

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online Distance And Blended Learning (ODBL) Reaccreditation Inspection

INSTITUTION: Mulberry House SCTV

ADDRESS: Hingham Manor
Attleborough Road
Hingham
Norfolk
NR9 4HP

HEAD OF INSTITUTION: Mr Nigel von Sachsenburg

DATE OF INSPECTION: 4-5 April 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 25 May 2017

1. Background to the institution

Mulberry House Social Care Television (Mulberry House SCTV/the Provider) is a privately owned company and was set up in 1997. It provides both on-line and off-line learning materials for clients in the health and social care sector. Clients are typically care homes, home care providers and health care providers that require their own staff to be trained. The Provider is jointly owned by the two founders, who act as joint Managing Directors. They are supported by a third Director and an administration team.

Mulberry House SCTV is located in the village of Hingham, close to Norwich. The premises are comprised primarily of offices and meeting rooms. There are no facilities for teaching.

Mulberry House SCTV aims to provide the best audio visual learning resources for health and social care providers.

2. Brief description of the current provision

Mulberry House SCTV produces and markets learning materials. As a provider, it has no learners of its own and undertakes no educational activity other than developing and placing learning materials in the market and supporting clients with any information technology (IT) issues in the delivery of the materials. Learning materials are produced for the use of the staff of its client organisations.

Mulberry House SCTV produces on-line and off-line learning materials for 55 courses. There are over 1,000,000 course enrolments, using the materials, in any one year. At the time of the inspection 89,981 learners were registered via client companies on the 55 courses. These included courses such as Care Planning, Continence Promotion, Diabetes, Latex Allergy, Self-Harm and Stress Management. The courses are delivered either on-line or by means of Digital Versatile Discs (DVDs) that are purchased by client organisations.

All the delivery is supported by the client organisations and Mulberry House SCTV undertakes no teaching or face-to-face work with learners. Learners are employees of the client organisations in the health and social care sector and register for training with Mulberry House SCTV through their employer. The employer selects the learner for a specific training topic.

Enrolment on to the programmes can take place at any time of the year. Client companies have accounts with Mulberry House SCTV that provide on-line log-in details for learners.

3. Inspection process

The inspection took place over two days and was conducted by one inspector. One day was spent examining documentation and learning materials and one day was spent at the premises of the Provider. Both Managing Directors and the third Director were interviewed and a brief discussion was held with the administrators. A telephone interview was conducted with the owner of a client care home, which had learners enrolled on programmes, for which Mulberry House SCTV had produced the materials. Full documentation was made available to the inspector and Mulberry House SCTV co-operated fully in the inspection process.

4. Inspection history:

Inspection Type	Date
Full Accreditation	18 and 25 April 2013
Interim	20 June 2014

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 institution.

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="radio"/> Yes | <input type="radio"/> No |
| 1.2 | Senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance and blended learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Managers have undertaken a Diploma in Education and Training, which has provided them with knowledge and understanding about the delivery and development of on-line learning provision.

The Directors have good knowledge of national and international developments in on-line learning and health and social care, which appropriately supports the aims of the Provider.

2. The administration of online, distance and blended learning is effective

- | | | | |
|-----|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provision. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.3 | Offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.4 | The administrative support available to the management and learners is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.5 | Policies, procedures and systems are well documented and effectively disseminated. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.6 | Data collection and collation systems are effective including the logging of tutor and learner submissions. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.7 | Learner and tutor records are sufficient, accurately maintained and up-to-date. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.8 | The provider has a robust security system and policies in place for protecting the data of its learners and tutors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2.9 | Satisfactory procedures are in place for the administration of examinations and other means of assessment. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |

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

Comments

Administrative staff receive up-to-date training in many aspects of IT and customer service. Clients confirm that the high quality administrative support and service, that they receive, is highly valued.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced administrative staff. Yes No NA
- 3.2 Experience and qualifications claimed are verified before employment. Yes No NA
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No NA

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

Comments

Administrative staff fully understand their roles and are effective in carrying them out.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**

- 4.1 The website and other publicity material give an accurate description of the online, distance and blended learning courses offered. Yes No
- 4.2 All advertising materials and images provide an accurate description of any training offered. Yes No

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

Comments

Information and publicity material are very comprehensive and accurate. They enable clients and learners to fully understand the courses and topics available, the level of work and the commitment required to succeed as well as the cost. Publicity material is regularly updated and easy to access. It includes an easy-to-use guide on how to use the learning material.

INSPECTION AREA - TEACHING, LEARNING AND ACHIEVEMENT

5. Management of the programme is effective

- | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 5.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and achievement & management of the tutor body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2 | The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3 | The provider has a robust tutor recruitment system which is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face (i.e. skype) interview. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4 | The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5 | Realistic deadlines are set and communicated well in advance to learners. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6 | Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.7 | The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.8 | The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.9 | Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.10 | Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.11 | The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.12 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.13 | Learners have appropriate access to tutors for learning support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The responsibility for the delivery of the materials lies with the client and no teaching or training is undertaken by the Provider on-site. Learners are effectively supported, in their own work place, by their employers.

