

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Re-accreditation Inspection

NAME OF PROVIDER: Modern Montessori International

ADDRESS: 46 Leslie Grove
East Croydon
CR0 6TQ

HEAD OF PROVIDER: Ms Marianne Bourke

DATE OF INSPECTION: 17-18 January 2019

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- Award of accreditation to be withdrawn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: 28 March 2019

1. Background to the provider

Modern Montessori International Limited (MMI/the Provider) is a Montessori teacher training college that provides online and blended learning courses in the Montessori method of education and Early Years education.

MMI was incorporated in 1999 as a private limited company in the UK and has recently refurbished and expanded its headquarters.

MMI is based in East Croydon, a short distance from East Croydon railway station. The Provider aims to offer a good grounding in Montessori philosophy and practice and enable learners to apply Montessori principles appropriately in modern teaching environments.

The Board of Directors consists of the Chairman, the Academic Director and the Principal of MMI London. The Chairman and the Academic Director are based in Singapore and the Principal is based in London. The Directors based in Singapore provide both online and face-to-face support to the Principal. An examination board ensures the separate moderation of teaching and examinations.

2. Brief description of the current provision

The Provider offers a number of part-time courses that are delivered as distance and blended learning. The courses offered are the Early Years Educator and Montessori Diploma and the International Diploma in Montessori. Both these courses can take up to two years. The Early Years Educator (EYE), the Diploma in Montessori and the Certificate in Montessori can take up to one year. The awarding body for the EYE provision is Skills First. The courses include two weeks of face-to-face practical workshops, which are held in the training rooms at the East Croydon headquarters.

The EYE, the Early Years Educator and Montessori Diploma and the International Diploma in Montessori require learners to undertake, or be in, a work placement.

The Provider also offers the Certificate in Assistant Montessori Teacher Training, Primary Montessori Diploma and Montessori Certificate in Infant and Toddler Care as distance and blended learning programmes.

The number of learners currently enrolled on the courses is 20. All learners are over the age of 18 and most are female. The majority of learners are based in the United Kingdom. Other learners are from Cyprus, the United Arab Emirates and the United States of America.

Learners are enrolled on a continuous enrolment basis.

3. Inspection process

The inspection was undertaken by one inspector over two days. Interviews were held with the Principal, the College Secretary, the Head Examiner, an auxiliary tutor for the face-to-face provision, one current learner and one learner who had completed the programme. Telephone interviews were held with the Academic Director, the Internal Verifier, seven current learners and one learner, who had completed the programme. A tour of the premises was carried out and various documentation was scrutinised. The Provider cooperated very well throughout the inspection.

4. Inspection History

Inspection Type	Date
Stage 2	15 November 2005
Stage 3	18 January 2006
Interim	05 May 2009
Supplementary	30 July 2010
Re-accreditation	15-16 November 2010
Interim	14 March 2013
Re-accreditation	22-23 January 2015
Interim	15 April 2016

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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	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	Senior managers have an understanding of the special requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	There are clear channels of communication between the management and staff, especially those working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

An up-to-date, clearly defined management structure, with clearly defined roles results in all members of staff understanding the specific responsibilities of the managers and the Board of Directors. The Board of Directors consists of the Chairman, the Academic Director and the Principal of MMI London.

The Principal is very well qualified and experienced and has clearly defined responsibilities. This results in the effective overall management of the Provider.

Senior managers hold a range of appropriate qualifications and have extensive experience of working with online, distance and blended learning learners across a number of different cultures. Learners say that the support from the Provider is excellent and inspection findings confirm this view. This results in a very high level of satisfaction with the Provider.

All staff say that management are very approachable and respond quickly to communications. The open approach to communication results in an organisation with a high level of effective communication.

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="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 provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	Offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	The administrative support available to the management and learners is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	Policies, procedures and systems are well documented and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Data collection and collation systems are effective including the logging of tutor and learner submissions	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.7	Learner and tutor records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
2.9	Satisfactory procedures are in place for the administration of examinations and other means of assessment.	<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 College Secretary, as the sole administrator, has a range of appropriate qualifications and experience and has a clear and well-understood role within the organisation. This ensures effective communication with potential and enrolled learners. Course administration is handled very efficiently, which results in the effective administration of the day-to-day provision. Learners say that the response from the College Secretary to their enquiries is rapid and positive.

A newly extended building, which includes two new offices, ensures adequately sized and adequately resourced offices for the effective administration of the organisation.

