

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Online Distance And Blended Learning (ODBL) Reaccreditation Inspection

**INSTITUTION:** Institute of Islamic Banking and Insurance

**ADDRESS:** 7 Hampstead Gate  
1A Frognal  
London  
NW3 6AL

**HEAD OF INSTITUTION:** Mr Mohammad Ali Qayyum

**DATE OF INSPECTION:** 17-18 July 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 August 2017

### 1. Background to the institution

The Institute of Islamic Banking and Insurance (IIBI/the Institute) was originally called the International Centre of Islamic Studies (ICIS). The ICIS delivered the first lecture on Islamic banking in the City of London in 1985. In 1994, ICIS was superseded by the Islamic Teaching Limited and in September 2009 the company name was formally changed to the Institute of Islamic Banking and Insurance. IIBI has charitable status. It has three directors, who form the Board of Trustees. The Institute is the first independent organisation, which is dedicated to the promotion of Islamic financial education and training.

The Institute's mission is to develop a wider understanding of the principles and practice of Islamic finance, to promote a greater understanding and interaction between Islamic and Western financial systems and to create a strong moral code to underpin banking, finance and insurance transactions. This mission drives all the Institute's operations. To achieve these aims, IIBI conducts examinations, awards qualifications, provides training and promotes research in Islamic Finance. Most students aim to gain qualifications for career and business purposes.

The Institute offers a small suite of distance learning qualifications. It also runs a programme of seminars, lectures and training workshops and publishes books and a specialist global magazine on Islamic finance. BAC accredits the distance learning provision.

IIBI currently employs three permanent members of administrative staff, of whom one is part-time as well as two part-time tutors on long-term contracts.

Over the last few years there has been a considerable downward trend in enrolment, due largely to more competition from local providers around the world, in-house training and continuing global challenges. The Institute sees future growth in terms of increasing understanding of Islamic banking and finance through its broad seminar, conference and publications as an adjunct to the distance learning educational qualifications.

### 2. Brief description of the current provision

The Institute offers two internal awards, which are a diploma in Islamic banking at Level 5 and a postgraduate diploma in Islamic banking and insurance at Level 7. These are both delivered on a distance-learning platform, through the Institute's Virtual Learning Environment (VLE). Students on the diploma course and the postgraduate diploma course are expected to study for 15 hours and 20 hours a week and to complete their courses in nine months and 12 months from the date of enrolment, respectively. They can make a formal request to extend their period of study and, if accepted, have to pay an additional fee.

Two certificate level courses at level 3, which are a certificate in Islamic banking and a certificate in Takaful (Insurance), have been temporarily discontinued although plans are well advanced to reinstate and promote these courses. In a further move, IIBI is considering offering one-off modules in specific areas of banking where new systems are evolving.

At present, there are 437 students enrolled on the Institute's courses. This represents a reduction of 41 students over the last year. During the previous 12 months, 23 students have been enrolled on the post graduate diploma and diploma in Islamic banking courses. In the same period, 14 students have completed their courses. Courses are open to all faiths, and a significant proportion of non-Muslim students are enrolled on current courses. A third of the current students are from the United Kingdom (UK). The remainder are from a wide range of countries across the world.

Although there is no formal external course accreditation, the Markfield Institute for Higher Education (MIHE) recognise the IIBI postgraduate diploma as an entry qualification for their Master's programmes in Islamic finance. Some module exemptions are given by MIHE for its Master of Arts degree in Islamic Banking, Finance and Management, which is awarded by the Newman University, Birmingham. At Durham University, the Durham Islamic Finance Programme (DIFP) in the past recognised the Institute's postgraduate diploma as an entry qualification but applicants were required to also fulfil the specific entry qualifications of each specialist degree programme. Only a few students take these progression pathways.

### 3. Inspection process

The inspection was conducted by a single inspector over two days. The inspector visited IIBI's head office where he had meetings with the senior administrator and the Director General. The inspector viewed a range of documentation as well as the computer management system. Telephone interviews were carried out with two students. The final feedback session was conducted by telephone with the Head of the Institute. The inspector was well received and the inspection

was carried out in friendly and cordial way.

**4. Inspection history:**

<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	30-31 July 2013
Interim	18 November 2014
Spot Check	15 March 2016

## 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

The Institute is about to move to a new delivery platform. Preparations are well advanced. The new platform will give far greater scope and flexibility than that offered by the existing format.

#### 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

The administrative offices are fit for purpose. They are clean and well maintained.

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** \_\_\_\_\_

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** \_\_\_\_\_

The existing website is well structured.

The website is at the point of being re-launched with enhanced design and a more user-friendly style.

## 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 tutors are regularly monitored to ensure that the feedback, which they give to students, is meaningful, relevant and provided in a timely manner. This is an important element and ensures that high standards and consistency are maintained.

