



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

**NAME OF PROVIDER:** InvestIN Education

**ADDRESS:** 322 High Holborn  
London  
WV1V 7PB

**HEAD OF PROVIDER:** Mr Hitesh Chowdhry and Mr Shameer Thobhani

**DATE OF INSPECTION:** 21–22 August 2023

#### ACCREDITATION STATUS AT INSPECTION:

#### DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 25 January 2024

### 1. Background to the provider

InvestIN Education (InvestIN/the Provider) is a private education provider that was established in 2012. It delivers short, non-accredited, immersive career-experience programmes for participants aged 12–18 years. The Provider delivers programmes throughout the year, targeting 15 different career options. Online programmes are delivered live to allow participants to interact.

InvestIN is a private limited company and was acquired by Dukes Education in May 2022. It has office premises in central London in the United Kingdom (UK).

InvestIN's in-person programmes take place at university campus seminar rooms and lecture theatres, currently in University College London (UCL). On the summer programmes of longer duration, some training takes place at various sites relevant to the professional sector of the programme the participant has chosen to attend. These vary and include business headquarters, training centres, hospitals, airfields, museums and galleries, as appropriate.

The Provider's aim is to offer teenagers the chance to experience elements of their chosen career area through a range of immersive experiences to enable them to make informed career decisions.

Overall oversight is provided by a Board. The Board consists of two Directors from Dukes Education, plus the two co-founders of InvestIN Education, who are also its Managing Directors (MDs). The MDs are supported by senior managers for business operations, programme management, partnership development, programme operations and student experience, each of whom has a team to support them. Industry specialists and part-time staff are contracted on a self-employed basis to support programme delivery, as required.

InvestIN can also access finance and Human Resources (HR) systems and support from Dukes Education.

### 2. Brief description of the current provision

The Provider delivers in-person Summer Experiences, of one- or two-weeks' length in duration, in London, with optional residential provision. Alternatively, participants are taught online over seven consecutive days. Summer programme cycles take place between the beginning of July and the beginning of September.

One-day, non-residential programmes are delivered on Sundays in the autumn between October and early December, and again in the spring from late February to late March each year. Each programme focuses on a specific career, for example the Young Doctor Programme or the Young Architect Programme. Courses are delivered in person in London or are available live online.

Programmes are delivered by Programme Managers and Operations Managers, who are permanent members of InvestIN staff, together with specialist industry professionals who are hired on a consultancy basis. There are also current university students from the specific subject areas of the courses, who work on a part-time basis and provide advice and support to participants.

At the time of the inspection, there were 511 participants on in-person, London-based Summer Experiences. There were 83 participants aged 12–14 years on Future Summer Experiences programmes in medicine, investment banking, law, software and engineering. In addition, 428 participants were attending the Young Summer Experiences programmes for 15–18-year-olds in medicine, law, investment banking and engineering.

A total of 2,929 participants were enrolled for the 2023 summer programmes, of which 2,735 were enrolled for on-campus programmes and 194 for the online programmes. The total capacity depends on venue availability. Approximately half of the participants are from the UK. Over 50 other nationalities are represented, including the

United Arab Emirates, the United States of America, France, Portugal, Spain, Hong Kong, China, Thailand and Turkey. The gender split is about equal male and female, and the vast majority of participants are under the age of 18.

Every programme has specific start and end dates. Enrolment takes place online via the Provider's website, and potential participants can register online around nine months before a programme begins. There are no formal entry requirements.

### 3. Inspection process

The inspection was carried out by one Inspector over two days, both of which were on site. Meetings were held with a group of participants, one of the MDs, the Business Operations Director, the Programme Management Director, the Programme Operations Director, the Operations Director, professional industry experts, university advisers, the Head of Safeguarding and team members. Documentation was scrutinised, and teaching and learning sessions were observed, on site and online. Residential accommodation and delivery venues and facilities were also inspected. The Provider co-operated fully with the inspection.

### 4. Inspection History

Inspection Type	Date
Stage 2	26 & 28 April 2023

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider is very well managed. The management structure is defined in the organisation chart, and lines of responsibility are clear and well understood. The co-founders of InvestIN are its MDs and they are supported effectively by senior managers in the areas of business operations, programme management, partnership development, programme operations and student experience. This ensures that there is comprehensive oversight of all necessary aspects of the provision.

