

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: DAI Global LLC

ADDRESS: 3rd Floor
Block C Westside,
London Road,
Apsley,
Hertfordshire,
HP3 9TD

HEAD OF INSTITUTION: Mr Zachary Kaplan

DATE OF INSPECTION: 5 & 8 November 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 31 January 2019

PART A – INTRODUCTION

1. Background to the institution

DAI Global (the Provider) is a Limited Liability Company (LLC) which is owned by its employees. DAI Global LLC has worked in economic and international development in more than 150 countries. Currently, the Provider has 180 active development management projects spanning 90 countries, 3,000 global employees, and generates around 470 million dollars in revenue. It has offices in Maryland in the United States of America (USA), Apsley in the United Kingdom (UK) and Brussels in Belgium. The President and Chief Executive Officer reports, on behalf of the Global Executive Team, to the DAI Global Board of Governors which comprises of global development experts both within and outside the company.

DAI has a mission to make a lasting difference in the world by helping people improve their lives.

The Provider has a unit within its organisation dedicated to supporting private companies to be better corporate citizens in their local business operations and assists public authorities to develop policy, regulation, and incentives that grow sustainable industries. This unit is called DAI Sustainable Business Group and the training provision is delivered through this unit.

In March 2017, Local Content Solutions, a BAC accredited provider, was bought out by DAI Global LLC. The former owner of Local Content Solutions became the UK Principal Trainer for DAI Global LLC. In May 2018, the BAC Accreditation Committee confirmed transfer of the accreditation to DAI Global LLC from Local Content Solutions.

The Provider's acquisition of Local Content Solutions enabled them to take over the delivery of the Local Content Masterclass, which they updated and amalgamated with DAI Global LLC's course content. This led to the creation of DAI Local Content Masterclass.

This new Masterclass is designed to help participants use income, generated from local gas and oil exploration, to contract local resources, thereby creating benefits for the local population. It is predominantly delivered in Texas and at the Henley Business School. Standalone training has also been delivered in Ghana for the Ghanaian Petroleum Commission, in Guyana for ExxonMobil and in Tanzania for oil and gas operators, contractors, and regulatory officials from Kenya, Tanzania, and Uganda. It is anticipated that in addition to the two permanent delivery sites, there will be further standalone delivery across the globe. All face-to-face delivery currently comes under BAC accreditation.

2. Brief description of the current provision

The DAI Local Content Masterclass is a face-to-face three-day programme aimed at enabling operators, contractors, regulators and local suppliers to learn how to use local resources in a manner that maximises socio-economic benefits for the local community and minimises the operational risks. The programme is delivered with a mixture of trainer-led lectures, hands-on group exercises, computer modelling, group discussions, and video case studies.

At the time of the inspection, there were 22 participants on the course. Most of the participants were male. All the participants were over the age of 18 and worked in the oil and gas industries in a range of roles including contractors and suppliers. The largest number of participants came from Oman. The rest came from Kazakhstan, Canada, Mozambique, Nigeria and the UK.

Enrolment onto the programme is mainly through the Provider's contacts within the oil and gas industries and courses are held at set times throughout the year.

3. Inspection process

The inspection was carried out over two days by one inspector at Henley Business School. The inspection consisted of staff interviews, including with those who deliver the programme. Various documentation was reviewed, including documentation outlining the facilities available at the office in Apsley, which was not visited and inspecting the facilities at Henley Business School. It also involved meetings with participants and observations of teaching and learning.

4. Inspection History

Inspection Type	Date
Full Accreditation	23 October & 21 November 2013
Interim	14 January 2015

PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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|-----|---|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is well understood by all those who teach on and manage the programme and is clearly defined and documented in an organisation chart. The managers are experts in their field with practical experience of the content of the programme and are, therefore, suitably qualified and experienced.

Most of the course is administered by the Programme Manager who is based in the USA and a trainee programme manager based in the UK. They work well as a team to ensure the programme is effectively managed.

