

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online Distance And Blended Learning (ODBL) Full Inspection

INSTITUTION: Performance with Zing Limited

ADDRESS: 16a Parade
Leamington Spa
Warwickshire
CV32 4DW

HEAD OF INSTITUTION: Mr Wynford Dore

DATE OF INSPECTION: 18-19 September 2017

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 14 Dec 2017

1. Background to the institution

Performance withZing (the Provider) was set up by its owner and Managing Director (MD) in November 2010. It was initially called Stageahead Limited (Ltd) and then the name was changed to Zing Performance Ltd. In April 2017, the Provider changed its name to Performance withZing, which is the current name. The MD is supported by a Director of Business Operations, a Programme Director and an Executive Assistant. The MD is in the process of handing over the day to day running of the company to the Director of Business Operations.

The Provider aims to be the global leader of applied and innovative learning, which is geared to improving individual performance and skill ability, through the provision of online personalised learning regimes. In order to achieve this aim, the Managing Director has worked over a number of years to develop a programme which enhances the function of the cerebellum and the hippocampus within the brain, leading to the development of core skills such as visual and auditory processing and social skills. Separate programmes have been developed for children, women, men and athletes.

The programmes have been developed on the basis of scientific research. The Provider's current Learning Advisory Board includes professors at Edge Hill University, neuroscientists, a specialist in psychiatry and a specialist in educational assessment. As a result, the board's specialist knowledge informs the development of the programmes.

The development of the programmes has also drawn on the similarity, experience and staff input of a programme run in Denmark called Detox dig Smuk. The head of the organisation, which owns and distributes this programme is known to the MD of Performance withZing but the organisation is a separate legal entity. Mentors, who play a key role in the Performance withZing programme, work from Denmark and support both organisations.

2. Brief description of the current provision

The Provider offers four online programmes. These are called Women withZing, Men withZing, Sport withZing and Kids withZing. The Kids withZing programme has different content to reflect different age ranges, for example children aged between seven and eleven and between twelve to eighteen. The Kids withZing programme is aimed at children with issues, such as difficulties with reading and writing, inability to concentrate or feeling awkward in groups. The adult programmes aim to help participants cope better with stress, time management, making decisions, reaching targets and increasing well-being and happiness. The sports programme aims to improve the connection between brain and body to achieve optimum performance.

These programmes consist of a 26 week series of practical balance exercises, which are designed to develop aspects such as auditory working memory, switching and controlling attention and memory recall.

The programmes can be undertaken using a variety of platforms, including tablets, smartphones and computers. Examples of the types of innovative exercises that form part of the programmes include word memory exercises. There are accompanying videos to explain the rationale and science behind the activities. Progress is monitored by mentors, who provide support to participants or to parents in the case of the Kids withZing programme. Further support is offered through social media pages, additional exercises and a maintenance or extension programme for those who want more advanced exercises.

To date, there have been in excess of 4,000 participants undertaking the programmes. These have come primarily from the United Kingdom (UK) and Denmark. During the year to date, 616 participants have enrolled, of whom a minority are under the age of 18. Most enrolled adults are female, whilst there is an even mix of male and female participants for the junior programme. The Provider aims to reach in excess of one million users within three years.

Participants complete a 30 minute online assessment at the start of the programme and improvement targets are set on the basis of their initial assessment. The same assessment test takes place every 30 days.

3. Inspection process

The inspection took place over one and a half days. A further half a day was spent examining online materials and other documentation. Meetings were held with the Managing Director, the Director of Business Operations, the Programme Director, the Executive Assistant, the Customer Liaison Officer and other members of staff. Interviews were also held with several mentors and their workshop meeting was observed. The inspector was given a practical demonstration of how the online programmes are created and how customers work through them.

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

There is a clear management structure. In the UK, there are 14 permanent members of staff and a further three who are self-employed. Mentors are self-employed and work remotely from Denmark. One member of staff, who is self-employed, also provides mentoring from the UK.