Learners say they have a very clear understanding of the administrative support that is available as this is prominently stated in the Student Handbook. The Principal and College Secretary have a clear understanding of their scope of responsibility. Comprehensive and effective support is provided by the College Secretary.

A full range of policies and procedures are in place and widely disseminated through a number of different documents and communication channels. This ensures that the Provider is compliantly governed with robust internal policies and procedures.

Data collection and collation systems, including the logging of assignments, are managed effectively. The College Secretary is fully aware of data management procedures. This results in an organisation which is compliant with government legislation and has effective data management systems.

Learner and tutor records are up to date, comprehensive and retained as both hard and soft copies. This results in effective record management, enabling the College Secretary to successfully keep track of learners' progress.

Comprehensive measures are taken to ensure the security of learner and tutor data. This results in a robust and secure environment for the retention of learner and tutor data.

Comprehensive procedures are in place for the administration and delivery of examinations and assignments and the recording of information for work placements. Learners say they are very happy with the short time taken to mark and return assignments and the level of feedback. Consequently, there are robust and timely administrative procedures.

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 administrative 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

Comprehensive recruitment processes are in place and include the efficient verification of experience and qualifications. Appropriate contracts are available for all staff. The recruitment processes ensure that appropriately qualified and experienced staff are recruited and are fully competent to carry out their responsibilities effectively.

An appropriate staff appraisal system is in place for all permanent employed staff. Formal appraisals take place and include the opportunity for self-reflection. This results in a formal mechanism for feedback from the staff to the organisation. Self-employed staff do not routinely receive feedback to ensure that they understand their strengths and any development needs.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	All advertising materials and images provide an accurate description of any training offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

A new website has been constructed and provides comprehensive and accurate information on the courses offered.
 Images on the website provide an accurate depiction of the training facilities and the Provider's location.
 The information enables potential learners to make fully informed choices about the course they would like to study.

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 and management of the tutor body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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 interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Realistic deadlines are set and communicated well in advance to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.10	Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	Learners have appropriate access to tutors for learning support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal, who is very well qualified and experienced, ensures that there is effective programme management and high-quality course delivery.

The ratio of one tutor to 20 online learners ensures that the individual needs of all learners are fully met across all elements of course delivery. Learners say that that the marking of assignments is fast and thorough and inspection findings support this.

A thorough and robust recruitment system is in place. Tutors are required to have a minimum of three years teaching experience using the Montessori method. An online application is completed, a minimum of two references are obtained and qualifications are checked. For the first year, the tutors observe the workshops and do a trial presentation to the Principal before they are allowed to present to the learners and prepare lesson plans. The Principal monitors how the tutor engages with the learners to ensure that they are well prepared. New tutors start tutoring on the more basic modules. The marking of assessments, by new tutors, is checked and double marked. Tutor recruitment is, therefore, a process which is ongoing over a number of months.

The work of the tutors, who are established in their roles, is subject to a thorough internal verification process. This ensures that they provide a consistent learning experience across both the online and face-to-face modes of delivery.

The Provider makes every effort to be as understanding and as flexible as possible with learner deadlines, without undermining the integrity of the learning. This enables most learners to complete and successfully pass their courses.

Delivery methods are effective and additional study aids are employed as appropriate. Learners are adequately enabled to attain the intended learning outcomes. Tutors interviewed say that they have everything they need to teach the course. Learners confirm that there are sufficient amounts of materials available and that the materials are sent very quickly.

Course reviews are carried out regularly and systematically. The EYE element is regularly reviewed to ensure it follows the latest guidance for Early Years programmes. A course review workflow document is in place to facilitate this process. The Principal and Academic Director write the materials. Tutors say that the Principal brings back new ideas from other Montessori schools and these ideas are disseminated. Tutors attend conferences and stay up to date by reading the latest Montessori publications. This ensures that learners have access to courses which include accurate information and make use of the latest ideas in the field.

Learners are introduced to a wide range of useful resources which enable them to successfully achieve the course aims and intended learning outcomes.

Experienced in-house study material writers produce the materials. The materials are reviewed and feedback is given to the writer if any changes are required. This ensures that there is a high degree of standardisation and consistency across the provision.

Grading policies are very transparent and the return of marked assignments is carried out very promptly. Full and structured feedback ensures that learner assessment is highly effective.

A variety of assessment strategies are in place, such as coursework assignments, examinations, successful completion of work placements and through an interview with the Internal Verifier. The outcomes of these assessments are clearly communicated to learners. This results in learners being very aware of the progress they are making on the course.