Senior managers are suitably qualified and experienced and are fully committed to providing a high-quality experience for participants and exercising effective management.

Channels of communication are clear. The MDs regularly report to the Board of Directors, providing quarterly reports indicating business performance, ongoing and future strategies, and areas for development. Meetings with senior managers take place weekly, supplemented by e-mail communications, telephone calls, chat and video channels and informal contact. All employees have their own work mobile telephone.

InvestIN’s goal, to provide young people with the information they need to make life and career choices, is the focus of the provision. This focus is communicated clearly to all stakeholders in written and spoken form and is well understood.

The Provider has a written risk management strategy that includes financial planning aspects. The financial information is provided by Dukes Education. The strategy is implemented effectively and regularly reviewed.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The administration of the Provider is well organised, efficient and effective. Administrators are suitably qualified and experienced and are placed in specific teams. The administrators have administrative responsibilities that they fulfil effectively and that are specific to their particular role.

The size of the team is sufficient for the smooth running of the Provider's daily operations. Administrative support is well understood and clearly documented in job descriptions, policies and procedures.

Administrative policies, procedures and systems are regularly revised and are thorough, well documented and effectively disseminated through the staff onboarding process and appropriate documentation.

The Provider uses effective Management Information Systems (MIS) to collect, collate and analyse data, and this supports administration and quality improvement processes very well. Weekly reports are provided to inform managers, which ensures that they have access to the latest information and can take appropriate action as necessary.

All employee details are recorded on the company's online HR platform. Participants' records are detailed and comprehensive and are updated as appropriate.

All staff have completed cybersecurity training, and the Provider follows appropriate guidelines to protect the data of staff and participants. As a result, security is good.

**3. The provider recruits appropriate staff**

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider makes good use of appropriate staff recruitment policies and recruits well-qualified and experienced staff. Self-employed staff are deployed for the summer programmes and sign an appropriate service level agreement.

References, experience and qualifications are verified. All pre-employment checks, including identity checks, are completed appropriately. Application forms are assessed, and shortlisted candidates are interviewed face to face and complete an appropriate task to demonstrate their suitability. Record-keeping is efficient and meticulous.

There is an effective system for regularly reviewing the performance of all staff. All full-time staff have monthly, one-to-one meetings with their line manager and performance appraisals every term. The associated documentation is clear, and the outcomes are well recorded.

The Provider makes use of feedback collected from other staff to inform individual staff appraisals. Termly staff satisfaction and well-being surveys are also carried out. In any instances of underperformance, a written performance improvement plan is put in place. Regular, scheduled course delivery observations are carried out and recorded.

Staff are appropriately supported in their Continuing Professional Development (CPD). There is an annual budget available to spend on personal and professional development courses for each full-time member of staff. Staff also have access to the Dukes Education Hub, a platform with free access to online and in-person professional development modules. There are also termly, company-wide learning and development away days. As a result, staff enjoy excellent opportunities for CPD.

**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**

Publicity materials are comprehensive and up to date. The website is clear and user-friendly and provides an accurate depiction of the provision, with photographs of on-site activity and testimonials from previous participants.

The course information is accurate and comprehensive, and key policies are accessible through the Provider's website.

As a result, potential participants are able to gain a clear idea of what they can expect and are provided with the information they need to enable them to make informed decisions about which programme would best meet their needs.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

InvestIN takes appropriate measures to enrol suitable participants. Programmes are tailored to participants' age groups, either 12–14 or 15–18 years. If a prospective participant is slightly younger or older than the official age bracket, they must sign an agreement, endorsed by their parent or guardian, to confirm that they are aware of the age requirement and that they accept the policies and procedures involved.

It is made clear in course descriptions that participants' English language levels should be at an appropriate level of the Common European Framework of Reference for Languages (CEFRL).

If a participant's first language is not English, they are requested to undertake an English language assessment and to present their certificate upon arrival to ensure that their English is at a sufficiently high level for them to benefit from the programme.

The student experience team manages the live enquiry channels with live chats, telephone calls and e-mails. Anyone interested in registering may book a careers consultation to discuss their career aspirations and interests to support them in selecting the right programme. There are good opportunities for participants and their parents to discuss issues and to ask questions. The Provider has an appropriate target for responding to all enquiries, so that prospective participants receive information quickly.