The coordination between the teaching and management staff and the venue management is excellent with daily meetings and regular discussions to check requirements. There is an excellent relationship between the programme team and the venue staff. Due to the excellent communication between all the staff and their attention to detail, the Provider is well managed, resulting in a high level of participant satisfaction.

2. The administration of the provider is effective

- | | | | |
|-----|---|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Programme Manager is the main administrator for the programme. She understands well her specific responsibilities and duties and is supported well in her role by policies and procedures which are detailed and fit for purpose. These include a Procedures Manual which itemises all the processes and procedures relating to the

preparation and delivery of the programme. These include the processing of participants, venue booking, the preparation of training materials and trainers, delivery of the programme, post-programme evaluation and the security of personal and financial information.

Data collection and collation systems are effective. Appropriate data is collected to enable the programme to run effectively.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The policies and procedures relating to staff recruitment and continuing employment, including the effective verification of qualifications, are effective and appropriate.

The staff appraisal process is thorough. It is developmental and centred around the employees' needs. At the beginning of each year, the employee and manager together write development objectives which include specific target dates for completion and identify expected outcomes. At the end of the year, the employee completes a self-assessment, scoring against the original objectives, explaining the challenges faced and successes achieved. The manager completes a review which identifies the successes against the expected outcomes. Once the employee and manager have both completed the review, the scores are compared and the employee and manager meet in person to discuss the results. As the process is open and transparent and shared by the employee and the manager, it is highly beneficial and allows the staff member to know what they have done well and what needs to be improved.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes

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|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity material is of very high standard. It is accurate and gives illustrations of the material used on the programme and testimonials from previous attendees. It includes examples of people within the oil and gas industries and infrastructure sectors who would benefit from the programme.

5. The provider takes reasonable care to recruit and enrol suitable participants for its courses

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|-----|---|---|-----------------------------|-----------------------------|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The programme is of a high academic level, equivalent to a post-graduate diploma and there is a requirement for participants to engage in group work and a range of other interactive activities and discussions. Participants need to be proficient at a high operational level in their use of and understanding of English. Managers in client companies who send their colleagues on the programme are aware of this prerequisite. Participants are also screened by the Programme Manager.

Although there is no formal requirement for participants to be of graduate level or above, they are made aware of the level of study by their organisations, previous participants on the programme and by the Programme Manager.

The participant recruitment process is clear and fit for purpose and identifies participants who will gain maximum benefit from the programme. The Principal Trainer and the Programme Manager have good working relationships and channels of communication with client organisations who may send participants. Many of the participants in the Local Content Masterclass have been recommended through links with previous participants or have been personally identified by DAI team members as people who would benefit from the programme.

Participants confirmed that they had clear, timely correspondence with the Provider. Inspection findings confirmed this view.

6. There is an appropriate policy on participant attendance and effective procedures and systems to enforce it

6.1 There is an appropriate, clear and published policy on participant attendance and punctuality. Yes No

6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA

6.3 Participant absences are followed up promptly and appropriate action taken. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The policy on attendance and punctuality is written into the application process and is communicated to potential participants before the commencement of the programme. Participants and their managers sign up to the expectations on attendance when they apply.

Accurate records of attendance and punctuality are maintained and are used in the post-programme evaluation process.

Although participants are fully engaged in the programme and are very unlikely to be late, if a participant is late by 30 minutes, he or she is e-mailed, with a follow-up visit to their room, as all participants are residential. This process is effective.

7. The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary

7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No

7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No

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|-----|--|---|---|
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

All participants are required to complete a feedback form at the end of the course in order to receive their certificate of attendance. This feedback is used in the post-programme evaluation to identify lessons learned from running the programme and used to inform the development of future programmes by the Programme Manager. Participants and their managers know that their comments are treated appropriately and provide full evaluative comments. Following the programme, the Programme Manager also obtains feedback from the participants' managers.

