BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Mennta Energy Solutions Limited

ADDRESS: John Eccles House
Robert Robinson Avenue
Oxford Science Park
Oxford
OX4 4GP

HEAD OF PROVIDER: Mrs Bethan Clark

DATE OF INSPECTION: 18–20 April 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☐ Award of accreditation to be withdrawn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: 21 July 2023

PART A – INTRODUCTION

1. Background to the provider

Mennta Energy Solutions (Mennta/the Provider) is a privately owned organisation that provides both open and bespoke training courses and a wide range of training modules to meet the needs of the commercial energy marketplace.

The Provider was created in July 2000 as the result of a merger of the United Kingdom (UK)-based College of Petroleum and Energy Studies and the USA-based Princeton Energy Programme. The merged businesses were initially renamed The Oxford Princeton Programme Incorporated. As a result of a management buy-out in 2004, The Oxford Princeton Programme is now privately owned by the current USA-based Chief Executive Officer (CEO). The change of name from The Oxford Princeton Programme to Mennta was made in October 2018.

The Provider's administrative headquarters are in Oxford, with training delivered in shared-use accommodation and hotel training suites in London. Mennta's head office is in New Jersey in the United States of America (USA). Mennta also offers training in countries of Europe and the Middle East. Only the provision offered in the UK is accredited by the British Accreditation Council (BAC).

Mennta aims to be the world's leading provider of education and training to the energy industry and the markets by addressing the knowledge gaps of energy professionals throughout the world with innovative and proven training techniques.

The Provider is managed day-to-day by the Vice-President (VP) of Global Operations and Product Management, who reports directly to the CEO in the USA. This role is supported by the Global Online Training Manager, the Information Technology (IT) Manager and a Course Administrator.

2. Brief description of the current provision

Mennta offers full- and part-time, accredited and non-accredited short courses. The courses focus on areas relating to oil, natural gas, liquid natural gas, liquid petroleum gas, power, electricity, biofuels, renewables, trading, derivatives, hedging, finance products and risk management.

The courses are offered in three formats. These are full-time, classroom-based, instructor-led courses of between one- and five-days' duration, part-time, live, instructor-led virtual courses delivered over two to six sessions and part-time, on-demand, self-study courses to be completed within 14 days.

The live, instructor-led virtual courses and on-demand, self-study courses are accredited by the Continuing Professional Development (CPD) Certification Service, the National Association of State Boards of Accountancy (NASBA) or the Global Association of Risk Professionals (GARP), depending on the subject matter. The on-demand, self-study courses include assessments, that are based on interactive exercises and quizzes. The classroom-based instructor-led courses and the instructor-led virtual courses are not assessed.

All courses are primarily targeted at non-technical, middle-management staff and new recruits who need a basic background in understanding the oil technology and supply business as part of their CPD.

During the inspection, there were 16 full-time participants on the European Gas and Power Trading course. All participants were over the age of 18. Ten participants were from the UK, one was from the Netherlands, three were from Brazil and two were from Portugal. The majority of the participants on the course were male and ten in number and the remaining six participants were female.

There were also 108 participants studying on the on-demand, self-study courses.

There are no specified prerequisites for enrolment on any courses, including for the in-person courses. Enrolment is for specific courses and takes place prior to the delivery date.

3. Inspection process

The inspection was conducted by one inspector over three days, with two days carried out online and one day onsite at the course delivery venue. The inspector met with the President and CEO, the VP of Global Operations and Project Management, the Global Online Training Manager, the Information Technology (IT) Manager, the Course Administrator and the Assistant Accountant. The inspector observed the classroom-based, instructor-led course that was taking place at the time of the inspection, observed recordings of other live, instructor-led virtual courses and sampled the on-demand, self-study courses. He held meetings with instructors. He met with the participants and held further meetings with individual participants. He scrutinised a wide range of relevant documentation. He saw video evidence of the facilities at the Oxford administrative offices. Mennta co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Full	11 & 14 January 2010
Interim	1 March 2011
Re-accreditation	8–9 April 2014
Interim	19 April 2016
Re-accreditation	21 & 28 February 2018
Interim	15 October 2020

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, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The Provider is effectively managed. The management structure is comprehensively defined in the organisational chart and is widely understood. The relationship between the CEO and the VP is clear. The CEO takes key responsibility for critical compliance, strategy and direction, external legal accounts, internal accounts, audits and signing off products. The VP manages day-to-day operational matters. They work well together to ensure the smooth running of the Provider.

