecutive weeks. For the two-week courses, participants can choose to attend for one or both weeks. All workshops are held in person and can also be accessed remotely.

At the time of the inspection, PAI had 43 participants enrolled on courses with 11 participating at the time of the inspection. There is a total capacity of 500 participants a year.

The majority of participants are from Nigeria. Other countries represented are Ghana, Barbados and Uganda. All participants are over the age of 18. The majority of participants are male.

Enrolment is on a continuous basis throughout the year. Participants are enrolled by their employers, who evaluate course relevance and appropriateness for their employees. The entry requirements include English language proficiency, which is verified during enrolment interviews.

3. Inspection process

The inspection was carried out over two days by one inspector, with one day onsite and one day online. The inspector carried out a tour of the Provider's head office. Meetings took place with the Managing Director, the Co-Director, the Programme Manager, the Relationship Manager, the second Founding Director, a Workshop Director and a visiting speaker. The inspector observed training sessions that took place in a hotel near the Provider's

premises. The inspector met with a group of participants. and various documentation was scrutinised. The Provider's staff co-operated very well throughout the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	28–29 October 2009
Interim	6 December 2010
Spot Check	1 March 2011
Supplementary	27 November 2012
Re-accreditation	10 September & 31 October 2013
Interim	7 December 2015
Re-accreditation	7–8 November 2017
Interim	13 December 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy that includes financial planning and that is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The management structure is clearly defined and documented. It is communicated to staff in the staff handbook and by means of an organisation chart of which all staff are aware. The extent of the authority of the Directors and shareholders is clear.

The Directors and management team are highly experienced in the field of public administration training and consultancy and are very well placed to be able to carry out their responsibilities effectively. Directors and managers have clearly defined roles that are documented in their job descriptions.

There is a good range of channels of communication. Members of the management team join daily office meetings and stay in contact with Workshop Directors through a group messaging platform. Workshop Directors and visiting speakers commented that communication between themselves and the permanent staff is excellent. Inspection findings confirm this to be the case.

Finance and business development meetings are recorded appropriately and are held according to an established meeting governance protocol. Most communication takes place in person, although there are also good o0nline communication systems in place for all staff who are working remotely.

PAI has a very clear mission that is documented and made known to all stakeholders. The mission and goals are communicated to relevant members of staff through training, induction and staff meetings and to participants at their induction. The alignment of the mission with the Provider's activities is reviewed at least annually.

There is a clearly written risk management policy that states that monthly business development and finance meetings include risk management as a standing agenda item. Quarterly board meetings review finance and risks to the business.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No

2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

The administration team is very well qualified and experienced. There are clear job descriptions that ensure a good understanding of roles, resulting in very effective administration of the Provider.

There are sufficient members of the administration team to ensure that PAI operates effectively on a day-to-day basis.

There are comprehensive and detailed job descriptions that match the needs of the Provider. The administrative structure is well known and understood by permanent and freelance staff, as well as participants.

There are administrative procedures and systems in place, including detailed checklists to ensure that systems are followed and all tasks are completed consistently. There is a useful administrative handbook to support staff in understanding and implementing administrative functions.

Data collection and storage are highly effective. PAI has a suitable database that supports administrative functions very effectively. The database stores participant and trainer information and is appropriately accessible to those who need to retrieve or amend information. The system is secure and robust, and appropriate policies are in place regarding data protection.

3.　　The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Staff recruitment is managed by the Directors and follows clearly documented policies and procedures. Staff, Workshop Directors and visiting speakers are suitably experienced and qualified. All staff sign an agreement that ensures that the Provider's professional standards are clearly understood.

Experience and qualifications are verified by the Directors with thorough checking of applicants' curricula vitae, backgrounds, certificates and references. Shortlisted applicants have an in-person or online interview. All trainers are observed by the Managing Director during their first workshop. As a result, new staff are very clear about PAI's expectations, and the processes employed ensure that staff are appropriately qualified and experienced.

There are comprehensive appraisal and review systems in place for all permanent staff, including a formal annual review and a mid-year follow-up review. Trainers are frequently observed by managers and Workshop Directors, including through formal and recorded observations. Therefore, effective, reviews of training and performance take place. However, there is no documented schedule of observations to enhance consistency.

