BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL)
Re-accreditation Inspection

NAME OF PROVIDER: Modern Montessori International Limited

ADDRESS: 46 Leslie Grove
East Croydon
CR0 6TQ

HEAD OF PROVIDER: Ms Marianne Bourke

DATE OF INSPECTION: 7–8 & 10 August 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 refused

DATE: 23 November 2023

PART A – INTRODUCTION

1. Background to the provider

Modern Montessori International Limited (MMI/the Provider) is a Montessori teacher training institution providing online and blended learning courses in the Montessori method of education and early years education.

MMI was incorporated in 1999 as a private limited company in the United Kingdom (UK).

MMI is based in East Croydon, London. The Provider aims to offer a good grounding in Montessori philosophy and practice and to enable learners to apply Montessori principles appropriately in modern teaching environments.

The Board of Directors consists of the Chairman, the Academic Director and the Principal of MMI London. The Chairman and the Academic Director are based in Singapore, and the Principal is based in London. The Directors based in Singapore provide online and face-to-face support to the Principal.

British Accreditation Council (BAC) accreditation is for the London institution only.

2. Brief description of the current provision

The Provider offers a number of full-time and part-time courses delivered as distance and blended learning. The two programmes offered are the Early Years Educator (EYE) & Montessori Diploma and the International Diploma in Montessori. Each of these courses can take up to two years.

The courses include two weeks of in-person, practical workshops, which are held in the training rooms at the East Croydon headquarters. The EYE & Montessori Diploma and the International Diploma in Montessori require learners to undertake, or be in, a work placement.

The Provider also offers the Certificate in Assistant Montessori Teacher Training, the Primary Montessori Diploma and the Montessori Certificate in Infant and Toddler Care, all as distance and blended learning programmes.

Twenty-eight learners are currently enrolled on MMI's courses, with the large majority enrolled on the EYE & Montessori Diploma programme. All learners are over the age of 18 and most are female. Learners come from a range of countries, including the UK, the European Union, China, Vietnam and Argentina.

Learners are enrolled on a continuous basis, with clearly defined entry requirements.

3. Inspection process

The inspection was undertaken over three days by one inspector. The Inspector undertook inspection activities on site at MMI's school in Croydon, London for the first two days and made use of remote, online communication methods on the final day of the inspection. The Inspector carried out discussions with the Principal of MMI London, who is also Head of Academic Studies, and with the Course Co-ordinator, as well as holding meetings with staff and learners. A range of in-person lessons were observed, and a tour of the Croydon premises was undertaken. A wide range of electronic documentation, including course materials and the Provider's online learning platform, was scrutinised. The Provider was very well prepared and co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Stage 2	15 November 2005
Stage 3	18 January 2006
Interim	5 May 2009
Supplementary	30 July 2010
Re-accreditation	15–16 November 2010
Interim	14 March 2013
Re-accreditation	22–23 January 2015
Interim	15 April 2016
Re-accreditation	17–18 January 2019
Supplementary	12 August 2019
Interim	9 March 2021

PART B - JUDGEMENT AND EVIDENCE

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

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/or 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 others working for the organisation, including those working remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities and that 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 data breaches and that is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The Provider's management structure is clear and well documented. Roles and responsibilities are detailed and fully understood by staff, managers and members of the Board of Directors. The structure is effective in ensuring that the Provider provides high levels of education and learner welfare and supports MMI's aims and objectives.

The Principal and other senior leaders are highly qualified and experienced. They provide clear and comprehensive educational direction. They understand and carry out their specific roles and responsibilities very well and have an in-depth knowledge and understanding of the requirements of Online, Distance and Blended Learning (ODBL). As a result, courses and their delivery meet learners' needs, and learners report that their experience is of a very high quality.

Communication between leaders, managers and the Provider's staff is highly effective. Formal meetings, daily informal conversations, e-mails and a wide range of electronic methods are used so that those working on site or remotely have easy access to managers and other relevant members of staff. As a result, staff report that they are made aware of any operational changes and can ask questions or raise any concerns.

A comprehensive, written statement of the Provider's mission and goals is effectively communicated to all stakeholders and is used very effectively to guide its activities. The statement is clear, implemented effectively and regularly reviewed by senior managers.