The Provider takes stands at careers fairs and liaises with schools to provide useful information about the programmes to prospective participants. Recruitment agents and education consultants are thoroughly briefed and monitored closely by the partnerships team.

Two months before the summer programmes begin, all those enrolled are required to submit a pre-arrival form to record data for their profiles. Potential participants are asked to self-disclose any disabilities or learning difficulties. They then complete a form to capture as much detail as possible about any additional needs. The participant and parent or guardian then receive a follow-up call with the safeguarding lead so that decisions can be made about the additional support to be provided to ensure that all the participant's needs are met effectively.

### 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

There is a clear policy on attendance and punctuality, which is explained to participants before their arrival and during induction. This forms part of a comprehensive behaviour matrix, which clarifies the standards expected and the consequences of non-compliance. The attendance policy is implemented very effectively to ensure that staff, trainers and participants are clear about the attendance requirements.

Registration takes place twice a day for non-residential participants and four times a day for residential participants. Participants register electronically, and attendance is reviewed and collated within ten minutes.

The safeguarding team follows a step-by-step process for contacting absent participants and then their parent or guardian. Repeated, unauthorised absences may lead to the participant being asked to leave the programme. As a result, the system is effective and ensures high attendance levels.

## 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

Systems for monitoring and reviewing the quality of the provision are extremely thorough and include satisfaction surveys, thorough, well-documented appraisals, and observation and feedback on programme delivery.

InvestIN has a dedicated User Experience Researcher, who is responsible for gathering and analysing feedback from both participants and staff. Participant feedback is gathered via an electronic survey for every programme. On summer programmes, participants provide feedback on days one and three to enable prompt action on any areas for improvement. Mid- and end-of-course feedback is also collected.

The results are collated and analysed and inform regular feedback reports. Feedback from other stakeholders, such as parents and teachers, is also collected at free events that are held for these stakeholders. The partner development team meets regularly with teachers at key schools where partnerships have been formed, to find out more about their participants' experience on the programmes.

Staff complete an anonymous staff satisfaction survey and are given the opportunity to provide comprehensive, anonymous feedback on all senior managers and colleagues. The findings are then shared at team meetings, and this data also informs actions for improvement.



Programme managers inform participants of the responses to their feedback the following morning, and this is visually displayed on notice boards. There is a clear commitment to continuous improvement, and the thorough self-evaluation report successfully identifies areas for development. Annual reports with headline results are shared with the Board. There are review days to analyse the delivery of programmes.

Each team takes responsibility for its own area and analyses the results of performance reviews and discusses solutions. As soon as the summer programmes have finished, the teams have two away days where feedback is shared and analysed. Each team then has six weeks for deep analysis before reporting back to the whole team. This will then be collated into a comprehensive annual report that informs action-planning for improvement and enables shared targets to enhance the participant experience.

There is an effective culture of continuous quality improvement, with reflection and analysis to inform improvements in the future.

## 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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Training sessions are timetabled, and rooms are allocated appropriately for the courses offered.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.4 | The commissioning of individual course materials is managed effectively, and the content and style of the materials are checked to ensure standardisation across the provision.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.5 | There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

There is a well-qualified and experienced Programme Manager for each of the 18 subject areas. This person liaises with professional experts and creates content with them. Each professional is interviewed, and expectations on both sides are discussed. These subject experts are fully briefed and deliver relevant sections of the programme in conjunction with the Programme Lead for that subject that day and with the support of university advisers, who are current students studying the same subject area.

Training rooms and venues are allocated for each aspect of the course. This includes venues that are part of UCL and trips to professional contexts, such as iconic buildings in the financial sector, the London Academy of Trading, a hospital, an airfield, the Supreme Court, an animal hospital and the Houses of Parliament. The relevance of these settings contributes greatly to participants' learning experience. Timetable allocations are meticulously planned and extremely well organised.

The Programme Managers liaise very effectively with the Operations Managers to ensure consistency across learning areas. Delivery is monitored through session observations and through collaboration in the teams to ensure that all necessary aspects are covered.

Programme materials and course books follow standardised templates, and content is reviewed before printing. This provides participants with good-quality learning materials that help to consolidate their learning.

Effective procedures for the acquisition of teaching and learning resources ensure that necessary materials are ordered in advance of the courses and are available for the benefit of the participants when needed. The operations team manages resource needs, and trainers can complete a resource order form on a shareable business account.