All trainers informally ask for feedback throughout the programme and, specifically, following morning and afternoon sessions in order to ensure that the content remains relevant for all participants throughout all the sessions.

The formal feedback obtained at the end of the programme is analysed by the team, in their post-programme review, and presented in the form of bar charts with other comments. It is posted on the Local Content Masterclass webpage to allow managers and past and future participants to see the response of participants to the programme.

8. The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement

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|-----|--|---|-----------------------------|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The provider has effective systems to assess its performance with a view to continuing improvement. The Programme Manager, Principal Trainer and lead trainers evaluate each other's sessions. They record how effectively each session was delivered, the participants' reactions and the value of the content and then meet at the end of the day to review and amend their approach and the materials. The review and assessment of the effectiveness of the programme delivery is continuous and demonstrates the programme team's concern for high quality training and continual improvement.

In the days following the programme delivery, the trainers meet to consider how they can improve overall performance through their action planning process. Modules are improved, removed or added dependent on this review and taking into consideration the perceived needs of the next cohort of participants. The team also considers the responses of the participants to the materials to ensure that they are delivering the programme at the right level and in the appropriate amount of detail.

This process is recorded and used as a formal review following each programme delivery. Action plans are created from this review and acted on for the next programme delivery.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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|-----|---|---|-----------------------------|-----------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

the Programme Manager has overall responsibility for the organisation and administration of the programme. There is a collegiate approach to the teaching and learning and the management of the body of trainers and all staff contribute to the development of the programme. The Principal Trainer works well with the Programme Manager and other lead trainers to manage and run the programme so that the high quality of the programme is maintained. They arrive before the start of the programme to check resources, make final changes to the programme and to discuss the allocation of tasks. The Programme Manager ensures that all details are reviewed to ensure that the programme is well organised.

The Programme Manager liaises well with the operations management at the Henley Business School and rooms for programme delivery and breakout sessions are allocated appropriately. The close monitoring of the programme and the involvement of all the trainers in evaluating each session, ensures a high level of consistency in the delivery of the learning experience.

Trainers are allocated to deliver different sessions dependent on their expertise. The Principal Trainer and lead trainers are considered highly expert in their fields.

All the materials and resources for the programme are produced in-house to ensure consistency and good quality.

10. The courses are planned and delivered in ways that enable participants to succeed

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|------|---|---|-----------------------------|--|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal Trainer has overall control of the teaching and learning materials. All the trainers are personally committed to achieving the aims of the programme. They have structured the programme so that learning becomes incrementally more complex enabling the participants to gradually build up their knowledge and understanding.

The progress of participants is continually reviewed through exercises designed to test knowledge and apply newly gained information and analytical skills.

Participants work in small groups to share and develop their knowledge and understanding. All participants possess at least degree level qualifications or work in roles that require high-level thinking skills. They are required to work at a post-graduate level on the programme through the use of complex materials and data. Their individual decisions and choices emanate from the development of independent learning through the course. This allows the participants to reflect on their own performance and how they can improve.

11. Trainers are suitable for the courses to which they are allocated and effective in delivering them

11.1 Trainers are appropriately qualified and experienced. Yes No

11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No

11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No

11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No NA

11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No

11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers are highly experienced. The Principal Trainer is an acknowledged expert on supporting organisations to contract with local services and has vast experience of such work in the field and is a published author.

Other trainers are also highly qualified in their subject matter. Trainers are able to make their knowledge and expertise understandable and accessible to the participants. They deliver their programme with confidence and humour and are highly approachable. They are excellent communicators.

All sessions are observed by at least one other trainer. As all trainers are engaged in this process, they feel able to comment on each other's performance in an effort to continually improve.

DAI Global provides the opportunity for all their employees to gain further professional development to enhance their delivery of the programme and these opportunities are identified through the appraisal processes.

Trainers use appropriate activities within their teaching to enable them to effectively check participants' understanding and provide a range of learning experiences to support different learning preferences.