Policies on plagiarism are transparent and effectively communicated to learners and tutors. Effective measures are in place to check for plagiarism. This helps to ensure that the assignments produced by the learners are their original work and based on the learners' research.

Learners are assigned a tutor, who can be accessed through e-mail or telephone. Learners say that support for learners is one of the Provider's strengths. Inspection findings confirm this view.

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

- | | | | |
|-----|--|---|-----------------------------|
| 6.1 | Tutors are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.4 | The appraisal procedures for tutors incorporate regular monitoring of tutor feedback. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are appropriately experienced and well qualified. Learners who have finished their course say they are very happy with the level of subject knowledge demonstrated by their tutors. This enables learners to feel confident in their course choice.

Tutors continually engage in personal professional development through, for example, attending Montessori conferences and reading industry publications. They are also qualified to deliver training to adults. This ensures that the course content is up to date and delivered effectively and appropriately.

Comprehensive performance appraisals take place. These effectively facilitate two-way communication between the different staff and the process supports the quality the content delivery.

Regular staff meetings are used to update tutors. As a result, tutors have access to continuous up-dating on the Provider's systems, policies and procedures.

7. Tutors respond to the individual learning needs of learners

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|-----|--|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | Tutors employ effective strategies to check learners' understanding of concepts and programme content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

7.5 Learners are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners say that their academic backgrounds, qualifications and particular learning needs are assessed at the outset. Communication takes place between the learner and the administrator to ensure that the learner is suited to their chosen course. A further needs analysis takes place prior to the course starting to inform the delivery of the course.

Assignments require independent research appropriate to the level of the course. Learners say they are effectively supported by their tutor to undertake this, as a result, learners are increasingly confident in developing their independent learning skills.

Tutors are fully aware of learners' different learning styles at the outset as a result of the learner assessment that is completed prior to starting the course. This allows the tutors to adjust the planning and assessment process as necessary to meet learners' individual needs.

Learners are made aware of the necessary level of digital literacy required to follow the programmes. Clear information on how to present their coursework and assignments is documented in the learners' handbook and is covered by the tutor in the induction. This information ensures that learners are fully able to follow their course successfully.

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

8.1 Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. Yes No NA

8.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA

8.3 Learners are made aware of how their progress relates to their target level of achievement. Yes No NA

8.4 Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed. Yes No NA

8.5 Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear procedures for the submission of assignments and criteria for marking are in place. These effectively prepare learners and supports the planning of their workloads.

Well-maintained records for the submission of assignments include information about when assignments are submitted late so that this can be effectively monitored. This enables the Provider to proactively identify issues with progress and give any support needed to the learner.

Comprehensive feedback on assignments and the provision of timelines for study ensure that learners are fully aware of how their progress relates to their target level of achievement.

Learners, who have fallen behind with their work, say that the tutors help them to analyse the reasons for this and support them well in finding ways to overcome these. Inspection findings confirm this. If learners are having problems

with taking their examinations, tutors can give appropriate advice and support. This effectively enables learners to find ways to overcome difficulties and complete their qualification successfully.

Comprehensive, structured feedback on assignments is given to learners. This enables learners to develop to their fullest potential.

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 NA

9.2 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Clear intended learning outcomes are in place for each module. These are assessed through assignments and a thorough and regular internal verification process ensures their rigour. This robust approach provides a strong framework for effectively linking assessment with the intended learning outcomes.

A consistent level of difficulty is apparent across assignments and final examinations. This means that learners can be confident in the final outcome of their studies.

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 and 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 language proficiency needed to study on and complete the programmes. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners indicate a very high level of satisfaction with the course information and the support from the administration regarding the course enrolment to ensure that they make the correct course choices. As a result, learners feel fully able to make a sound judgment about their course choice. Inspection findings confirm this view.

The clear language, used in the registration forms and in the terms and conditions, make these easily accessible to learners with varying levels of English language competency. This enables a smooth enrolment process for learners and for the Provider.

Learners fully understand the course requirements prior to enrolment. Thorough consideration is given to their application to ensure that their qualifications meet the course requirements.

Clear guidance is given to learners, in the course information, on the skills and knowledge required to study on their chosen course. This ensures that learners are fully informed of the prior learning required.

Terms and conditions are stated clearly and transparently and indicate an appropriate cooling off period and refund policy.

The potential learner's level of English language skill is considered at the beginning of the enrolment process. Provider and learner are thus fully aware whether the potential learner has the level of English required to follow the course of study.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
11.4	The provider supports and encourages peer-interaction through a variety of communication channels including social media.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
11.7	Learners are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administrator sends out sufficient documentation, in the form of student handbooks and induction packs, to provide adequate support to learners on study skills. This helps to fully prepare learners for learning effectively.