The course content is comprehensive and regularly reviewed by IIBI's Technical Advisory Panel (TAP). The TAP consists of three highly experienced practitioners in Islamic finance who meet to ensure that operational changes are reflected in the course content in line with the principles and practice of Islamic banking and insurance. +

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

- |     |  |   |
|-----|--|---|
| 6.1 | Tutors are appropriately qualified and experienced.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | The appraisal procedures for tutors incorporate regular monitoring of tutor feedback.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The new delivery platform will improve communications, both for the students and tutors.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Learners are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | Tutors employ effective strategies to check learners' understanding of concepts and programme content.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | Learners are made aware of the necessary level of digital literacy required to follow the stated programmes.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

All the course material is structured in an easy to follow format. It includes the learning objectives that must be achieved, the course content and, finally, the lesson assignment question. Students are encouraged to do their own research and further reading suggestions are provided to encourage independent learning skills.

There is a well documented study guide. This provides appropriate assistance to students to help them develop effective study skills and be well prepared for the course. It also contains a glossary of Islamic terms.

Students do not have significant opportunities to speak with their peers, on face to face basis, as an adjunct to their learning methods.

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**

All assignments are marked on a structured basis. The marking policy is set out in the students' study guide. If the student fails, they are required to resit the assignment before continuing to the next lesson. Once the course is completed, the student receives a certificate together with a letter stating the marks achieved for each assignment. This forms a part of the completion statement, which sets out the level of achievement of the learning outcomes for the whole course. This enables students to understand how well they have done on the course overall.

Students, who have to balance studying with their often heavy work, find that the time allowed to complete the course is very tight.

Effective and helpful feedback is given to students so that they know their strengths and areas to improve.

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**



## INSPECTION AREA - LEARNER SUPPORT

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

- 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.  Yes  No
- 10.2 Enrolment and application documentation is easily accessible and simple to complete and submit.  Yes  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.  Yes  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.  Yes  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.  Yes  No
- 10.6 After enrolment, the applicant has the benefit of a stated 'cooling off' period during which they can cancel the enrolment.  Yes  No
- 10.7 Learners are made aware of the English language proficiency needed to study on and complete the programmes.  Yes  No

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

#### Comments

Details of the courses and application procedures are well documented on the website. Students can apply on-line by completing a clear application form.

## 11. Services provided meet the reasonable needs of learners

- |      |   |   |
|------|---|---|
| 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

A comprehensive study guide is available on-line and forms part of the students' pre-course reading.

Most technical problems can be resolved by the senior administration officer, who has an information technology (IT) background. In addition, IIBI has a part-time IT consultant, who is available to resolve any technological difficulties.

IIBI has a fair complaints policy. It does not make reference to BAC's complaints policy.

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

- |      |   |   |
|------|---|---|
| 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

Course material is subject to scrutiny by the Technical Advisory Panel. Students are also encouraged to make recommendations regarding any enhancements that they think could be made, for example to reflect practical Islamic banking application. As a result, course materials reflect current knowledge and practice.

Delivery methods can be repetitive and do not always make full use of engaging methods, such as the use of video clips and case studies.

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

**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

The Institute effectively analyses student applications, retention and completion rates as well as the development in the Islamic banking marketplace. Some of the resulting information forms the basis of the annual accounting report.

As a result of this monitoring and due to the slow down in the take-up of the distance learning package, IIBI is considering a fresh approach to certain aspects of the courses. This might include offering one-off specialist modules alongside the main courses.

The Technical Advisory Panel acts as an external moderating body. It regularly reviews the course structure and content.

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

Effective action is taken in the event that students fail to progress with their course, for example an extension to the study period.

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**

Effective mechanisms are used to obtain students' feedback. The new delivery platform is likely to enable greater flexibility and scope in respect of obtaining and using the feedback in the future.

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**

IIBI clearly states the National Vocational Qualification (NVQ) level against each course on its website.

IIBI is in the process of approaching relevant educational institutes with a view to getting their qualifications, such as the Post Graduate Diploma, assessed in terms of their levels.

The Institute's qualifications are recognised by Markfield Institute of Higher Education (MIHE) as acceptable entry qualifications for their postgraduate programmes.

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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 \_\_\_\_\_

**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 \_\_\_\_\_

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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

The staff are experienced and work well as a team.

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

The tutors have both practical financial skills as well in-depth subject knowledge.

Learners appreciate the available academic support mechanisms in terms of the tutors' communication and assessment skills and the direction they receive on their assignments.

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

### LEARNER SUPPORT

#### Institution's strengths

There is good student support. This includes constructive comments given by the tutors in a timely fashion.

There is an excellent study guide for students.

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

The review of course content, which is carried out by the Technical Advisory Panel, ensures that high standards are maintained. This is achieved through enhancing the quality of the course material and ensuring that changes in the financial sector are effectively incorporated.

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**

This area is not applicable

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

It is recommended that the Institute provides appropriate opportunities for students to speak with their peers as an adjunct to the existing learning methods.

The timescale, within which the course is completed should be reviewed for those with heavy work commitments to ensure that it is realistic.

It is strongly recommended that the BAC complaints policy be incorporated in the study guide so that the students are aware of its existence.

The course delivery approach should be reviewed in order to incorporate engaging methods of delivery such as videos and case studies.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**