Several key members of staff have been involved with the organisation and its founder over a considerable number of years. They have contributed to the development of the online programmes. Staff consider the management of the Provider to be effective. Inspection findings confirm this view.

Extensive use is made of online meeting facilities to hold regular meetings with those working remotely to ensure effective communication between the management and the staff.

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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

Comments

The administration systems are effective and appropriately implemented.

2.5 The Employee Handbook and the Mentor Code of Practice are sufficiently detailed. However, they do not include the Safeguarding Policy in relation to juniors and vulnerable adults. As a result, employees are unaware of the Provider's policies on cyber bullying and grooming and may, therefore, inadvertently breach guidelines.

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. | <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA |

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

Comments

The vast majority of staff members have been working with the Provider for many years. Therefore there are no references for these employees.

There is a job application procedure for tutors, which includes an online interview and submission of a video presentation.

3.1 References are not routinely taken up as part of the recruitment of new members of staff.

3.2 There is no policy requiring copies of qualifications to be countersigned with confirmation that the original has been seen and maintained on file.

3.3 Although several members of staff have been employed by the organisation for many years, no annual appraisals have taken place. As a result, opportunities are missed for staff to receive appropriate continuing professional development.

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 programmes are promoted through the Provider's website and are clearly and accurately described.

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. Yes No
- 5.2 The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner. Yes 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. Yes No
- 5.4 The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. Yes No
- 5.5 Realistic deadlines are set and communicated well in advance to learners. Yes 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. Yes No
- 5.7 The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis. Yes 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. Yes No
- 5.9 Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision. Yes 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. Yes No
- 5.11 The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes. Yes No
- 5.12 The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders. Yes No
- 5.13 Learners have appropriate access to tutors for learning support. Yes No

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

Comments

Staff at head office and mentors working in Denmark do not come into face-to-face contact with participants on programmes. The management of the Kids withZing programme involves participants' parents and only parental e-mail

addresses are used for programme registration.

5.3 Staff who work online, namely the mentors and some key staff based at the head office in Leamington Spa, have access to communication with juniors and vulnerable adults. Disclosure and Barring Services (DBS) checks are not carried out for those staff members who work online.

The Provider does not have a nominated member of staff to oversee its safeguarding policy.

Monitoring of the mentors, who are all resident in Denmark, is carried out by the Mentor Manager, who is also a mentor and resident in Denmark. There are regular weekly meetings using an online meeting and conference facility to ensure effective communication. The mentors' communication with and answers provided to participants are also monitored.

5.4 However, the monitoring process is informal and no record keeping takes place. This leads to missed opportunities to identify a need for continuing professional development or other performance improvement actions.

The organisation has a Learning Advisory Board to ensure that programmes have a sound scientific basis founded on research.

5.12 Due to the fact that learners do not submit written work and receive no formal qualifications, the issue of cheating and plagiarism is not applicable to this Provider.

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 type="radio"/> Yes <input checked="" 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 existing mentors have previously participated in the Danish Detox dig Smuk programme and they are interviewed before recruitment and submit a video presentation. They are, therefore, suitably qualified and experienced for the programmes with which they are involved.

However, there is no statement about the specific level of academic qualification, experience or proficiency in English. This may impact on future staffing, as the mentor team expands and the Provider recruits from other countries. Recruiting from other countries will benefit the Provider as local mentors may have appropriate additional language skills and be more culturally empathetic to the participants.

6.4 There have been no formal appraisals of mentors.

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

The particular needs of the learners are taken into account in the design and delivery of the programmes. The adult programmes have more demanding activities than the junior programmes. The Sports programme for both males and females is tailored to the individual and can be focused on issues such as poor concentration, losing control of emotions and inconsistency.

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

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|-----|--|--|
| 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.2 | Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.3 | Learners are made aware of how their progress relates to their target level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The online programmes include regular and appropriate assessment activities. Automatic reminders are sent to participants who fall behind with their assessments.

Mentors oversee the progress being made by participants.

Feedback is provided on the assessment results and mentors provide additional feedback and support where required.