Mulberry House SCTV provides a number of study aids to support the learning materials. These can be accessed by means of individual learner log-ins.

The Provider regularly reviews both national and international standards and statutory requirements, which are required to be covered in the delivery of training in the health and social care sector . As a result, it remains a leading developer of such materials.

Learner accounts are only accessible by registered learners or their managers to help prevent fraud.

Learners are assessed on-line or by the use of support material for any off-line study. Assessment is the responsibility of the employer although the Provider provides the assessment tools. Learners can regularly access feedback about their progress through their secure accounts.

Completion certificates are only issued to registered learners.

6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

- 6.1 Tutors are appropriately qualified and experienced. Yes No
- 6.2 Tutors have an understanding of the special challenges and demands of online, distance and blended learning. Yes No
- 6.3 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively. Yes No
- 6.4 The appraisal procedures for tutors incorporate regular monitoring of tutor feedback. Yes No
- 6.5 Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. Yes No

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

Comments

The employers, who enable their employees to access the learning materials, work in the relevant care sector and are suitably knowledgeable. They guide and support the learners appropriately.

7. **Tutors respond to the individual learning needs of learners**

- 7.1 The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience. Yes No
- 7.2 Learners are encouraged and enabled to develop independent learning skills. Yes No
- 7.3 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses. Yes No
- 7.4 Tutors employ effective strategies to check learners' understanding of concepts and programme content. Yes No
- 7.5 Learners are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

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

Comments

Course delivery is the responsibility of the employer.

The Provider understands that a small minority of learners may have literacy issues with some materials. This has led to additional support materials being developed in order to meet these additional learning needs.

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

- 8.1 Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. Yes No NA
- 8.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA
- 8.3 Learners are made aware of how their progress relates to their target level of achievement. Yes No
- 8.4 Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed. Yes No
- 8.5 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

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

Comments

For on-line learning, which involves multiple choice questions, immediate feedback is provided. Learners have the option to view the modules as many times as necessary in order to consolidate learning prior to answering the questions. For DVD based training, the multiple choice method is still used and learners can view the DVD as many times as necessary until they become confident to answer the questions. Appropriate monitoring of learners' progress is undertaken by the employer.

9. **Assessments are designed to support and encourage the learning process, as well as to monitor and establish the level of ability acquired by the learner**

- 9.1 Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No
- 9.2 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No

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

Comments

Learners are encouraged to work their way through the course topics. They are monitored by the employer to ensure that the learning meets requirements in the workplace. Assessment can be repetitive because the learners attempt the tasks until they get the correct answer and acquire the required level of understanding.

INSPECTION AREA - LEARNER SUPPORT

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

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|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 10.1 | Applicants are provided with enough information to enable them to make a judgement on their suitability for the course and the delivery methods & can discuss any concerns before enrolment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Enrolment and application documentation is easily accessible and simple to complete and submit. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Learners are given advance information about course requirements and equipment for succeeding in the programme. The provider takes reasonable steps to ensure that learners accepted for enrolment meet these requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | After enrolment, the applicant has the benefit of a stated 'cooling off' period during which they can cancel the enrolment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | Learners are made aware of the English language proficiency needed to study on and complete the programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The enrolment process is clear. It takes place in the workplace, typically under the supervision of a local learning manager.

Learners can clearly view the course requirements and understand what they will need to do in order to make good progress and succeed.

Mulberry House SCTV produces stage by stage guides to setting up and managing learner accounts for the learners and for the client care providers. Learners can contact Mulberry House SCTV for support with any enrolment issues.

11. Services provided meet the reasonable needs of learners

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|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 11.1 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Staff are available to assist learners to resolve issues of a general and/or technological nature. All enquiries from learners are handled promptly and sympathetically. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The provider ensures that learners understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | The provider supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Learners who are unable to make satisfactory progress through the programme are encouraged to continue and supported to achieve a satisfactory outcome wherever possible or offered an alternative programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Learners have access to a fair complaints procedure of which they are informed in writing at the start of the programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Considerable care is taken by the Provider to meet the learners' needs. They have produced simple guides for all aspects of the provision, which include the initial enrolment process, setting up an account, working through course material, assessment and feedback procedures and dealing with IT issues.

Recent technological developments in smart telephones and computer tablets are taken into account in the development of learning materials and ensuring that they are easily accessible to the learners.

12. Course materials are appropriate to the medium of delivery and are effective

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|------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 12.1 | Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.2 | Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.3 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.4 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.5 | The provider makes effective provisions for learners to access conventional and online resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Provider's learning materials are fully compliant with the frameworks indicated by the National Skills Academy for Social Care, which is the social care employers' organisation, and by Skills for Care, which is the national Skills Council for the non-National Health Service care sector.