11.1 However, more interactive support, for example in the form of a video call, is not currently provided to learners in the initial stage of their study to ensure that every learner feels confident and comfortable with the course processes.

Learners report that useful and timely advice from the administrator and the tutors is provided. Adequate support with technical issues is provided enabling learners to study with confidence. The Provider is in the process of introducing a new platform for learners and a higher level of technological assistance may be required to support this.

Peer interaction is encouraged and is widespread throughout the body of learners. This enables learners to support each other substantially through the distance learning process. Other means of peer-interaction have been suggested by learners that may be beneficial or more appropriate for those learners whose country does not support particular social media applications.

Learners say an extremely high level of support and advice is provided to assist with learners' progress. This enables a very large majority of learners to complete their programme successfully.

A comprehensive complaints policy, with clear procedures, is in place. As a result, learners are easily able to raise issues formally.

Learners are advised of the BAC complaints procedure through the learners' handbook.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.2 | Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.3 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.4 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.5 | The provider makes effective provisions for learners to access conventional and online resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Course materials are subject to a thorough internal verification process and tutor support is readily available. This enables learners to pursue a course of study suitable to their level of ability.

Course manuals are clear and appropriate additional resources are provided. Learners say there is sufficient material and recommended reading to enable learners to achieve the programme aims.

Course materials are systematically reviewed on a regular basis. Learners say they are very happy with the materials. The review process ensures that the materials reflect the most current knowledge and practices.

Effective use of teaching aids is made for the online provision so that learners are able to make appropriate progress towards achieving the course aims.

Good measures are in place to ensure learners can access resources online and conventionally. This enables learners to be able to study effectively and efficiently whether they are online or offline.

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

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|------|---|---|--|
| 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. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 13.2 | The provider has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The technology used to support the course delivery is sufficient to enable learners to achieve the course aims successfully.

13.1 The further development of platforms for the delivery of course material and learner services has not yet been fully implemented in order to optimise the interaction between the Provider and learner and enhance the educational service. This process is underway.

Accessible, reliable Information Technology (IT) support is available to the Provider both remotely and locally. This effectively assists in ensuring that systems function at all times.

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

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|------|---|---|---|
| 14.1 | 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 |
| 14.2 | Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14.3 | Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14.4 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Comprehensive systems for monitoring and regularly reviewing all aspects of the Provider's performance are in place. These include the internal verification processes and the action plans that are routinely put in place as a result of learners' feedback. This effectively quality assures the Provider's standards and performance.

Appropriate, detailed, annual financial and learner performance reports are compiled. Detailed analysis of the key performance indicators, such as pass rates and the levels of employee satisfaction, enables the Provider to implement appropriate improvement strategies.

Action plans based on learner feedback are systematically implemented, monitored and the outcomes reported on. This ensures that plans are effectively carried out.

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

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|------|---|---|-----------------------------|
| 15.1 | Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Provider is fully aware of learners who are not making the progress that is required to meet the course aims and learning outcomes. Prompt action is taken in the form of interventions by both the administrator and the tutors to support the learner.

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

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|------|--|---|--|
| 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. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16.2 | The feedback is regularly reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 is systematically elicited from learners and staff on a number of occasions, both formally and informally, through questionnaires, during meetings and in routine communications.

16.1 Currently there is incomplete feedback on the different aspects of the Provider's services, such as the enrolment process. Feedback from learners during the two-week face-to-face course has not been elicited consistently year on year to enable clear trends to be identified.

Appropriate systems are in place for the feedback to be collated, analysed and routinely reviewed and acted upon. This ensures that the Provider is responsive to quality assurance issues in a comprehensive and timely manner.

Learners are informed by e-mail of the actions taken in response to their feedback. This has a positive impact on the levels of learner satisfaction and reinforces the feeling that staff are approachable and responsive.

Learners say that they are continuously encouraged to provide feedback and raise issues.

17. 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)

- 17.1 There is a clear statement of the level claimed relative to the RQF where applicable and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA
- 17.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 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 NA

Comments

The Early Years Educator provision has a clear statement of the level relative to the Regulated Qualifications Framework, as applicable. Course material for the internal Montessori Awards clearly state the level of the courses. Internal Montessori provision and the EYE provision are fully evidenced through internal verification processes. This gives certainty to potential learners of the validity of the awards offered.