**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.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 9.2 | Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 9.5 | Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.  | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 9.6 | The courses are designed so that participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.7 | The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

The Provider's culture of continuous quality improvement ensures that all the courses are continuously reviewed and revised. Materials are updated in response to the expertise of the specialist professionals who share their knowledge and experience. Content also benefits from changes following reflection and analysis of the success of a particular activity.

There are no final examinations or assessments and there is no awarding or examination body involvement.

Course programmes are designed to be suitable for participants aged 12–14 years or 15–18 years. The learning materials are comprehensive and well-presented and enable participants to achieve the course objectives. They include appropriate support materials.

The mixture of activities on the programme, which includes whole-group, small-group and individual activities and autonomous projects, facilitates the development of independent learning skills effectively.

All participants complete a pre-arrival form that captures any additional support needs. This information is prioritised by the safeguarding team, which lets the programme team know so that appropriate support is built into the programme.

Participants expressed extremely high satisfaction levels and confirmed the Inspector's view that the course they were following met their needs and enabled them to prepare very successfully for the future.

**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.                                   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 10.2 | Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

Each career programme area is presented by a team that consists of a Programme Lead, an industry professional from the specialist area who is an expert in their field, and at least one university adviser who is a current student in that subject area. Between them, they have excellent subject knowledge and the pedagogic and communication skills to deliver the learning very effectively.

Trainers who are permanent staff benefit from in-house training that includes a full week in September of review, reflection and upskilling and access to a learning and development hub. A variety of CPD programmes enables staff to develop pedagogic techniques and enhance the learning experience of the participants.

The specific needs of the participants are well supported. This may involve reasonable adjustments or one-to-one support, as necessary.

A range of effective strategies is employed to check understanding and encourage active participation in lecture settings, including question-and-answer techniques, peer discussions, quizzes and opinion polls, and the use of software tools on participants' phones to monitor engagement during sessions.

In addition, a variety of interactive activities, such as bridge-building, trials, debates, diagnosing and problem-solving, using resuscitation techniques, simulating the stock market trading floor, or visiting an airfield, a supercars factory, or an equine centre, keeps the participants excited and fully engaged. Consequently, these immersive experiences provide participants with the knowledge and understanding to enable them to make informed choices regarding their future career.

### 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 their performance and progress.

The courses do not include any formal assessments. Participants are not graded and they are not set a target level of achievement. However, upon completion of a programme, students are invited to complete a short multiple-choice online quiz and upon passing, they receive a personalised certificate.

Participants benefit from constant feedback throughout the learning activities. Constructive spoken feedback is given on a one-to-one basis where appropriate in the course, such as following an activity or during application and personal statement processes or practice interviews. Written feedback is provided on request for a particular purpose, such as a school project or the Duke of Edinburgh's Award scheme.

Participants can ask trainers questions during programme breaks if they want further information As a result, they benefit from the opportunity to talk in depth about their potential career and to ask searching questions to enable them to make informed choices.

There are no written assessments, written examinations, coursework or deadlines.

Participants

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

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

**Comments**

**13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.  Yes  No  NA

13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA

13.3 External moderators are involved in the assessment process.  Yes  No  NA

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

**Comments**

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

14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

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

- |      |   |   |
|------|---|---|
| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 15.2 | If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Participants receive in-depth advice on further study and career opportunities from professionals in their chosen area of interest.

InvestIN provides excellent advice and guidance on how to make choices regarding which course and institution will best meet participants' further study needs. Participants also enjoy practical sessions on how to prepare, which subjects to choose at A level or the equivalent, and how to present themselves to best effect.

The Provider also provides training sessions on completing application forms, writing personal statements and preparing for interview, together with opportunities to practise these processes. This places participants in an excellent position to make informed choices and to prepare well for their future career.

**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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.5 | The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.                | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

- |      |  |  |   |   |
|------|--|--|---|---|
| 16.8 |  | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.9 |  | The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.                           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There is an extremely strong commitment to providing welfare support that is suitable for the age, background and circumstances of all participants. The Head of Safeguarding has overall responsibility for participant welfare and safeguarding and is very experienced and appropriately qualified. In addition, senior managers are also suitably qualified and can therefore act in the role of safeguarding lead, if required.