An appropriate written risk management strategy, which includes financial planning and data breaches, is implemented effectively and regularly reviewed. As a result, MMI is well prepared for any future business disruption.

2.   The administration of online, distance and blended learning 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 and learners 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	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	☒ Yes ☐ No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	☒ Yes ☐ No
2.7	Learner and tutors' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	☒ Yes ☐ No

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

Comments

Highly effective administrative support is provided to managers, staff and learners by an appropriate number of very well-qualified and experienced administrators. Detailed job descriptions ensure that administrators fully understand their roles and responsibilities and carry these out effectively. As a result, managers and learners benefit from a wide range of well-defined and documented support.

Administrators work on site and are readily available to deal with any administrative queries. This meets the current needs of the Provider and fully supports the day-to-day running of MMI.

Detailed administrative policies and procedures are fully implemented, regularly updated and shared effectively with staff and learners.

Administration areas are fit for purpose, very well resourced and provide a suitable environment to conduct the Provider's business.

Systems for the collection of data and its collation are well developed, highly effective and fully support the administration of MMI and its courses. Systems for logging and monitoring tutor and learner interactions are well developed and effective.

Personal records for learners and tutors are detailed, well maintained and up to date. The Provider has a robust security system and policies in place for protecting the data of its learners and tutors, with electronic records appropriately password protected and paper files securely locked in filing cabinets.

3.   The provider employs 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, a signed performance service level agreement.	☒ Yes ☐ No
3.2	Appropriate checks, including on experience and qualifications, are carried out before recruitment, and accurate records are maintained.	☒ Yes ☐ No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☒ Yes ☐ No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	☒ Yes ☐ No
3.5	All staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Policies and procedures for the recruitment and continued employment of managerial and administrative staff are detailed, regularly reviewed and monitored by senior leaders. Procedures include the checking and verification of all experience and qualifications claimed during the recruitment process before an offer of employment is confirmed.

Detailed records of all checks are maintained. An appropriate performance service level agreement is in place for self-employed staff. Consequently, all staff are suitably qualified and experienced for their roles.

MMI's tutor recruitment system is well developed and includes a face-to-face interview, either on site or using a suitable online communication platform.

All staff have a formal annual performance review. The review process incorporates regular monitoring of tutors' feedback to learners and results in a personal development plan, with suitable opportunities for additional professional training identified. For example, the Course Co-ordinator has undertaken a number of courses that have developed skills that are relevant to the co-ordinator role, including developing and using social media.

Staff are appropriately supported in their Continuing Professional Development (CPD). A detailed staff development policy clearly outlines how MMI can support staff in developing the skills, behaviour and knowledge that they need in order to achieve the objectives of their role and to enable them to respond flexibly to the demands placed on them by internal and external change and development.

4.	**Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**	
4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including, where appropriate, location and administrative premises.	☒ Yes ☐ No
4.2	Information on programmes is comprehensive and accurate.	☒ 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 text and images used on MMI's website and other publicity materials are of a very high quality and provide detailed and accurate information about the range of courses and services offered. The information provided includes detailed information regarding the Provider's premises, facilities and location.

Comprehensive information is provided on the courses offered. The information is accurate and includes details of how each course will be delivered and all the costs that the learners should expect to pay, as well as any required additional materials. As a result, learners report that they were able to access accurate and relevant information so that they could make an informed choice about what course to study.

The Provider's key policies are available through its website and are contained in the learner handbook.

5.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	☒ Yes ☐ No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
5.4	The feedback is reviewed by the management and appropriate action is taken.	☒ Yes ☐ No

5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	☒ Yes ☐ No
5.6	Reports are compiled at least annually that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	☒ Yes ☐ No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	☒ Yes ☐ No

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

Comments

Comprehensive systems are in place for the monitoring and periodic review of all aspects of MMI's performance. Data on student progress, achievement and satisfaction is used very effectively to continually improve the quality of the courses offered and the learner experience.

Feedback from learners and other stakeholders is regularly sought, recorded and reviewed and analysed by managers. Where issues are highlighted, appropriate action is taken to bring about improvements, with appropriate feedback about what actions have been taken provided to learners via MMI's electronic platform.