All senior managers are suitably qualified and experienced. The CEO and the VP both have over 20 years' experience with the Provider. The Global Online Training Manager and IT Manager both have over 20 years' experience in similar roles prior to joining Mennta. Consequently, all the postholders understand their roles and are effective in carrying these out.

Channels of communication are good. A series of virtual meetings is scheduled throughout the week, including an executive meeting, a product management meeting, a sales and marketing meeting and an operations team meeting. Most meetings are driven by an agenda and supported by relevant reports. Key decisions are recorded in minutes or emails. Staff confirm they are able to communicate their point of view and are confident of being listened to. As a result, channels of communication support the running of the Provider efficiently.

The Provider has a clear vision of what it wants to achieve and reflects this vision in a set of core beliefs that are prominently outlined on the Provider's website. This vision and core beliefs directly inform the courses on offer and the teaching. Consequently, stakeholders have a shared understanding of what they want to achieve.

The Provider has a comprehensive, written risk management strategy in place that is implemented effectively and reviewed regularly. The Provider's strategy and the operational risk management carried out by external accounting firms together identify and mitigate risks. As a result, the Provider's financial position is secure.

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 Provider is effectively administered. Administration is carried out by a team of two full-time and two part-time administrators working from their home offices. They are suitably qualified and experienced and have a clear understanding of their specific roles. New members of staff have been inducted effectively. They work to detailed and comprehensive job descriptions and have regular, online meetings with their line managers. As a result, they are effective in carrying out their roles.

The administrative team is of a sufficient size relative to the current level of courses and participants to ensure the smooth running of the Provider.

The administrative support available is clearly defined and documented in the job descriptions of the administrative team and is effectively disseminated in the staff handbook and at the staff meetings.

An appropriate range of administrative policies, procedures and systems effectively support the functioning of the Provider. These are updated regularly and shared with staff and participants in the employee and participant handbooks. Consequently, the Provider is efficiently run.

The Provider uses well-established Learning Management Systems (LMS) to collect and collate data. These systems efficiently track all participants from initial contact with the company right through to course completion. They enable the Provider to have close oversight of the administration through the generation of course reports, attendance reports, finance reports, pipeline reports and other reports as required. Consequently, the LMS supports the smooth running of the Provider.

The LMS records relevant personal details of participants and trainers. This information is regularly reviewed and updated.

Appropriate policies and effective security systems, including password protection, ensure that the data of participants and trainers is suitably protected.

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

The Provider is effective in recruiting appropriate staff. Detailed policies and procedures are in place and are adhered to rigorously. Advertisements for staff are placed nationally. Curricula vitae are checked and a short-list of candidates is made. The shortlisted candidates are interviewed online. A further round of interviews is undertaken before a decision is made. As a result, the Provider is able to appoint the most suitable candidates.

Previous experience and qualifications claimed are verified and recorded in detailed personnel files prior to appointment.

The Provider's policy is that recruitment always incudes an in-person interview, including for trainers working remotely.

A suitable annual staff performance appraisal policy is outlined in the employee handbook. This process allows the effective evaluation of overall performance in relation to job responsibilities, employee conduct, behaviour, job performance and attendance record. This process is supported by appropriate documentation. Some staff have had an appraisal which they found to be useful.

3.4 At present, the staff performance appraisal policy is inconsistently applied. Not all staff receive an appraisal, and this limits their ability to develop professionally.

Administrative staff are appropriately supported in their CPD, for example suitable training has been given on the different software and computer systems used by the Provider.

3.5 Managerial staff do not yet receive CPD provision. This limits their ability to grow professionally.

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 Provider's main publicity tool is its website. The website affords a comprehensive, up-to-date and accurate depiction of the range of courses and services on offer. The text explains in detail the curriculum content offered.

The images on the website provide a true reflection of the standard of facilities used for in-person teaching.

Information on the courses available includes the course schedule, course summary, course content, intended audience, accreditations, any prerequisites and a brief biography of the trainer. The information is comprehensive, accurate and up to date.

The Provider's key policies are easily accessible through the website on the Frequently Asked Questions (FAQs) page.