Before any course starts, participants and their parents or guardians receive appropriate information, advice and guidance through the Provider's website, information sessions and registration e-mails. The aspects covered include pastoral provision, safeguarding, location, expectations, and programme content. Members of the student experience team answer any questions that arise, in addition to supplying information in print. Participants are therefore able to make informed decisions about whether the programmes offered will meet their needs.

Participants receive an appropriate induction. For the summer courses, residential participants arrive the day before the programme starts to ensure that they understand all the aspects of the residential experience before the programme begins. The first day of the programme features an induction for both residential and non-residential participants. This covers health and safety, safeguarding, behavioural expectations, attendance, punctuality, individual programme information and the participant code of conduct. As a result, participants receive clear information that prepares them well for their learning experience.

There is always an on-site safeguarding lead available to support and act in an emergency. Participants are made aware of who this person is each day. Participants are also issued with an emergency contact number for out-of- hours support and are aware to whom they can go for help and support.

The Provider has policies about how to deal with abusive behaviour, including cyberbullying and any form of discrimination, to ensure that clear boundaries are in place and that participants are protected.

Safeguarding arrangements are extremely effective and regularly reviewed to protect participants. The Provider has invested in a new Single Central Record (SCR) system, which is now fully operational and facilitates the checking and recording of all necessary information to ensure the safety and protection of the participants. During the summer programmes, 23 extra staff are employed to work exclusively in the safeguarding and pastoral team, and 28 extra staff join the programme management and operations team. All staff, whether permanent or on fixed-term contracts, have enhanced Disclosure and Barring Service (DBS) checks and are trained to an appropriate level in safeguarding. The 250 industry professionals, who are brought in as needed, have enhanced DBS checks and sign to confirm that they have read the safeguarding policy, code of conduct and online safety policy.

Arrangements to protect participants from the risks associated with radicalisation and extremism include an appropriate policy, a risk assessment and training for all staff. There is also an e-policy, a filming and photography policy, and staff and participant codes of conduct, which protect participants' safety effectively.

The Provider collects contact details for participants, and appropriate staff can access the information quickly and easily. Participant records are comprehensive, contain all relevant contact details for participants' next of kin and are quickly accessible by appropriate staff.

Overall, excellent arrangements ensure the safety of participants and staff.

**17. International participants are provided with specific advice and assistance**

- |      |   |   |
|------|---|---|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.          | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study.      | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

International participants receive appropriate advice so that parents and their children have a clear understanding about what they can expect from attending the course. There are webinars available that include information on what to bring to the course, visas, accommodation, airport arrangements and frequently asked questions.

The induction that is provided on arrival covers appropriate matters about the local area and includes a reminder of expected behaviour when living in the UK and other useful supporting information. This enables participants to settle in quickly to their study and living on campus.

Information and advice are available throughout the participants' programme, together with pastoral and welfare support.

Provision of support takes into account cultural and religious considerations. Access to a prayer room can be requested. Care is taken to talk about cultural differences and behavioural expectations as part of the induction, as well as the support available to help participants settle in quickly.

**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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 18.3 | Participants are advised of BAC's complaints procedure.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants are treated fairly. Contractual terms are fair and transparent and are provided on the website. Refund arrangements are appropriate and include offering credit against another purchase if the participant can no longer attend the programme.

The Provider's complaints procedure is on its website and is also contained in the participant handbook. It is also discussed as part of induction. As a result, participants are well informed about the policy and how to make a complaint.

The Provider informs its participants that they have access to BAC's complaints procedure. This information is provided through their website in an appropriate place under the Frequently Asked Questions section pertaining to the Provider's complaints' procedure.

**19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- |      |   |   |
|------|---|---|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.                              | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 19.4 | A level of supervision is provided that meets the needs of participants.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.                       | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

Accommodation is provided for the participants in the university halls of residence and is of a high quality. The accommodation is clean and safe and meets the needs of participants very well.

The residential accommodation is open to inspection by the appropriate authorities and meets the Universities UK (UUK) code of standards.

Participants are very well protected and fully supervised at all times. There are clear health and safety and fire safety measures in place to mitigate risk. Each participant has their own lockable, ensuite room and they are not allowed to enter each other's bedrooms.