Reports are regularly compiled that clearly detail the Provider's performance. These include an analysis of relevant data, including learner feedback, and any previous action plans. Fiscal performance is regularly reviewed, and formal reviews of courses and MMI's systems are completed annually.

Action plans from reviews are implemented and regularly reviewed by senior management.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6.   Management of the programme is effective

6.1	There is an effective manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and management of the teaching, learning and assessment team.	☒ Yes ☐ No
6.2	The allocation of tutors to programmes provides a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	☒ Yes ☐ No ☐ NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	☒ Yes ☐ No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	☒ Yes ☐ No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	☒ Yes ☐ No ☐ NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	☒ Yes ☐ No
6.8	Learners have appropriate access to staff for academic and/or learning support.	☒ Yes ☐ No

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

Comments

The Principal, who also acts as Head of Academic Studies, is highly experienced in managing, delivering and developing ODBL courses. The content and delivery of courses are regularly reviewed to ensure that all course materials reflect current knowledge as well as the national curriculum for early years. As a result, the materials are highly effective in meeting the learning objectives of the course.

The allocation of tutors to programmes is effective and ensures a consistent learning experience for learners so that they have the best possible chance of successfully completing their programme of study. Managers closely monitor tutors and their performance, with course data and learner feedback being used well to ensure a consistent delivery across MMI's courses.

Detailed deadlines and schedules, including revision periods for exams or assessments, are set and appropriately communicated to learners in the module guides and confirmed by administers and tutors before and during the course. The Provider makes every effort to be as flexible as possible with learner deadlines, without undermining the integrity of the learning and qualification. As a result, the vast majority of learners complete and successfully pass their courses.

Well-developed assessment strategies, including the use of examinations, coursework and completion of work placements, are clearly linked to the achievement of defined learning outcomes to ensure that the programme objectives are achieved. The programmes' content is regularly reviewed by the Principal to ensure that it reflects current knowledge and practice.

Programmes are well designed and regularly reviewed to ensure that they allow learners to develop the knowledge and skills required for final examinations and/or assessments. Learners report that the course prepares them well for their assessments. Inspection findings confirm this.

The in-house commissioning of individual course content and materials is managed effectively and is appropriately checked to ensure standardisation across the provision. As a result, there is a high degree of standardisation and consistency across the provision.

Learners have excellent access to staff for academic and/or learning support.

7.	**Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning**	
7.1	Tutors are appropriately qualified and/or experienced.	☒ Yes ☐ No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
7.3	Tutors have an appropriate level of subject knowledge and pedagogic and communication skills that allows them to deliver the programmes effectively.	☒ Yes ☐ No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	☒ Yes ☐ No

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

Comments

Tutors are very well qualified and highly experienced in training tutors to work in the early years sector. They demonstrate a good understanding of the challenges of the delivery of online and distance learning courses and have an appropriate level of subject knowledge and pedagogic and communication skills that allows them to deliver the programmes very effectively. Learners report that their tutors are very knowledgeable. Inspection findings support this view.

MMI has effective systems in place to ensure that tutors are well trained with respect to the Provider's policies, learner needs, teaching and instructional approaches, and the use of the technology. The Provider is very effective in working

with tutors to continuously upskill and include them in its continuous improvement cycle of materials and technologies. In addition, tutors receive regular updates on Montessori teaching practices.

8. Tutors respond to the individual learning needs of learners

8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	☒ Yes ☐ No
8.2	Learners are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	☒ Yes ☐ No

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

Comments

The previous academic and/or professional background, together with any support needs, of learners, are taken into account well in the planning, design and delivery of the programmes. As a result, tutors respond to the individual learning needs of learners very well.

The tutors and the use of the course materials are highly effective in encouraging and enabling learners to develop independent learning skills. For example, assignments require independent research that is appropriate to the level of the course.

A wide range of effective strategies are used by tutors to check learners' understanding of concepts and programme content. This includes observation in lessons of peer-to-peer teaching, as well as learners undertaking small-group activities to demonstrate their knowledge and skills in using young learner teaching techniques.

9. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	☒ Yes ☐ No ☐ NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	☒ Yes ☐ No ☐ NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	☒ Yes ☐ No ☐ NA
9.4	Learner assessment is guided by grading policies that are consistent and well communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	☒ Yes ☐ No ☐ NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress, and timely interventions take place if required.	☒ Yes ☐ No☐ NA
9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No☐ NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	☒ Yes ☐ No☐ NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	☒ Yes ☐ No☐ NA

9.10	Tutor and learner assessment submissions are monitored, and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No

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

Comments

Assessment criteria and procedures are made available in writing to learners by the administrator and are also contained in the course handbook, prior to the start of their course. As a result, learners report that they are fully aware of the procedures and timings of their assessment.

Assessment takes place throughout the course and has a clear focus on the set assessment criteria and the achievement of the intended learning outcomes. This reflects the content and standards of any final assessments and helps the learners and tutors to monitor learners' progress effectively.

Assessment is guided by appropriate grading policies and marking schemes, which are made available to learners prior their assessment. These are fair and ensure that assessment feedback is provided to the learner in a timely manner.

Tutors and MMI's administrator make timely interventions should a learner be making unsatisfactory progress. Learners regularly discuss their progress with their tutors so that they know how they are progressing against their target level of achievement and tutors can arrange any additional support should it be needed. Guidance on alternative programmes is provided if learners are judged to be making insufficient progress.

Appropriate policies and procedures are in place to discourage academic misconduct, including plagiarism, and learners are provided with clear information.

Prompt action and appropriate advice are given to all learners who fail to meet the academic requirements of a course or miss deadlines.

10. 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 EYE provision is accredited by Skills First.

11. There is a clear rationale for programmes leading to unaccredited or internal awards

11.1	There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level.	☒ Yes ☐ No ☐ NA
11.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires.	☒ Yes ☐ No ☐ NA
11.3	External moderators are involved in the assessment process.	☒ Yes ☐ No ☐ NA

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

Comments

A clear statement of the claimed level for each course is in place and is appropriately linked to the Regulated Qualifications Framework.

Awards are accepted for the purposes of employment or further study, with most learners gaining work within the early years education sector.

External moderation and verification are carried out across all the awards being offered. This gives assurance to potential learners of the validity of the awards offered.

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

12.1	The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration.	☒ Yes ☐ No ☐ NA
12.2	For internal awards, there are effective systems in place for assessment security and administration.	☒ Yes ☐ No ☐ NA
12.3	For internal awards, there are clear procedures for learners to appeal against their marks.	☒ Yes ☐ No ☐ NA
12.4	There is an authentication process that enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA

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

Comments

Comprehensive arrangements are in place for the administration of the assessment for each course. Arrangements comply with the requirements of the relevant awarding bodies in terms of assessment security and administration.

Detailed arrangements for the assessment of internal awards ensure their security and effective administration.

Clear procedures for learners to appeal against their marks are in place.

An appropriate learner authentication process enables the Provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.

INSPECTION AREA – LEARNER SUPPORT

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

13.1	The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs.	☒ Yes ☐ No
13.2	Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment.	☒ Yes ☐ No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	☒ Yes ☐ No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	☒ Yes ☐ No
13.5	Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners.	☒ Yes ☐ No ☐ NA
13.6	The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified.	☒ Yes ☐ No ☐ NA

13.7	The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.	☒ Yes ☐ No
13.8	The provider has effective systems to identify learners who have special educational needs and/or disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	☒ Yes ☐ No
13.9	Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No

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

Comments

Learner support is a key strength of the Provider. A wide range of information and advice and guidance is provided to learners before the commencement of their course to ensure that they are registered on a programme of study that meets their expectations and needs. This includes detailed information regarding the content and aims of the course, as well as, for in-person courses, relevant details of the venue, its location and local transport links. Learners report that they are very happy with the pre-enrolment guidance and information provided by MMI and that their chosen course fully meets their expectations.

Enrolment and application documents are fully accessible online and are simple to complete and submit. All application enquiries are responded to very quickly by MMI's administrator.