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

The Provider takes good care to recruit suitable participants for its courses. The very large majority of participants are sponsored by their employers, who decide the appropriateness of the course according to the training needs of the participant and the company. Consequently, the Provider is able to closely match courses to the needs of the participants.

There are no entry requirements for the courses. However, a detailed description of the intended participant profile and the detailed course descriptions make the level of study clear. As a result, participants are aware of the level of study required and can judge if the course will meet their needs.

Although there are no entry requirements for the courses, prospective participants make formal applications through the website. Participants are asked to undertake a preliminary on-demand, self-study course prior to joining a classroom-based, instructor-led course to ensure that they will find the course useful for them. In the very large majority of cases, the application is sponsored by an employer who has already ensured that the course will meet the participants' and their employers' needs. The suitability of the course is further checked by the Provider.

All participants are provided with good initial advice and guidance prior to the start of the course. They have a detailed course summary and good understanding of the course content and its intended audience. Participants are encouraged to contact the Provider with any concerns and can do so through the website. As a result, they are able to make an informed judgement on the suitability of the course or to raise any concerns.

The Provider responds promptly to queries or requests for clarification. Participants in the focus group agreed that their application enquiries were dealt with in a very timely manner by staff who understood the nature of their concern and who could deal with the matter. Inspection findings confirm this view.

The Provider does not use recruitment agents.

The very large majority of participants are sponsored by their employers. The employers identify any participants with any additional needs requiring additional learning support. The application process also allows participants to self-declare any specific learning and/or physical difficulties. The Provider makes appropriate arrangements to meet any declared needs.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ 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

The Provider has an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it. The attendance and punctuality policy is clear and communicated to all participants on the website, in the student handbook and during the induction.

Participants are required to attend all sessions of the course. Any non-attendance is reported to the employer and will affect the provision of the completion certificate. As a result, attendance rates are very high.

There is a clear process for recording and monitoring attendance and punctuality. The information is recorded on the Provider's LMS. Absences are rare, but all absences are followed up in a timely fashion, and appropriate action is taken where needed.

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

The Provider has effective procedures to monitor its own standards and assess its own performance. The Provider systematically collects feedback on each individual course from all stakeholders and uses this to identify strengths and weaknesses. This informs a suitable action plan at the end of each course, which is implemented in a timely fashion.

The Provider obtains feedback effectively. All participants on all courses are required to complete a wide-ranging course evaluation form. Feedback is sought regarding the learning objectives, the learning resources, the pace of the lessons, the suitability of the technology and whether the programme meets the participants' expectations.

Satisfaction rates are tracked to ensure standards are maintained. Trainers provide feedback on the findings at the course development meeting that is held after the end of each course.

Feedback is obtained, recorded and analysed at the end of each course in the course development meeting. This feedback informs an action plan for each course with specific, designated, time-bound tasks.

The response to feedback is communicated directly to the sponsoring employers via email correspondence. The employers can then disseminate this information to the individual course participants.

The Provider also holds strategy meetings that focus on analysing the Provider's strengths, opportunities, aspirations and results. In addition, every course is followed by a course development meeting that focuses on improvements to the course. These outcomes of these meetings drive improvements to the provision.

7.6 Course development reviews are not consolidated into an annual report referencing performance reviews, data, feedback and action plans. Consequently, opportunities could be missed to identify all areas for continuing improvement.

Action plans regarding individual courses are drawn up at the course development meeting at the end of each course. These contain specific outcomes to be accomplished within a specified timeframe by a designated, named member of staff. The action plans are monitored and regularly reviewed by the VP. Consequently, the Provider makes continuous improvements to the provision.

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 ensures 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

Course management is effective. Overall responsibility for programme management lies with the VP, who is both knowledgeable and experienced. All staff commented on her approachability and willingness to take their views into account. She fulfils her role well.

The training venues are chosen because they provide a wide choice of appropriate accommodation with suitable facilities. Timetabling is straightforward. Courses are typically organised to run for three days or fewer, and the

same training room is used on each day with the same trainer. This ensures a consistent learning experience for participants.

Courses usually run with the same trainer for the entire course. Course delivery is monitored by direct observation by the VP and participant feedback. As a result, participants receive a consistent learning experience.

The Provider is effective in commissioning trainers to write and develop the individual courses and this process is managed effectively. The course materials and any assessments are commissioned from the trainers. New courses and adaptations of previous courses are developed on the basis of client needs, successes from the past, expected participant numbers and feedback.