Night parents are on duty in each hall every night, supported by a Pastoral Co-ordinator and a Pastoral Officer. There is a nurse constantly on site, and medication is supervised. Anyone over 18 years old is housed on a different floor. Consequently, supervision and welfare arrangements to ensure the safety and security of participants are excellent.

**20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**

- |      |  |  |
|------|--|--|
| 20.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.                              | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement.   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.  | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

**Comments**



<b>21.</b>	<b>Participants have access to an appropriate social programme and information on leisure activities in the local area</b>	
21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

### Comments

Participants have access to an appropriate social programme and interesting activities in the local area. Free evening activities include quizzes, film nights, trips to local landmarks, games, music and sports. Participants are also provided with brochures that contain other choices of leisure activities.

The social programme is responsive to the needs and wishes of the participants. Participants are given opportunities to make suggestions about the content of the social programme. The activities are generally provided free of charge.

All social events and games are fully supervised by trained staff members. Participants of all ages are supervised or supported during in-house games and social options. All participants have a strict curfew, as outlined in the code of conduct.

Risk assessments and suitable safeguards are put in place for any off-site activities.

Participants can relax and socialise together and choose to join in with social activities if they wish. There are good opportunities for participants to enjoy and make the most of their leisure time.

## INSPECTION AREA – PREMISES AND FACILITIES

<b>22.</b>	<b>The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises</b>	
22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

### Comments

InvestIN has an appropriate lease for its office space, which provides comfortable and well-resourced premises for its staff.

All programme delivery venues are hired and are appropriate for professional, career-related delivery. This includes university or industry premises that are relevant to participants' career choices.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

Premises that are used for programme delivery are secure and appropriately restricted. Participants sign in and out. The different coloured lanyards worn by the participants denotes which course they are on and facilitates the process of ensuring that they are in the right place. Office premises also enjoy restricted access and provide a secure and comfortable environment for staff.

The office premises and facilities are of a high standard. Delivery venues consist of high-quality university premises or appropriate professional areas. All are in excellent repair, and are well maintained, clean and well decorated.

Great care is taken to mitigate risk in potentially hazardous areas. For example, when participants on the Future Vets course visit the equine centre, arrangements are made with the centre staff to choose only horses that would respond well to being handled. Thorough risk assessments are completed for every activity for all courses.

Health and safety information is provided to participants, staff and visitors, in spoken and written form.

Signage for fire exits and emergency assembly points is clear, and there are notice boards that display general information.

There is very good circulation space for staff and suitable areas in which to receive visitors. Toilets are clean and of an appropriate number. Heating and ventilation are good in all areas.

All in all, the premises and venues provide an excellent environment that is conducive to learning.

#### **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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

Training rooms are suitable for the training sessions and consist of university lecture halls or other appropriate venues.

Specialised learning areas are well equipped, and all necessary materials and resources are provided. As a result, participants enjoy a very effective learning experience.

There are no course assessments that require specific facilities.

## 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

Participants have access to university facilities for private study if they wish.

There are sufficient facilities for staff to prepare for activities or to relax and consume food and drink if required. The offices have appropriate spaces for staff meetings and are appropriately resourced for the effective administration of the Provider.

During the summer courses, university premises provide facilities for relaxation and dining, as do the nearby facilities outside the premises.

There are suitable offices and meeting rooms. InvestIN's administrative offices are well resourced and adequate for effective administration.

## INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

### 26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction, and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
------	---	---

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

**Comments**

Senior managers have an excellent understanding of the specific requirements of online learning and work hard to ensure that participants enjoy an effective learning experience with a range of interactive activities.

Software systems used by the Provider register participant engagement to make sure that all participants are involved. Sessions are monitored through a software specialist student engagement tool, and trainers also monitor participant activity through the cameras in breakout rooms.

Excellent questioning techniques, together with relevant programme content and good use of virtual break-out rooms and the chat facility ensure that participants remain attentive. Quizzes, opinion polls and collaborative, interactive worksheets monitor participants' understanding very effectively.

The Provider verifies the identity of each participant and has contact with their parents and guardians. There are no programme credits.

Online activity is recorded and monitored constantly. Participants' behaviour and interactions are monitored in virtual break-out rooms.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

Course management is extremely effective. The members of the management team responsible for online, distance and blended learning (ODBL) are well qualified and highly experienced.