12. The provider provides participants and trainers with access to appropriate resources and materials for study

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers use their expert knowledge to provide excellent in session resources and study materials which further the aims of the programme. Participants also have access to online resources which they use before the programme begins and during the evenings of the first and second days.

All participants receive a ring binder that contains comprehensive programme notes and study materials. Participants are also expected to draw on their own experiences to share with other participants. This enables them to relate these experiences to their learning allowing them to consolidate and contextualise the study materials.

13. Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

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|------|---|---|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Although there are no formal assessment processes, trainers are constantly reviewing the progress of the participants and providing activities which allow them to monitor their own progress and reflect on their learning. Participants are able to relate the theoretical training received to their own practical situation back in the workplace.

Feedback is given to participants within sessions and in informal ways at the beginning and end of sessions.

As the programme is residential, most of the trainers are available over mealtimes and in the evenings and give feedback and support for learning during those times. Participants ask for and are given appropriate advice and support on their progress and their understanding of the subject matter outside the normal training sessions.

14. The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

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

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)

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|------|---|------------------------------|-----------------------------|-----------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

- Met Partially Met Not Met NA

Comments

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

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|------|---|------------------------------|-----------------------------|-----------------------------|
| 16.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.2 | For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

- Met Partially Met Not Met NA

Comments

INSPECTION AREA - PARTICIPANT WELFARE

17. Participants receive pastoral support appropriate to their age, background and circumstances

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|------|---|---|--|--|
| 17.1 | There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Programme Manager and the Principal Trainer are responsible for the pastoral care of the participants. This is made clear to participants in an introductory e-mail which gives contact details, out of hours telephone numbers and other useful information. The participants confirmed that they received very good pastoral support from the staff on the programme.

Participants also have support and care from the ancillary staff of the Henley Business School who are available to answer queries.

Participants receive an induction at the beginning of the programme which outlines expectations in relation to the ethos of the programme which includes the expected engagement in the work and the demands of the very intensive programme. As participants come from range of different countries and cultures, they are reminded of the expected behaviours. Participants thought that the induction was useful and helped them settle into the programme quickly.

17.7 There are no effective arrangements in place to protect participants from the risks of radicalisation and extremism, for example, a suitable policy wording, a risk assessment and appropriate staff training.

18. International participants are provided with specific advice and assistance

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|------|---|---|-----------------------------|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All participants work in the oil and gas industries or in regulatory or government agencies. As such most of them are used to international travel.

Prospective participants are given helpful advice on travel to and from the airport to the venue and the Programme Manager deals with any issues related to the obtaining of visas. Participants said that they received appropriate advice and help from the Provider regarding travelling to and staying in a residential setting in the UK.

The induction provides participants with information regarding their stay at the Henley Business School and additional advice is available at any time from the Programme Manager. As participants on the programmes come from a wide range of countries with different cultures and norms, care is taken to provide appropriate support and facilities. A prayer room is made available for delegates who wish to make use of it.

19. The fair treatment of participants is ensured

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|------|---|---|-----------------------------|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The contractual terms and conditions are clear and transparent. The Provider has a strong ethical stance as an international development organisation towards the fair treatment of all people that they deal with.

Participants are directed the Provider's complaints procedure and also to the BAC's complaints procedure.

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

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|------|--|------------------------------|---|
| 20.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 20.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.4 | A level of supervision is provided appropriate to the needs of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Separate accommodation blocks are provided for participants under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

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|------|---|------------------------------|-----------------------------|
| 21.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

22. The provider provides an appropriate social programme for participants and information on leisure activities in the area

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 22.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

Information is available from the Henley Business School regarding events and leisure activities available locally. The Programme Manager has been helpful to some delegates who have wished to take advantage of visiting the UK especially London and has provided information regarding the availability of leisure opportunities.

Participants expect a full programme and days are long with the final session of the day finishing just before the evening meal. Delegates are also expected to carry out work in the evening in preparation for the following day and so there is limited scope for a significant social programme. However, the trainers take the participants to a restaurant in the town for a celebratory dinner on the final evening.