Clear, detailed and appropriate entry requirements for each programme are stated in course descriptors, including an appropriate English language level requirement. Course entry requirements are appropriately enforced, with any claimed qualifications verified by MMI's administrator.

Applicants are made aware that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.

Effective systems to identify learners who have special educational needs and/or disabilities are in place. Any additional learning support or adjustments to their chosen programme of study are made in a timely manner.

Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

14.　　Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature, and all enquiries from learners are handled promptly and sympathetically.	☒ Yes ☐ No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	☒ Yes ☐ No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	☒ Yes ☐ No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	☒ Yes ☐ No
14.5	Learners are advised of BAC's complaints procedure.	☒ Yes ☐ No
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

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

Comments

A number of appropriately trained staff are available to deal with issues from learners of a general and technical nature. All enquiries are handled very promptly and sympathetically.

Peer interaction is supported and encouraged through a number of social media platforms. Policies and procedures for dealing with any abusive behaviour, including cyberbullying, are implemented effectively. This includes staff monitoring the online activities of learners and tutors, with prompt action taken if there are any concerns.

A clear and fair complaints procedure is in place and is available to all learners. Learners are advised of BAC's complaints procedure during their induction, with appropriate details provided in the learner handbook.

All learners are over the age of 18 years, so safeguarding requirements are not required.

A suitable policy, appropriate staff training and effective arrangements protect learners from the risks associated with radicalisation and extremism. Appropriate risk assessments have been undertaken.

15.	**Programme materials are appropriate to the medium of delivery and are effective**	
15.1	Programme designers make effective use of appropriate teaching and learning resources.	☒ Yes ☐ No
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	☒ Yes ☐ No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	☒ Yes ☐ No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	☒ Yes ☐ No

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

Comments

Courses are carefully designed to ensure that these cover the knowledge and skills required to meet the stated learning outcomes. They use a comprehensive range of teaching and learning resources that are relevant to the early years education sector. The course design includes a range of appropriate additional material to fully support learning and assist in the development of independent learning skills.

Learning materials are of a high quality, well presented and sufficiently comprehensive to enable learners to achieve the programme objectives and develop the practical skills needed to pass their assessments.

Programme material content is regularly reviewed by the Principal to ensure that it is accurate and reflects current knowledge and practice. Authors of course materials are tasked with continuously improving all resources. As a result, courses have a clear structure and appropriate learning objectives that meet the needs of learners.

A detailed course document provides instructions and guidance on how to study and how to use the learning materials.

16.	**The technology used to deliver the programmes is fit for purpose and effective**	
16.1	The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner.	☒ Yes ☐ No

16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	☒ Yes ☐ No
16.3	The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely.	☒ Yes ☐ No

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

Comments

Appropriate and accessible technology is used to support the interaction between the Provider and the learners and to enhance instructional and educational services.

Materials and learning resources can be easily accessed by learners, and their access is regularly checked by MMI.

Experienced staff are available to ensure that systems are operative at all times and to provide appropriate support to tutors and staff working remotely.

INSPECTION AREA – FACE-TO-FACE COMPONENT

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

17.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
17.2	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

MMI has ownership of its premises in East Croydon, which are highly suitable for delivery of its face-to-face courses.

Appropriate venues are available if needed for the delivery of the Provider's face-to-face courses.

18. The premises provide a safe, secure and clean environment for learners and staff

18.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
18.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
18.3	There are specific safety rules in areas of particular hazard, for example, science laboratories, that are readily available to learners, staff and visitors.	☐ Yes ☐ No ☒ NA
18.4	General guidance on health and safety is made available to learners, staff and visitors.	☒ Yes ☐ No
18.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes ☐ No
18.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
18.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
18.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

MMI's premises provide a very safe, secure and clean environment for staff. Access to the premises is appropriately restricted, using electronic and/or biometric access controls.

The premises are of a high quality, appropriately maintained and in a very good state of repair. Learners report that they feel safe and secure at the premises and that this effectively supports their learning.

There are no areas of particular hazard that are readily available to learners, staff and visitors.