The commissioning and acquisition of individual course materials is handled effectively. Delegates receive folders of materials. These carry the Provider's branding which ensures standardisation of style. The course administrator checks the content.

The trainers, together with the course administrator, who liaises with the venue, ensure participants have the appropriate quantity and quality of resources. The Provider makes sure that the venue provides appropriate technology to enable the effective projection of the course slides. They also ensure that an appropriate number of binders that contain hard copies of the slides and other course materials are printed and made available at the venue, for the participants to use as part of the course and to take home for future reference in their workplaces.

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

The courses are designed to enable participants to succeed. The courses are designed by trainers who are acknowledged experts in their respective fields. At the end of each course, the course content and participant feedback are reviewed by the course development team. As a result, suggestions are made and revisions to the

courses are incorporated as necessary. As a result, the courses' content is maintained up to date.

Pre-course discussions between the Provider, participants' employers and trainers ensure the training provision closely addresses the training needs of participants. The trainers, in particular, ensure that the courses are kept relevant by, for example, always using the most up-to-date statistics and data available and using very recent case studies in their teaching. As a result, participants develop the knowledge they need for their work roles.

The course materials and appropriate support materials are designed specifically for the course and type of participants, in terms of their job roles, who are likely to attend the course. Courses are clearly outlined on the website, including the areas of study and the course content, so that the level of complexity of the course is made clear for prospective participants.

The courses have clear objectives that are appropriately shared with participants, supported by suitable course materials and reinforced by interactive activities that form part of the training delivery. Lesson observations carried out during the inspection show that trainers plan lessons well and maintain a tight focus on achieving the courses' learning outcomes.

Many of the participants are required to take a self-study course prior to their classroom-based, instructor-led course or their live, instructor-led course. In addition, the training courses involve self-led group work and the encouragement of independent thinking. In addition, participants have access to individual desks in the common areas of the training delivery premises, with dependable wireless internet facilities, to study in their own time. As a result, participants are able to develop their independent study skills.

The planning and design of the courses are based on a requirement to meet the knowledge and skill development needs of the employers who sponsor the participants. As a result, trainers take the professional backgrounds of the participants fully into account in their planning and design of the courses, in terms of both their content and delivery.

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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

Trainers are suitable for the courses to which they are allocated and are effective in their delivery. They are experts in their fields and have a broad and deep understanding of the subjects they teach. As a result, they are able to supply to the participants and make use of up-to-date information and data. They are enthusiastic to share their knowledge and plan their course delivery meticulously.

10.2 Trainers do not have access to any CPD activities to enable them to continuously develop and make use of the best pedagogic techniques.

Trainers have a wide knowledge of their subjects. As a result, they are able to respond to the different professional backgrounds of their participants. For example, they are able to use illustrative data or case studies from the differing industries in which their participants are engaged.

The trainers progress slowly and logically through their lessons and answer the participants' questions fully. They engage all the participants and make good use of interactive activities to consolidate and reinforce the points they wish to make. Trainers make good use of question-and-answer sessions and interactive strategy games to engage participants and to check their understanding of key concepts. As a result, success rates and participant satisfaction rates are very high.

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 feedback on all courses. Participants on the on-demand self-access courses also receive appropriate assessment. Course outcomes are monitored to enable the identification of participants who are not making the expected level of progress in the course activities. Participants who are not making satisfactory

progress can receive additional support via email. In practice, the success rates of the courses are very high, with the large majority of participants completing the courses successfully within the given timeframe.

In all the courses offered, regardless of their nature and format, participants are made aware of how their progress relates to the target level of achievement. In the on-demand, self-study courses, progress relates to the amount of time left for the course to be completed by the participant. This information is clearly visible to anyone accessing the course.

In the classroom-based instructor-led courses and the live instructor-led virtual courses, there are clear up-to-date learning outcomes that are covered through the content of the course. The extent to which these are achieved and understood by the participants during the course, which is demonstrated through the completion of the various course activities, enables the trainer and the participants to assess whether the target level of understanding is being achieved. If not, then adjustments are made to the delivery of the course to enable this to happen.

The Provider takes good care to recruit suitable participants who will fully benefit from the course on which they have registered. As a result, alternative programmes are discussed prior to the participant attending the course rather than during the course itself. However, participants on the classroom-based instructor-led courses receive additional support from the trainer during break-times and after sessions have been completed, if required.