In addition, the Henley Business School has a fitness centre and tennis courts, which the participants can make use of.

INSPECTION AREA – PREMISES AND FACILITIES

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

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 23.1 | The provider has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.2 | Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

DAI Global have office accommodation in Apsley, Hertfordshire which is well equipped and suitable as its UK base. It has secure tenure of the building through a rental agreement.

The programmes in the UK are all held at the Henley Business School. The participant accommodation and teaching rooms are contracted from the Henley Business School and, to ensure availability, are booked well in advance.

Additional accommodation at the Henley Business School is available if required.

24. The premises provide a safe, secure and clean environment for participants and staff

- | | | | | |
|------|--|---|-----------------------------|--|
| 24.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the Henley Business College is appropriately restricted and secure. There is only one entrance which is manned by reception and security staff. To ensure supervised access to the main building, some external doors are alarmed. Access to the residential blocks is by a secure external door opened by a room key.

The Henley Business College is of exceptional quality with high standards of cleanliness and finish.

Guidance on health and safety is given to participants at induction and general guidance relating to health and safety is available at the reception and on notice boards in communal areas of the Henley Business School. The manager of the School is well aware of her responsibilities in relation to health and safety. Fire doors and routes are clearly marked.

All facilities are clearly signed and the signage gives clear directions to teaching rooms and other areas. There are large communal areas for participants and trainers to circulate. The reception area at the Henley Business School is adequately staffed with helpful front of house staff.

Toilet facilities are of an appropriate number are to a high level of cleanliness.

There is good ventilation, heating and light in all the teaching, communal rooms and residential rooms.

Measurements and documentary evidence including photographic evidence provided on the Apsley premises shows that the office space is in an excellent state of repair, decoration and cleanliness.

25. Training rooms and other learning areas are appropriate for the courses offered

25.1	Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are facilities suitable for conducting the assessments required on each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

All training rooms at the Henley Business College are of good size, well equipped with interactive white boards, television screens and access to the internet. All the furniture and fittings are of a high quality.

The main training room is of a good size for the number of participants and set out in an appropriate way for lectures and circulation space when participants are directed to work in groups.

26. There are appropriate additional facilities for participants and staff

26.1	Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.5	There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate amount of communal space in the buildings at the Henley Business School for participants to eat, relax and work. The delegates have private accommodation rooms which are equipped for private study.

Trainers use the training room to meet at the end of each day and there is adequate space to hold meetings when required.

There is a dining room which is used at breakfast, lunch and dinner and there is also a bar with bar snacks available.

Participants have their own residential room in which to keep their personal possessions. Some of the programme staff are also resident at the Henley Business School.

The training room is booked for the whole duration of the programme and staff use this room to hold meetings, each day, where necessary immediately following the delivery of the programme.

Measurements and documentary evidence including photographic evidence provided shows that the office space in Apsley is fit for purpose.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

The exceptional quality and experience of the trainers ensure the success of the programme.

The hard work, diligence and enthusiasm of the Programme Manager make a significant contribution to the success of the programme.

There is excellent team work in the delivery and organisation of the programme.

Materials produced for the programme are excellent and the planning is very detailed.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Appropriate selection of the participants ensures that there is an excellent collegiate experience and a high-quality learning experience.

There is an expectation by the training team of a high level of engagement by participants who respond appropriately. This engagement translates into high quality learning.

Participants are encouraged to contextualise their learning to their country of operation so that they can apply their new knowledge when they return to their workplace.

The management of the programme is exemplary.

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

PARTICIPANT WELFARE

Provider's Strengths

Actions Required	Priority H/M/L
17.7 Effective arrangements must be put in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

The use of The Henley Business School with its excellent location and facilities provides an excellent learning experience for the participants.

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

RECOMMENDED AREAS FOR IMPROVEMENT

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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