Management, administrative staff and instructors are effectively supported in their Continuing Professional Development (CPD). Appraisals and reviews have a focus on CPD and training opportunities, ensuring that both individuals and the team have a good range of skills and the opportunity to develop new skills.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes ☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

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

Comments

The PAI website, brochures and catalogue provide accurate depictions of all aspects of the workshops and services on offer.

Information on the workshops is comprehensive and up to date and includes accurate details of location, costs and content.

Key policies are made available on the website.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No

5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No

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

Comments

Participants' needs are matched to the courses on which they are registered through a clear and detailed enrolment process. The enrolment process includes an application form, email communication and a telephone call, allowing managers to evaluate whether the workshops on offer will meet participants' expectations and needs.

Course objectives are stated in the Provider's publicity material. The entry requirements, including for language proficiency, are reviewed during the application and registration process. Applications are monitored by the management team to ensure that all applicants meet the entry requirements.

The application process includes an interview with a member of the management team. The process is formalised and documented, with clear steps that participants must complete in order to enrol. The Managing Director monitors all applications and can advise participants individually on their eligibility and choice of programme. In addition to accessing course information on the website, participants have good opportunities to ask for additional information as required.

The customer service team has a 24-hour target response time for enquiries. Participants commented on the excellent response times, general information, and personalised advice and support available at the application stage. This was confirmed by the application enquiries and responses sampled during the inspection.

PAI does not work with overseas recruitment agents.

PAI asks participants to declare any additional needs when making an application. The management team reviews all applications in detail to ensure that additional learning support needs are identified and planned for where appropriate.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality that is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ 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

PAI has a clearly documented attendance policy that is communicated to participants through the participants' handbook and during induction.

There is an appropriate daily registration process, and attendance records are accurately maintained to ensure that participants' attendance is effectively monitored.

Unexplained absences are followed up by the Programme Manager, who takes appropriate action. The Managing Director is made aware of any absences.

7.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ 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.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management, and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ 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.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	☒ Yes ☐ No

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

Comments

PAI thoroughly monitors and reviews its performance by means of regular observations of workshops and participant feedback. There are also formal, recorded finance, business development, director and shareholder meetings where performance is discussed as a standing agenda item.

PAI collects feedback from participants informally on a daily basis and formally via a feedback form at the end of each week. In addition, the Provider asks participants for feedback six months after course completion to measure the impact of the workshop on participants' professional practice. Staff feedback is collected informally through conversations with staff, at meetings and formally during appraisal and review meetings.

The collection, recording and analysis of feedback are highly effective. End-of-week feedback is completed by all participants and is reviewed by the management team. The Programme Manager summarises the feedback and records the summary for reference purposes.

Feedback is reviewed by management, and appropriate action is taken.

The Provider reports back to participants on the action taken in response to their feedback during the Programme Manager's daily visits to the workshop sessions.

All feedback data is collated by the Programme Manager and analysed by the Directors to inform action-planning. Action taken as a result of feedback is appropriately recorded in minutes and in formal communication. Feedback, action planning and performance reviews are all included in reports which are compiled annually which is presented to the shareholders.

The Directors discuss performance reviews and analyse feedback data, finances and action plans at business development, finance and Board meetings. The minutes of these meetings inform a regularly reviewed action plan.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.   Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

The training management team consists of the Managing Director and the Programme Manager. They are suitably qualified and highly experienced enabling them to manage effectively the team of trainers, training operations and course delivery.

All courses are clearly timetabled and are planned effectively, with appropriately allocated training rooms and start, finish and breaktimes.

Workshop Directors and visiting speakers are allocated to courses and modules according to their skills and experience. Workshop Directors are allocated to entire modules to ensure a consistent learning experience. When a new trainer is allocated to a module, they are closely monitored and supported. Trainers receive teaching observations with written feedback from the management team to ensure consistency.

Course materials are developed by the Workshop Directors and reviewed by the management team, ensuring their quality and that they are standardised across different workshops. All participants are provided with materials at the beginning of the course.

The majority of training resources are fixed and planned in advance. The acquisition and development of training resources are managed by the Workshop Directors in consultation with the management team. This system is effective in making teaching and learning resources available in line with the course requirements to meet participants' needs.

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

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA

9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

All course content and learning outcomes are written by Course Directors, who are experts in their fields. Workshops are updated at least annually and are regularly reviewed by the Managing Director and the Relationship Manager to ensure that the courses reflect current knowledge and practice.

Course design and learning outcomes reflect the skills and knowledge required of participants by their employers and professions in public administration. PAI researches the sectors' needs through regular contact with employers. Workshops include scope for participants to establish their own personal learning outcomes, which are then incorporated into the course content.

Course materials reflect the learning outcomes, ensuring that they align with the stated level of study.

Course materials are made up of participant manuals in electronic form, a presentation and resources for specific modules. Materials are well presented and comprehensive. Participants reported that the course materials are extremely useful and help them to meet the course objectives. Inspection findings confirm this view.

Modules are clearly focused on specific and detailed learning outcomes that are communicated to participants at the beginning of each training session. In addition, participants record their own personal learning objectives. Assessment is formative and reflective, as participants review their own progress and understanding against the learning outcomes. During the final workshop session, participants measure themselves against the course outcomes and their personal targets.

There are no external or awarding bodies that set assessment objectives and learning outcomes.

Learning outcomes are clearly focused on the skills and knowledge that participants need to work within their own area in the sector. This is reinforced by the highly personalised workshop methodology, through which participants reflect frequently on their own practice and development. This ensures that participants improve not only their practice, but also their ability to think and develop independently.

Participants are asked about their specific needs during the application process, during the initial workshop modules and throughout the workshop. Courses are adapted by Workshop Directors accordingly.

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

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

All trainers are highly experienced professionals, trainers and consultants. There are excellent systems in place for the induction and monitoring of new trainers and effective ongoing support. This ensures that trainers are suitably skilled for the courses they deliver.

Trainers maintain and update their subject knowledge and expertise through their membership of relevant professional associations. Trainers receive teaching observations with written feedback from the management team, including feedback on pedagogic techniques.

Trainers respond to participants' support needs during sessions by personalising content and through questioning that focuses on participants' professional experience.

Trainers employ highly participatory strategies to ensure that participants are actively engaged and to check participants' understanding of concepts and course content.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☐ Yes ☐ No ☒ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No ☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ 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.	☐ Yes ☐ No ☒ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☐ Yes ☐ No ☒ NA

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

Comments

Participants receive appropriate assessment and feedback on their performance and progress. PAI's workshops involve no pre-scheduled assessments or final assessments.

There is an ongoing progress assessment of individual participants that takes place throughout the duration of the course. This consists of a knowledge check at the end of each module. These checks are based on the workshop learning outcomes. As a result, participants know how they are doing and how their understanding of the course concepts is developing.

Workshop Directors monitor participant performance throughout the workshop to ensure they can identify any participants who are not making satisfactory progress. In such cases, prompt intervention is made by the Workshop Director by providing additional training and support.

Participants are made aware of their progress through regular reflections on their personal objectives and the workshop learning outcomes.

The Workshop Directors and guest speakers give appropriate feedback to the delegates throughout the workshops. High-quality, personalised feedback for all participants is central to the Provider's teaching and learning methodology.

Trainers are available to participants at break- and lunchtimes and at the end of the day. Participants reported that they felt that trainers' availability outside the scheduled course delivery time was excellent.

There is no formal assessment, and therefore there is no need for steps to identify and discourage cheating and plagiarism or to penalise offenders.

No coursework is set, and therefore there are no circumstances in which participants would miss deadlines or submission dates.

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

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

Comments

13.	**There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**	
13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

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

Comments

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

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

Comments

15.	**There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**	
15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☐ Yes ☐ No ☐ 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.	☐ Yes ☐ No ☐ 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**	
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.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ 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.	☐ Yes ☒ No ☐ 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.	☒ Yes ☐ No

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

Comments

A suitably trained and experienced designated welfare team, including the Programme Manager and Workshop Director, takes responsibility for participant welfare. Participants reported that they felt very well looked after by the welfare team and by their trainers. Inspection findings confirm this view.

Pre-course information is detailed and comprehensive. There are email communications and a telephone call involving the participants' managers so that they can effectively evaluate whether the workshops on offer will meet their employees' needs. Comprehensive information about the courses is available through the Provider's publicity material.

The participants are encouraged to contact PAI directly with any questions that they have prior to the course start. Participants commented that the pre-course information and guidance were excellent.

Participants receive a comprehensive induction at the start of a workshop that provides relevant information and sets clear expectations for participants. Participants reported that the induction was very useful and met their needs at the start of the course.

Participants are issued with an out-of-hours phone number. The participants spoken to during the inspection were aware of this number.

PAI has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and to set out clear expectations of participants. These are accessible in the terms and conditions and in the code of conduct that all participants sign.

PAI does not enrol participants aged under 18.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks, as well as in a risk assessment. Staff are appropriately trained, and the code of conduct sets out clear expectations of participants.

16.8 There is no e-policy or guidance in the participant handbook and induction covering the appropriate use of social media and technology.

Participants' next-of-kin details are collected by the Provider and stored securely in an online database. Relevant staff have access to the database, which is accessible remotely.

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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.	☒ Yes ☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes ☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes ☐ No
17.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No

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

Comments

International participants receive excellent, appropriate information regarding travel and life in London prior to their arrival.

This advice is elaborated on during induction and throughout the courses by Workshop Directors and the Programme Manager, who visits the workshops at least once a day.

Advice, information and support take into account participants' profiles and include cultural and religious considerations. The handbook provides advice on cultural and religious matters, and the programme can be adjusted to accommodate participants' needs in this respect.

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

Terms and conditions are fair and transparent and are published on PAI's website. They include appropriate arrangements for refunds.

The complaints process is clearly described in the terms and conditions. It is outlined in a step-by-step process with clear guidance to participants regarding who they should contact if they have a complaint.

The BAC complaints procedure is included in PAI's 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

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.	☐ Yes ☐ 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.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.	☐ Yes ☐ No

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

Comments

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.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ 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

Participants are provided with good information about social and cultural activities in which they may be interested both before the course start and on arrival. If participants require any assistance with any aspect of their time while attending the workshop, appropriate advice and guidance are provided.
There is no social programme provided by PAI and this is appropriate given the nature of the short courses provided and the profile of the participants.

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 has a secure lease in place for its office premises. In addition, there are appropriate contracts and agreements in place for the external training premises to ensure that the Provider has access to suitable premises when required.

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 premises are safe, secure and clean. Access to both the office and the training space is controlled by a receptionist and entry is via a secure, coded door. Both the office and training facilities are in a good state of repair, decoration and cleanliness. All spaces are redecorated periodically, and maintenance is effectively managed. There are no hazardous areas that require specific safety rules. Guidance on health and safety is appropriately displayed, known to staff and provided to participants at the start of the workshops in the training venue and to visitors in the office. There is limited signage in the training premises due to the fact that these are temporary. However, participants are well briefed on the spaces available to them and are accompanied by staff at all times. The office premises have appropriate signage. The hotel training facilities are of a generous size and offer ample space for participants and staff to work and relax. The office also provides sufficient space for work and relaxation, as well as for receiving visitors. There are appropriately allocated toilet facilities that are cleaned and maintained daily at both the office and the training premises. Heating and ventilation systems at both premises ensure that spaces are comfortable to work in.

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

Training rooms provide adequate facilities for the number of participants enrolled and for the nature of the courses.

Training spaces are very well equipped with up-to-date equipment and resources to ensure that courses are delivered effectively. Training rooms have good stationery and display provision to support the effective delivery of the workshop.

There is no need for assessment-related facilities as the participants are not assessed formally.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

There is ample space for participants to work and study. All participants are given a tablet device that allows them to access all course-related materials online and suitable access to IT.

Trainers prepare workshops at home and in the workshop room and have access to space at the head office close to the training venue. This ensures trainers have sufficient space in which to prepare their classes.

Staff and participants have access to refreshments in the training room, as well as a dining room and lounge in the training venue where they can relax.

The Provider's office is a suitable space for private meetings and staff briefings.

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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

The Managing Director, Programme Manager and trainers have experience of Online, Distance and Blended Learning (ODBL), including technical requirements, methodology and pedagogical approaches This results in a clear understanding of blended and online programme requirements.

Data is collected effectively via the online learning platform, which is effective in collating submissions of presentations and case studies for participants and the tutor. Timelines are effectively monitored and action is taken if submissions are late.

All participants are required to submit identification, which is verified with participants' employers.

Participants receive a briefing that covers any concerns about the possible risks of learning online from the trainer at the beginning of the course. The trainer can note any concerns or risks on the online learning platform. These measures ensure that participants' online well-being is effectively monitored.

27. Online course management is effective

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

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

Comments

There is a suitably qualified management team with responsibility for programme delivery and the management of the trainers. The management has experience and expertise in ODBL, which ensures that such courses are effectively managed.

PAI has a number of trainers who are qualified and trained to deliver blended learning.

Each online workshop is delivered by one trainer, ensuring that the learning experience is consistent.

The curriculum, methods and planning observed at inspection demonstrate that courses are appropriately structured to meet curriculum objectives and intended learning outcomes.

Online training materials reflect those that are used for in-person training to ensure successful and engaging delivery that is consistent with in-person training.

The Provider gives each participant a tablet device to access online courses, ensuring that participants have the required materials and resources to consolidate and extend their learning.

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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 understand the specific requirements for the effective delivery of ODBL. They are appropriately trained and briefed in online delivery methods and strategies by the Programme Manager to ensure that they are prepared to facilitate the blended and online classes using appropriate knowledge and skills.

Course delivery is monitored through participant feedback that is collected formally and also informally on a daily basis by the Programme Manager who joins courses on a daily basis. The Programme Manager's monitoring includes the monitoring of all aspects of delivery, including the feedback given to participants.

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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 transparent and comprehensive, with prospective participants being provided with relevant information regarding the digital literacy and technical requirements of the courses on offer.

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30. Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes ☐ No
30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature, and all enquiries from participants are handled promptly and sympathetically.	☒ Yes ☐ No

30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels, such as social media and virtual learning environment platforms.	☒ Yes ☐ No

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

Comments

Participants receive individualised support from the Programme Manager on how best to use the online resources to ensure effective learning.

The trainer and Programme Manager are available before, during and after classes to assist and support participants in resolving any issues of a technical or general nature.

Participants are provided with very clear guidance regarding the use of the Provider's online learning platform and have access to technical advice from the trainer and the Programme Manager.

Workshops are highly interactive, with online participants working collaboratively with their peers through the effective use of the online learning platform.

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

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

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

Comments

The online platforms used are industry standard for asynchronous delivery. Data management and communication are accessible and enhance participants' experience of remote learning. Participants are able to easily access the platform and course information through the platform.

The Provider has technical support available for trainers and participants to support them in remote working.

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

PAI's management team has an excellent range of skills and experience in areas relevant to training and consultancy in the field of public administration, ensuring that PAI's provision of teaching and learning is highly effective. The collection, recording and analysis of feedback are highly effective, ensuring that the Provider can respond appropriately to participants' needs through effective action-planning.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

PAI has excellent systems for the review of course materials, ensuring high levels of consistency and standardisation across different workshops. Workshops are designed to ensure that participants improve not only their practice, but also their ability to think and develop independently. Workshops are regularly reviewed to ensure that the content reflects current knowledge and practice.

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

PARTICIPANT WELFARE

Provider's strengths

Participants receive excellent information, advice and guidance before the start of the course to ensure that they know what to expect. Participants receive excellent ongoing support and advice from staff with regard to their studies and stay in London, ensuring that their academic and pastoral welfare is taken care of.

Actions required	Priority H/M/L
16.8 PAI must provide participants with an e-policy that includes guidance on the use of social media and technology.	☐ High ☒ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

Training spaces are very well equipped, with up-to-date equipment and resources to ensure that courses are delivered effectively.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

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

RECOMMENDED AREAS FOR IMPROVEMENT
To be reviewed at the next inspection

It is recommended that PAI develops a schedule of training observations.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Stuart Pollard	Lead Inspector