General guidance on health and safety is made available as required. Staff and learners receive appropriate information at the start of their employment or course and are reminded about health and safety during their induction. Visitors are provided with health and safety guidance on their arrival. Consequently, the level of awareness about health and safety is very high among staff and learners.

Signage, circulation space and other facilities for staff and learners, including access to toilet facilities, are very good.

There is adequate heating and ventilation in all rooms.

19. Training rooms and other learning areas are appropriate for the programmes offered

19.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
19.2	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 programme.	☒ Yes ☐ No
19.3	There are facilities suitable for conducting the assessments required on each programme.	☒ Yes ☐ No ☐ NA
19.4	Training sessions are timetabled, and rooms are allocated appropriately for the programmes offered.	☒ Yes ☐ No

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

Rooms used for teaching and practical workshops are of a very high quality and are suitably equipped to ensure the effective delivery of the courses. For example, each room is fully equipped with the specialist materials required for the training of Montessori teachers. As a result, learners confirm that the rooms used are appropriate, of a good size and appropriate layout, and equipped to support their learning.

The Provider's premises have a number of rooms suitable for conducting the assessments required on each programme.

Courses are timetabled, and rooms are allocated appropriately for the programmes offered.

20. There are appropriate additional facilities for learners and staff

20.1	Learners have access to sufficient space, which could include a library and suitable IT facilities, so that they can carry out their own private work and/or study.	☒ Yes ☐ No
20.2	Tutors have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA
20.3	Learners 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
20.4	There are individual offices or rooms in which tutors and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No

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

Comments

Learners have access to good personal space so that they can carry out their own private work and/or study. For example, a common room is available for private study or to relax and consume food and drink. In addition, learners use the classroom during breaks to prepare for and practise the practical assessments of their course. Most learners bring their own laptops but confirm that there are suitable IT facilities at MMI should they need these. The premises provide a good space for tutors and staff to carry out their work, including space for tutors to prepare their teaching sessions, mark work or relax. There are good spaces for staff and learners to relax in and to consume refreshments, with facilities available to heat food and prepare hot drinks. Appropriate facilities are available for tutors and managers to hold meetings if needed.

21.   There is an appropriate policy on learner attendance and effective procedures and systems to enforce it

21.1	There is a clear policy on learner attendance and punctuality that is communicated to all learners and other stakeholders.	☒ Yes ☐ No
21.2	Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
21.3	Learner 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

A clear policy on learner attendance and punctuality is effectively communicated to all learners during their induction and confirmed in the learner handbook. Detailed, accurate and secure records of attendance and punctuality are recorded at each session. This data is collated centrally and regularly reviewed by the administrator. All learner absences are followed up promptly, and appropriate action is taken.

22.   Learners attending face-to-face components receive appropriate support

22.1	There is at least one named staff member responsible for learner welfare who is suitably trained and/or experienced, accessible to all learners and available to provide advice.	☒ Yes ☐ No
22.2	Learners receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
22.3	Learners receive an appropriate induction and relevant information at the start of the course.	☒ Yes ☐ No
22.4	Learners are issued with a contact number for out-of-hours and emergency support.	☐ Yes ☐ No ☒ NA
22.5	The provider has policies in place to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
22.6	There is an e-policy in place that references any existing staff and learner codes of conduct and covers learners' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
22.7	The provider collects contact details for learners and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

22.8	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources that ensure that all tutors have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the learners.	☒ Yes ☐ No
22.9	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

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

Comments

Staff members responsible for learner welfare are clearly identified, suitably trained and accessible to all learners for advice. The administrator is the first point of contact for learner welfare and, where appropriate, the Principal is also available.

A wide range of information, advice and guidance is provided to learners before their course begins. This includes detailed information regarding the content and aims of the course, as well as relevant details of the premises, its location and local transport links.

Learners receive a comprehensive induction at the start of their course. A detailed learner handbook provides information relevant to promoting and maintaining their well-being, as well as policies and procedures relevant to their time at MMI.

A contact number for out-of-hours and emergency support is not needed because all learners are over 18 years and live independently.

Policies and procedures to avoid discrimination and for dealing with any abusive behaviour, including cyberbullying, are in place and are implemented effectively.