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

The enrolment procedure allows for contact either by e-mail or telephone with the Customer Liaison Officer. The large majority of those enrolling make contact to access advice and guidance before completing their application. Enrolments for the Kids withZing programme are strictly through contact with the parents.

Participants are given an appropriate money back guarantee if they do not see a marked difference in their performance, providing they have complied with the requirements of the programme.

Although the majority of participants have English as a first language, the programme does have a significant number of native speakers of other languages. The level of English required to successfully complete the programme is made explicit and the Client Liaison Officer is available to discuss language requirements in detail.

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

The services provided fully meet the needs of the learners. Staff are on hand, during normal working hours, to solve all technological issues relating to the programmes. However, staff are not available evenings and weekends across all time zones where programmes are running.

The organisation makes good use of closed social media groups to provide support and as a good platform for peer interaction.

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

Exercises and activities on the programmes are continuously monitored for level of difficulty and adjusted where appropriate.

Programmes are designed to appeal to participants through the use of up-to-date Information Technology (IT) resources.

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 organisation employs a team of five IT technicians. The technicians make daily checks of all the exercises that form the basis of the programmes.

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

Appropriate aspects of the Provider's performance are effectively monitored and reviewed. Feedback from participants is recorded and used for testimonials where appropriate. Where performance issues are identified these are promptly addressed.

14.2 14.4 No reports are compiled and no formal action plans are in place to ensure that all performance improvements are appropriately monitored.

14.3 Data is collected and used to identify issues. However, there is no systematic analysis of year on year results to identify trends over time.

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

Data systems create alerts when deadlines are missed.

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

Feedback on individual components or exercises is automatically requested at the end of each unit of the programme. When the programme has been completed, feedback on the overall usefulness of the course is requested.

There is evidence that exercise types have been changed or discarded on the basis of user feedback.

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

This standard is not applicable as there are no assessments or unaccredited or internal awards.

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

This standard is not applicable as there are no examinations or assessments.

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

The head office premises in Leamington Spa are used for administration purposes only. The premises are sufficiently spacious to meet the needs and the number of staff employed.

The premises are well appointed and in a good state of decorative order.

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

Key members of staff have been involved with the organisation and its founder over a considerable number of years. They have contributed well to the development of the online programmes.

Actions required	Priority H/M/L
2.5 The Employee Handbook and the Mentor Code of Practice must include the organisation's Safeguarding Policy with reference to juniors and vulnerable adults.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
3.1 References must be secured when recruiting new members of staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
3.2 Copies of qualifications, countersigned to confirm sight of originals, must be kept on file.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
3.3 All staff must have regular appraisals.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ACHIEVEMENT

Institution's strengths

The organisation has a Learning Advisory Board to ensure that programmes have a sound scientific basis founded on research.

Testimonials from participants and parents are consistently positive.

Actions required	Priority H/M/L
5.3 DBS checks, or any equivalent checks in other countries, must be carried out for all staff working online.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
5.4 A formal system of record keeping must be implemented to monitor the mentors' performance.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
6.4 There must be regular appraisals of mentors.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

LEARNER SUPPORT

Institution's strengths

Exercises and activities on the programmes are continuously monitored for level of difficulty and adjusted where appropriate.

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

Actions required	Priority H/M/L
14.2 14.4 The organisation must compile annual reports and formal action plans.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
14.3 The data collected on satisfaction, retention and achievement must be systematically analysed so that it can be used effectively to identify trends over time and the results must contribute to annual reporting.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

FACE-TO-FACE COMPONENT (if applicable)

Institution's strengths

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that a member of staff is identified as being the strategic lead for safeguarding and welfare throughout the organisation's operation.

It is recommended that a statement about the specific level of academic qualification, experience or proficiency in English is developed and used in the recruitment of future mentors.

The organisation should seek to extend its pool of mentors beyond its Danish team.

Technical support for programme users should be extended to cover evenings and weekends across all time zones where programmes are running.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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