Online learning programmes have been developed in six different subject areas with specialist professional input. Meetings are held with professionals to ensure their suitability to deliver training. They are then fully briefed and complete an induction as well as enhanced DBS checks. They are well managed by the Programme Lead.

There are sufficient staff in the training team to ensure that all participants benefit from the provision. Each team includes a Programme Lead, a specialist professional and a university adviser, who is currently a student in the relevant subject area.

Monitoring to ensure consistently high-quality programmes is very effective and includes recording and observation of sessions and participant feedback.

An effective variety of delivery methods ensures that the intended learning outcomes are achieved. This is reflected in the high feedback scores. Participants confirmed the Inspector's view that the learning programmes were very effective and enabled participants to make informed choices about their future career options.

Programme designers use an excellent range of resources and methods to enhance learning. These include streaming from a hospital ward and a range of interactive simulations, such as designing a plane wing, or coding a robot with a professional expert replicating and testing the participant's design in real time on camera, with recognition given for the best design.

Study aids include printable, online learning resources, such as the programme coursebook. Participants also receive the slides from the learning sessions to consolidate their 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.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The members of the training team demonstrate an excellent understanding of the challenges of ODBL and work hard to overcome the limitations of remote learning.

A comprehensive onboarding programme ensures that online trainers are made fully aware of the Provider's policies, participants' needs and a range of techniques for online teaching and learning approaches. This includes refresher training on how to use the tools of software programmes to full effect.

Parents and guardian are asked to disclose any specific learning support needs, and those delivering the programme are made aware of these and make any necessary adjustments.

All online programmes are constantly monitored, and feedback is provided to participants, including in the chat facility. Anything inappropriate from any participant is removed and dealt with immediately.

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants are fully informed of the level of digital literacy and technical resources needed to follow the programme.

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

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

**Comments**

Online services meet the participants' needs very well. Excellent programme materials are provided for every course, together with necessary links to access relevant information. Slides are also sent to participants at the end of the programme to reinforce their learning.

Advice and support are provided on a range of technical issues, such as accessing programmes or improving internet speed. Staff are constantly available to resolve issues, whether these are technological, subject-specific or personal.

InvestIN makes sure that system requirements are well understood in advance of the programme. Participants receive technical advice to help them access the programme and troubleshoot any issues that arise.

Participants benefit from monitored peer interaction on the Virtual Learning Environment (VLE) platform. In order to minimise safeguarding risks, social media connections are not encouraged.

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

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

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

**Comments**

The Provider uses readily accessible programmes to maximise participant interaction and enhance learning, including engagement registering tools, interactive collaborative worksheets, chat and hands-up functions, virtual break-out rooms, quizzes and opinion polls. As a result, participants remain fully engaged in active learning.

There is a range of technical support available in the InvestIN team, which ensures that systems work effectively and provides support to staff and participants.

**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

Excellent organisation with meticulous attention to detail ensures that learning programmes run smoothly.

Well-organised documented procedures provide clear guidelines and efficient processes.

A culture of quality improvement, with continuous reflection and review, ensures the ongoing improvement of the programmes.

The continuous development of a very wide range of immersive programmes informs participants' different career choices very well.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Excellent teamwork covers all aspects of the learning experience, including contributions from top industry professionals, to ensure relevant, up-to-date input.

Exciting interactive activities and simulations enhance learning and enthuse participants.

Well-designed programme materials and slides develop participants' knowledge very well and consolidate their understanding.

The provision of an immersive, hands-on experience in the participant's chosen field enables them to prepare very effectively for the future.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Participants benefit from exceptionally strong and thorough safeguarding procedures to keep them safe.

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

### PREMISES AND FACILITIES

#### Provider's strengths

Well-chosen venues that have direct relevance to chosen career options enhance participants' learning experience.

The opportunity to experience university premises, facilities and halls of residence is aspirational for participants.

Visits to iconic sites to observe practice foster enthusiasm and ambition to succeed in the participants.	
<b>Actions required</b>	<b>Priority H/M/L</b>
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)**

**Provider's strengths**

Excellent strategies ensure that online programmes are interactive.	
Strong systems and tools to monitor participant engagement ensure that everyone is fully involved.	
<b>Actions required</b>	<b>Priority H/M/L</b>
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

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**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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**THE INSPECTION WAS CARRIED OUT BY:**

Pauline Bateman	Lead Inspector
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