There is observed and recorded evidence that the awards are accepted for the purposes of employment. Learners say that they are using the Provider's awards to gain appropriate employment. Inspection findings confirm this. This gives assurance to potential learners of the value of the awards offered.

External moderation and verification are carried out across all the awards being offered. This gives assurance to potential learners of the validity of the awards offered.

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 NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Thorough internal and external verification processes are carried out by the external awarding body. Comprehensive policies are in place for the administration and security of the examinations. This gives certainty to potential and enrolled learners of the validity of the examinations and of the framework of the qualification.

Comprehensive and transparent assessment policies are in place, including procedures for appeal. These are disseminated to learners and tutors through the learner handbook and assessment policies. This gives strength to the integrity of the examinations.

Strict processes are in place regarding the verification of identity at enrolment and at the final examination. There is a high level of tutor-learner contact. This gives certainty that the same learner that enrolls is the same learner that gains the credit.

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 NA

- 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 NA

This standard is judged to be:

Met Partially Met Not Met

Comments

A judgment will be made during a supplementary inspection of the face-to-face provision.

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
- 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

A judgment will be made during a supplementary inspection of the face-to-face provision.

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/or 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 NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A judgment will be made during a supplementary inspection of the face-to-face provision.

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

22.1 There is an appropriate, clear and published policy on learner attendance and punctuality. 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 NA

22.3 Learner absences are followed up promptly and appropriate action taken. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A judgment will be made during a supplementary inspection of the face-to-face provision.

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 in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A judgment will be made during a supplementary inspection of the face-to-face provision.

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 NA
- 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

A judgment will be made during a supplementary inspection of the face-to-face provision.

25. International learners are provided with specific advice and assistance

- 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

A judgment will be made during a supplementary inspection of the face-to-face provision.

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

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

A judgment will be made during a supplementary inspection of the face-to-face provision.

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

- | | | | |
|------|---|------------------------------|-----------------------------|
| 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | 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 |
| 27.4 | Appropriate advice and support is given to both hosts and learners before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

- Met Partially Met Not Met NA

Comments

A judgment will be made during a supplementary inspection of the face-to-face provision.

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

Very clearly defined roles and responsibilities for all members of staff and the Directors enables effective communication throughout the organisation.

The provision of a very supportive administrative and academic framework for learners helps to ensure learners are able to study effectively and confidently.

The open and approachable ethos enables learners to feel confident when giving feedback to the Provider.

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

TEACHING, LEARNING AND ACHIEVEMENT

Provider's Strengths

A very well qualified and experienced Board of Directors steers the development of the online, distance and blended learning programme. This facilitates the implementation of initiatives which are fully relevant to the course content, learner demographic and field of study.

Tutors with a proven depth of experience and knowledge are assigned to courses.

Rigorous internal and external verification of the course material and learners takes place. This allows learners to be confident in the integrity and validity of the course material, assignments and final assessments.

A very high level of encouragement and support together with an appropriate level of flexibility allows for the very large majority of learners to successfully complete their courses.

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

LEARNER SUPPORT

Provider's Strengths

A very high level of satisfaction is reported by learners regarding the guidance given before enrolment and the support they receive during their course.

Actions Required	Priority H/M/L
11.1 More interactive support must be given to the learners during the initial stage of their study to ensure that every learner feels confident and comfortable with the course procedures.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
13.1 Further instructional and educational digital services must be provided to optimise the interaction between the Provider and learner to enhance the educational service.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

MANAGEMENT OF QUALITY

Provider's Strengths

The comprehensive systems for monitoring and regularly reviewing all aspects of the Provider's performance.

Very comprehensive policies and procedures are in place for the conduct of examinations that effectively support the validity and integrity of assessment.

There are very clear marking criteria for the marking of assignments and a well-structured framework for marking and feedback.

Actions Required	Priority H/M/L
16.1 Appropriate mechanisms and strategies must be put in place to obtain feedback that provides year-on-year data on the Provider's services to improve the ability to evaluate trends and to further support and develop the quality assurance processes.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

FACE-TO-FACE COMPONENT (if applicable)

Provider's Strengths

The face-to-face training component was not inspected during this inspection as there was no such training taking place.

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that formal feedback is provided, as appropriate, to self-employed staff in order to enhance quality assurance and support all staff in their professional development.

It is recommended that the Provider considers the level of technological support that may be required for learners with the introduction of the new learning platform and train staff accordingly.

It is recommended that the Provider considers providing additional channels or social media platforms for peer-communication to ensure that all learners can engage in this and that it can be used as a potential source of feedback.

COMPLIANCE WITH STATUTORY REQUIREMENTS