Participants on the live instructor-led virtual courses receive additional support by email if required. Participants on the on-demand self-study courses have instantaneous feedback on interactive assessments and are able to review and re-attempt those assessments. They are also able to seek email support from the Global Online Training Manager if required.

Participants on the classroom-based instructor-led courses and the live instructor-led virtual courses are provided with ongoing constructive and informative feedback on a regular basis throughout their course, both as a class and individually. Participants find this feedback useful, and inspection findings confirm this to be the case. Participants on the on-demand self-access courses receive instantaneous feedback on their interactive exercises which enables them to progress.

Trainers are generous with their time and are very willing to spend extra time with the participants outside the scheduled course delivery time.

The on-demand, self-study courses are accessed by way of individual passwords to prevent cheating. The other courses do not have assessments.

There is detailed information about the courses and their structure that is easily accessible on the website. As a result, participants are made aware of any deadlines, coursework or revision periods prior to the commencement of the course and can plan their time accordingly.

Participants on the on-demand, self-study courses have a set period in which to complete their course. Participants receive an email notification three days before this deadline to remind them of this stipulation. If the deadline is missed, it can be extended with the Provider's permission.

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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

The courses that are accredited are accredited by recognised awarding bodies. The on-demand, self-study courses are accredited by NASBA and closely follow NASBA'S requirements regarding format and timings. The live, instructor-led courses are accredited by CPD or by GARP and follow their requirements closely.

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

Only the on-demand, self-study courses are formally assessed.

Assessment is by means of interactive tests after each section of a lesson. The tests must be completed successfully before the participant can progress to the next section of the lesson. This complies appropriately with the requirements of the relevant accrediting body.

There are no internal awards.

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

The VP is the named staff member responsible for participant welfare. This staff member has very good experience in her role having worked for the Provider for many years. She is easily accessible by telephone or email during the courses. Participants are well-educated, professionals who are fluent in English and are on courses lasting for less than a week. As a result, they receive welfare support appropriate to their age, background and situation.

Participants receive advice, information and guidance via the website, through their employers and in the student handbook prior to arrival. They receive a wide range of useful welfare advice, including directions for finding the venue, the attendance policy, the emergency telephone contact number, the complaints policy, the e-policy and the equal opportunities statement. Consequently, participants are suitably prepared for their studies prior to arrival.

Upon arrival, participants receive an appropriate induction, which includes a review of key policies, including the attendance policy and fire evacuation instructions.

Participants are issued with an emergency telephone contact number for out-of-hours and emergency support in the student handbook.

Suitable and clear policies to avoid discrimination, a behaviour policy and an e-policy are all disseminated on the website and in the student handbook that is sent prior to arrival. These are implemented effectively during the courses.

Appropriate arrangements are in place to protect participants from the risks associated with radicalisation and extremism. A policy is in place to prevent radicalisation. A risk assessment has been carried out.. There is an appropriate process for raising concerns if necessary. Staff have undertaken suitable certified training. Consequently, participants are suitably protected.

There are no participants under the age of 18.

A suitable e-policy is appropriately disseminated through the website and the student handbook. It covers appropriate use of social media, telephones and cameras and includes appropriate privacy guidelines.

Contact details for next of kin are collected during the application process and are stored centrally on the LMS so that appropriate staff can have quick access should the need arise.

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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 are provided with specific advice before arrival. This advice is provided via links to relevant sites contained in the student handbook and covers health insurance, emergency services, finding suitable accommodation and suggested places to visit. Consequently, participants can plan effectively for their trips.

All participants receive a suitable induction covering the local area at the start of their course. This covers local transport, local places of worship and local places of interest.

Specific advice for international participants is available from the VP and the trainer, both of whom have good experience of working with international clients.

Cultural and religious considerations are taken into account. For example, participants have access to a prayer room and catering takes into account different religious and dietary needs.

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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

All participants are enrolled on the courses under fair and transparent terms and conditions. This includes the very large majority of participants who apply through their employers. The contractual terms and conditions include appropriate refund arrangements and a cooling-off period.

The complaints policy is detailed and is easily available on the website and in the student handbook. The process for making a complaint, as well as the different stages that the complaint may go through, are all clearly outlined. As a result, the fair treatment of participants is assured.