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

- 13.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services. Yes No
- 13.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely. Yes No

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

Comments

The technology used to deliver the programmes is fully backed up and supported by a service available from an IT sub-contractor. As a result, learners can access help and support, if required.

INSPECTION AREA - MANAGEMENT OF QUALITY

14. **The provider has effective systems to monitor its own standards and assess its own performance with a view to continuing improvement**

- 14.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 14.2 Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans. Yes No
- 14.3 Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. Yes No
- 14.4 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

Mulberry House SCTV has comprehensive records of learner enrolments, assessments and the results of client feedback.

Course development is appropriately responsive to the market, client needs and stakeholder feedback, which is obtained regularly.

15. **Learner progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate**

- 15.1 Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard. Yes No

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

Comments

16. **The provider has a means of accessing and monitoring the views of learners and other stakeholders and takes appropriate action where necessary**

- 16.1 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
- 16.2 The feedback is regularly reviewed by management and action is taken where necessary. Yes No
- 16.3 There is a mechanism for ensuring learners know what action has been taken as a result of their feedback. Yes No
- 16.4 Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services. Yes No

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

Comments

The care providers, which are the Provider's clients, regularly provide feedback concerning course content, assessment and course development.

17. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 17.1 There is a clear statement of the level claimed relative to the NQF where applicable and evidence that learners who receive the award meet the stated requirements for that level. Yes No
- 17.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No
- 17.3 External moderators are involved in the assessment process if appropriate to the level or programme being studied. Yes No NA

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

Comments

The rationale for courses is to meet both statutory and employer training needs. This is clearly stated and communicated.

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

- 18.1 Evidence is provided that the requirements of the relevant awarding bodies in terms of examination security and administration are complied with. Yes No NA
- 18.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA
- 18.3 The provider has processes through which the provider verifies that the learner who registers in the programme is the same learner who participates in and completes and receives the credit. Yes No

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

Comments

Appropriate security systems are in place to prevent identification fraud.

INSPECTION AREA - FACE-TO-FACE COMPONENT (if applicable)

19. The provider has secure possession of and access to its premises

19.1 The provider has secure tenure on its premises. Yes No

19.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No

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

Comments _____

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

20.1 Access to the premises is appropriately restricted and secured. Yes No NA

20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. Yes No NA

20.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No

20.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

20.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No

20.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

20.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments _____

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

- 21.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 21.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops and studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 21.3 There are facilities suitable for conducting the assessments required on each programme. Yes No

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

Comments _____

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

- 22.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 22.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. Yes No
- 22.3 Learner absences are followed up promptly and appropriate action taken. Yes No

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

Comments _____

23. **There are appropriate additional facilities for learners and staff**

- 23.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 23.2 Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 23.3 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 23.4 Offices are adequate in size and resources for the effective administration of the provider. Yes No

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

Comments _____

24. **Learners attending face-to-face components receive appropriate support**

- 24.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. Yes No
- 24.2 Learners receive appropriate advice before arrival. Yes No
- 24.3 Learners receive an appropriate induction and relevant information upon arrival. Yes No
- 24.4 Learners are issued with a contact number for out-of-hours and emergency support. Yes No
- 24.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 24.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all learners safe. Yes No NA
- 24.7 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 NA

Comments _____

25. **International learners are provided with specific advice and assistance (*If applicable*)**

- 25.1 International learners receive appropriate advice before their arrival on travelling to and living in the UK. Yes No
- 25.2 International learners receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 25.3 Information and advice specific to international learners continues to be available throughout the programme of study. Yes No
- 25.4 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 _____

26. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 26.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No
- 26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated. Yes No
- 26.3 A level of supervision is provided appropriate to the needs of learners. Yes No
- 26.4 Separate accommodation blocks are provided for learners under 18. Yes No

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

Comments _____

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

- 27.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the provider and back. Yes No
- 27.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 27.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 27.4 Appropriate advice and support is given to both hosts and learners before and during the placement. 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

Institution's strengths

Focused management, with a very clear understanding of client and learner needs in the health and social care sector.

Strong administration from well trained and qualified staff ensures that client needs are well met.

Managers focused on developing best teaching practice and learning materials ensures that learners receive up-to-date training.

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

TEACHING, LEARNING AND ACHIEVEMENT

Institution's strengths

There is a wide range of courses relevant to the sector meeting the needs of learners and employers.

Course content is responsive to employer and learner needs ensuring the effective development of employability skills.

Up-to-date and highly accessible learning material.

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

LEARNER SUPPORT

Institution's strengths

Enrolment and course procedures are very clear for learners thus encouraging effective learning and good participation.

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

MANAGEMENT OF QUALITY

Institution's strengths

Considerable feedback from client employers is appropriately utilised to ensure the on-going currency and relevance of the courses offered.

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

FACE-TO-FACE COMPONENT (if applicable)

Institution's strengths

Not applicable

Actions required	Priority H/M/L
<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	

RECOMMENDED AREAS FOR IMPROVEMENT

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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