An appropriate e-policy that references existing staff and learner codes of conduct and covers learners' on-site use of social media and devices is in place.

Arrangements for collecting, collating and storing contact details for learners are appropriate, and staff can quickly access the information if needed.

There are detailed policies and procedures for the acquisition of teaching and learning resources in place. As a result, all tutors have access to the appropriate quantity and quality of resources needed for the course and for the benefit of the learners.

Teaching sessions maintain an appropriate focus on required assessment objectives, where relevant.

23. International learners are provided with specific advice and assistance

23.1	International learners receive appropriate advice before their arrival on travelling to and living in their host country.	☐ Yes ☐ No
23.2	International learners receive an appropriate induction upon arrival covering issues specific to the local area.	☐ Yes ☐ No
23.3	Information and advice specific to international learners continue to be available throughout their programme of study.	☐ Yes ☐ No
23.4	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

24. Tutors are suitable for the courses to which they are allocated and effective in delivering them

24.1	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning.	☒ Yes ☐ No☐ NA
24.2	Tutors respond to different backgrounds and particular support needs of learners in their delivery of the teaching/training sessions.	☒ Yes ☐ No
24.3	Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No
24.4	There is an effective system for regularly reviewing the performance of the tutors that includes regular scheduled course delivery observations.	☒ Yes ☐ No

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

Comments

Tutors are appropriately supported in their CPD. As a result, they are able to develop further pedagogic techniques to enhance the learning and to respond to learners' different backgrounds and the support needs of their learners.

Tutors employ highly effective strategies to involve all learners in their learning and to check their understanding of concepts and course content. For example, theory delivery is often followed by practical exercises to check all learners' understanding of the concept.

Well-developed systems are in place for regularly reviewing the performance of the tutors, including regular, scheduled course delivery observations.

25. Residential accommodation that is directly managed by the provider is fit for purpose, well-maintained and appropriately supervised

25.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of learners.	☐ Yes ☐ No
25.2	Any residential accommodation where learners under 18 are accommodated is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes ☐ No ☐ NA
25.3	Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of learners and their property.	☐ Yes ☐ No
25.4	A level of supervision appropriate to the needs of learners is provided.	☐ Yes ☐ No
25.5	Appropriate measures are in place to ensure that learners 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

26. **Where home-stay accommodation is organised, the welfare of learners is ensured and the provider's relationship with hosts is properly managed**

26.1	Home-stay accommodation is selected so that it provides a safe and comfortable living environment for learners and is appropriately located for travel to and from the provider.	☐ Yes	☐ No
26.2	Home-stay accommodation is inspected before learners are placed there and is subject to regular re-inspection by a responsible member of staff or agent of the provider.	☐ Yes	☐ No
26.3	The provider has appropriate contracts with the hosts and learners before and during the home-stay placement that clearly set out the rules, terms and conditions of host family accommodation.	☐ Yes	☐ No
26.4	Appropriate advice and support are given to both hosts and learners before and during the home-stay placement.	☐ Yes	☐ No
26.5	Clear monitoring procedures are in place, with opportunities for learner 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

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

Strong and focused leadership guides the Provider effectively and supports the continuous development of the provision and its quality.

Robust financial management ensures that the necessary resources are in place to meet the changing needs of MMI.

The Provider has a robust and systematic administrative system that supports its work effectively.

There are well-established and highly effective communication arrangements in place, which ensures that all stakeholders are aware of any issues or developments in the Provider.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Very experienced and highly qualified tutors support their learners effectively to achieve their chosen qualification.

Teaching is highly effective and results in high levels of learner progress.

Course materials are of a very high quality and support learning effectively.

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

LEARNER SUPPORT

Provider's strengths

Very well-developed welfare systems support learners effectively throughout their course.

Comprehensive monitoring of learners' progress ensures that any additional support is provided in a timely manner.

Prompt action is taken to address any learner issues, which contributes to very high levels of learner satisfaction.

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

FACE-TO-FACE COMPONENT

Provider's strengths

High-quality premises effectively support the face-to-face delivery of courses and learners' learning experience.

Very well-resourced classrooms successfully allow effective delivery of the Provider's range of courses.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Nigel Chambers	Lead Inspector