Participants are advised of BAC's complaints procedure, through a link that is supplied in the student handbook.

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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 Provider does not offer residential accommodation.

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 reinspection 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

The classroom-based, instructor-led courses are run for very short periods of time, so the Provider does not organise a social programme. Nevertheless, participants confirmed they are provided with suitable information on events and leisure activities that are appropriate to their age, background and circumstances.

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 hires training rooms as required in central London from a recognised provider of high-quality conference and training facilities and from good quality hotels. The administrative offices consist of the exclusive use of a suite of three offices within shared-used premises in Oxford.

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 noticeboards 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 training delivery premises are safe and secure. Access is restricted by a manned security reception desk, supported by Closed CircuitTelevision (CCTV) cameras. All visitors sign in and out. As a result, the building is safe and secure. Access to the administrative offices is controlled by a receptionist and CCTV.

The delivery premises are of a suitable size, modern, well-lit and well decorated. They are clean and well maintained. Consequently, they provide an appropriate environment for the courses. The administrative offices are similarly modern, well-lit and attractively decorated.

There are no hazardous areas in either the training areas or the administrative offices.

Participants are provided with appropriate health and safety advice during their induction. Signage for fire evacuation is displayed in all the rooms and in the corridors. This effectively supports trainers' and participants' safety.

Signage is good, both inside and outside the training premises and the administrative offices, and clearly directs visitors to the various rooms. There is adequate room for the display of general information, which is located near the reception desk.

Circulation space is good in both the training premises and the administrative offices. Corridors and stairwells are wide and spacious. There are various spaces of different sizes in which to receive visitors.

The number of toilets in both the training premises and the administrative offices is appropriate, including toilets for those with disabilities. Toilets are conveniently located on each of the floors. They are cleaned frequently during the day.

Heating and ventilation are good. Trainers and office staff can control the heating and ventilation of their own rooms directly.

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 and other learning areas are appropriate for the courses offered.

The training delivery premises contain a large number and a wide variety of training rooms. The training rooms are spacious and well equipped. The furniture is appropriate for the size of the room and can be configured to accommodate a range of different teaching styles.

Training rooms are suitably equipped to a level that supports the effective delivery of the courses. Each room has a widescreen monitor. Blinds enable rooms to be blacked out if required.

There are no assessments on the instructor-led courses.

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 are appropriate additional facilities for participants and staff in both the training premises and the administrative offices. Participants have access to sufficient space to carry out their own private study or work as they have access to individual desks in the common areas with dependable wireless internet facilities.

Well-appointed areas on each floor in both the training premises and the administrative offices are allocated for relaxation and personal work. Therefore, trainers have suitable access to space for course preparation and relaxation.

The training premises contain an eating area for lunch and refreshments, the cost of which is included in the course fees. Water coolers are available on each floor. There is a good selection of small, attractive coffee houses, cafeterias and restaurants within walking distance of the premises.

Both premises contain a good range of rooms of different sizes, some of which are suitable for private meetings or for whole-staff meetings.

The administrative offices are of a suitable size and are appropriately resourced and equipped to support the effective administration of the Provider.

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

Both the Global Online Training Manager and the IT Manager are highly qualified and very experienced in their roles. Consequently, they understand the specific requirements of virtual learning.

All trainers' and participants' actions are suitably logged. This includes the provision of information in the event that a participant is late logging onto a live virtual course. For the on-demand, self-study courses, participants are routinely informed and reminded of the approach of the final deadline for completing the course. As a result, participants are encouraged to complete the course in a timely manner.

There are appropriate processes that enable the provider to verify that the participant who is registered on the programme is the same person who completes the programme. The Provider is able to verify the identity of the participant from the information, including the photograph, supplied by the employer through the LMS.

Each live, instructor-led virtual course is supported by a host who immediately reports any concerns about inappropriate online behaviour. Consequently, participants are effectively protected from cyberbullying.

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

The management, staffing and administration of the on-demand, self-study and the live, instructor-led virtual courses are effective. The Global Online Training Manager and the IT Manager have responsibility for programme delivery and the management of trainers, and both are suitably experienced and qualified.

Each live, instructor-led virtual course is taught by one trainer. The number of participants in a class is maintained at a low level. Each class is also supported by a host, whose role is to assist the trainer and the participants. As a result, the Provider is able to give individual attention to each participant when required.

Each class is taught from beginning to end by the same trainer and is effectively monitored through regular and direct observation and the collection of feedback. This ensures a consistent learning experience.

Online delivery methods include whole-class instruction, question-and-answer sessions, polls, pair- and group work in the online break-out rooms and individual work. This range of training methods is effective in satisfying all the participants' needs. As a result, course objectives and learning outcomes are met, and success rates are very high. Participant satisfaction levels as expressed in feedback are also very high.

Trainers make good use of online teaching aids and learning resources. Their resources, such as data and statistics, are maintained up to date. The trainers make good use of relevant, illustrative videos. They use interactive polls to illustrate their learning points. As a result, the participants are engaged and motivated.

The online materials used in the lessons are suitably augmented by hard copies to support independent learning.

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 have a good level of technical knowledge. They are experienced and understand the special challenges that virtual learning entails. They are readily available to offer support if needed.

Online trainers are well qualified and experienced.

28.2 There is no systematic CPD for online trainers with regard to instructional approaches and techniques and the use of appropriate instructional technology. As a result, there are missed opportunities for online trainers to continually improve their online training approaches.

28.3 Online trainers do not consistently receive performance reviews. Consequently, the trainers do not receive regular feedback to facilitate their professional development, including improving the quality 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 participant enrolment process is comprehensive, transparent and supportive. Participants are made fully aware of the level of digital literacy required to follow the courses. The level of digital literacy required is purposefully kept to a minimum.

Participants need only to be able to log on to the site. They do not have to download any special applications. The courses themselves are very intuitive for participants to follow.

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

The Provider's online services meet the needs of the participants effectively. Instructions on how to use the learning materials are introduced clearly during the induction. As a result, participants can learn effectively.

Each live, instructor-led virtual course has a dedicated host who resolves general or technical issues in a timely fashion. Participants on the on-demand, self-study courses are supported by sorting out any issues via an email link. This is effective in resolving their issues.

Courses are delivered via a platform for which the only system requirement is internet access. Participants can access advice for technological problems from the hosts in the case of the live, instructor-led virtual courses or via email from trainers in the case of the on-demand, self-study courses. In practice, assistance is rarely needed.

Participants are encouraged to network and interact with each other via social media channels, for which access information is appropriately shared during or at the end 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.	☒ 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 Provider uses effective technology to deliver its programmes. A well-known, well-established, dependable platform is used to host the courses. The platform only requires internet access and is easy for participants to use.

The Provider has access to the services of the IT department of the platform provider to ensure the systems are operative at all times.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Managers are suitably qualified and experienced and understand their roles and are effective in carrying these out.
Channels for communication are good, and as a result, staff are confident that they are listened to.
Management is continuously seeking ways to improve the provision.

Actions required	Priority H/M/L
3.4 The Provider must apply the annual staff performance appraisal policy consistently.	☐ High ☒ Medium ☐ Low
3.5 The Provider must provide CPD opportunities for managerial staff as well as administrative staff.	☐ High ☒ Medium ☐ Low
7.6 The Provider must compile an annual report that refers to performance reviews and an analysis of the data, including feedback and action plans.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Pre-course discussions between the Provider, the employers and the trainers ensure that the training provision closely addresses the needs of participants.
Trainers are experts in their fields and have a broad, deep and current understanding of the subjects they teach.
Success rates on all courses are very high and, as a result, levels of participant satisfaction are also very high.

Actions required	Priority H/M/L
10.2. Trainers must be provided with opportunities for CPD.	☐ High ☒ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

Participants receive welfare support that is appropriate to their age, background and situation so that they are able to focus on their studies.

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

PREMISES AND FACILITIES

Provider's strengths

The training delivery premises are well located, close to the city centre and convenient for public transport.

The administrative offices and training delivery premises, including the training rooms, are large, modern, bright and attractively decorated and provide an appropriate environment for staff, trainers and participants.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The Global Online Training Manager and the IT Manager are highly qualified and very experienced in their roles.

The Provider uses a well-established, dependable platform with full functionality to house its online courses for the benefit of the participants.

Actions required	Priority H/M/L
28.2 The Provider must provide online trainers with CPD on instructional approaches and techniques and the use of appropriate instructional technology.	☐ High ☒ Medium ☐ Low
28.3 The Provider must provide online trainers with performance reviews.	☐ High ☒ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS