

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Full Inspection

NAME OF PROVIDER: International Institute of Management and Technical Studies

ADDRESS: 9 -10-11th Floors
Annexe Wing Pariseema Complex
CG Road
Ahmedabad
Gujarat
India 380009

HEAD OF PROVIDER: Dr Atul Pandya

DATE OF INSPECTION: 16-19 September 2019

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full three-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 28 November 2019

1. Background to the provider

The International Institute of Management and Technical Studies (IIMT/the Provider) is a private limited company owned by two directors. The Provider was first established in 2009 as IIMT Studies to deliver online programmes. In 2017, the organisation became a private limited company known as Burley Institute of Global Education and Research Private Limited. IIMT is now used as a brand name for the delivery of courses. The Provider offers predominantly online accredited and non-accredited certificate and diplomas in a range of engineering, health and safety, and management programmes.

The organisation is based in the centre of Ahmedabad, India and delivers learning from two buildings in the same location. An additional site in Surat, India is used solely for marketing, sales and customer support. Three floors of the main building are owned by the Provider. One floor in the adjacent building in Ahmedabad is leased as well as the office in Surat.

The aim of the Provider is to offer flexible online courses for working professionals who wish to upgrade their qualifications but do not have access to sabbatical leave.

The two Directors who own the organisation are supported by the Principal who is also the Academic Manager. Two of the Directors play an active role in setting the strategic direction of the organisation, including the development of key partnerships. The Directors and the Principal are supported by an advisory board. The membership of the advisory board includes academicians, employers and industry specialists.

2. Brief description of the current provision

The Provider offers a range of online accredited and non-accredited programmes and face-to-face learning. Face-to-face learning enhances and supports learners who are studying online programmes.

The Provider uses a range of awarding bodies for accreditation. This includes online accredited certificates and diplomas in a wide range of engineering courses at Levels 3 and 4 accredited by the City of Oxford College. Additional online Level 1 and 2 engineering courses are accredited by the Institute of Engineers, Ahmedabad. The University of Baroda, India offers additional accreditation in management and industrial relations, Levels 1 and 2. The Institute of Engineers, Ahmedabad offers accreditation in engineering at Levels 1 and 2. The Confederation of Indian Industries accredits courses in logistics management at Level 1 and 2.

Courses in Professional Competency and Enhancement (PCE) are accredited by the University of Gujarat, India. PCE courses offer professional development to learners who are studying online and are based in Ahmedabad. The PCE courses are delivered face to face. The Provider also offers a range of non-accredited engineering courses. These non-accredited courses have been developed to meet employer need and demand.

The Provider delivers online and face-to-face part-time courses. Online courses are delivered via real time lectures which are recorded. Learners are provided with learning materials and lecture notes. Face-to-face courses are delivered weekly and are offered as an enrichment activity for learners based in Ahmedabad.

At the time of the inspection, there were 1131 part-time learners enrolled on all programmes. The total capacity for the organisation is 1860. This is determined by the number of tutors and the agreed allocated teaching hours for each tutor. Future bookings for 115 learners were confirmed. All learners are over the age of 18.

The majority of students are from India. Other countries represented include the Africa, Canada, Australia, Ghana, Europe and all the Gulf Cooperation Council member countries namely Saudi Arabia, Kuwait, United Arab Emirates, Qatar, Bahrain and Oman. The majority of learners are male. Learners are enrolled on a continuous

enrolment basis. At the time of Inspection, there were six full-time tutors. Freelance tutors are used when necessary.

3. Inspection process

A lead inspector and one team inspector conducted the inspection. The inspection was conducted over three days. Staff interviews were held, including with senior managers, administrators and learner services staff, including technicians. There were additional meetings with teachers, meetings with online and face-to-face students, observations of online and face-to-face learning and scrutiny of documentation. The organisation responded extremely well to all information requests and fully co-operated with all aspects of the inspection.

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

Management is very effective. There is a clear and detailed organisation chart which identifies all key management staff. There are clear reporting lines and all managers understand their roles and responsibilities. This is further enhanced by individual key result areas and performance indicators that underpin each role. However, the close working relationship which exists with an external advisory board and the University of Gujarat is not included on the organisation chart.

Curriculum Vitae (CVs) show that all managers have extensive experience and are suitably qualified. Senior managers have clearly identified key areas of responsibility with targets. Minutes of monthly review meetings show that managers are very effective in carrying out their individual responsibilities.

Senior managers have an excellent understanding of the requirements of online and blended learning resulting in high levels of staff and learner satisfaction.

The Senior Management Team (SMT) meet monthly with each team, including tutors. Set agendas show that key result areas and learner-focused key performance indicators are monitored effectively and prompt action is taken to make improvements. E-mails, an internal messaging system and the notification centre on the e-portal are very effective in communicating relevant information to staff and providing relevant feedback to managers. Staff report they are well communicated with.

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 administration of online learning is effective. Administrative staff are suitably qualified and experienced. Job descriptions outline their specific responsibilities and duties. Regularly monitored individual targets provide additional focus and ensure efficient and effective administration. Staff clearly understand the parameters of their job.

A central administration team provides management support. Customer relationship managers provide administration support for learners. This includes registration, enrolment and fees.

There are sufficient offices which are resourced with appropriate Information Technology (IT), storage facilities and space enabling staff to carry out their roles effectively.

Administrative support provided to managers is evidenced in job descriptions. Customer relationship managers' job descriptions include the administrative support provided to learners. All administrative staff have identified key result areas, underpinned by key performance indicators that are regularly monitored and reviewed.

Key policies have been developed and are communicated at staff and learner induction. They include learner recruitment and admissions, entry requirements, staff recruitment, fees, complaints, staff and learner conduct, plagiarism, returning learner work, examination entry requirements and examination result appeals. They are available in the staff human resource handbook and are placed on the staff and learner areas of the e-portal. Policies have a standardised format and are reviewed every three years.

A range of data is collected and centrally collated. This includes attendance logs and individual attendance charts, examination results, enrolment data, student marks and data on learners eligible to take examinations. Uploaded examination papers are logged and collated. Marked examination papers are logged and collated. Regular Management Information (MIS) reports are provided for senior managers.

Learner and staff records are informed by checklists and are comprehensive and robust. All qualifications and experience are verified and original documents are kept. Staff and tutor identity records include photographic evidence. Each member of staff has a hardcopy record and individual learners have separate electronic folders. Regular review of evidence ensures that folders are well maintained, accurate and up to date.

The Provider has a comprehensive privacy policy which includes the protection of data. All staff and learners have to sign the policy and records are kept in individual folders.

Robust arrangements are in place for the administration of examinations. Learners have to verify their eligibility to take the examination. They are provided with a security password to access the examination paper from the e-portal. Learners submit their answer papers via the e-portal using a security password. Secondary markers quality assure the marking before marks are confirmed. The e-portal allows tracking of completed examinations and uploading of answer papers.

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

The staff recruitment process is robust. A staff recruitment policy identifies the stages of the recruitment process. This includes submission of a CV and a face-to-face interview. Online video conference software is used for remote interviews. An official job offer is confirmed in writing. A six-month probation period is clearly identified.

Staff folders show evidence of verified qualifications. Work records are used to verify work experience.

Staff have an annual appraisal and monthly review meetings with the Principal. The annual appraisal and monthly review meetings are informed by recorded key results area outcomes that are underpinned by key performance indicators. Areas for improvement are clearly recorded. A bonus scheme recognises and rewards staff who have exceeded their performance targets.

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

The website is up to date and provides accurate and comprehensive information on the courses offered.

Advertising materials and images reflect an accurate description of what is available from the Provider.

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	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

	appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions.		
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 type="checkbox"/> Yes	<input checked="" 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

Management of teaching, learning and achievement is effective. The Principal is also the Academic Manager and manages the team of tutors. The Principal is well-qualified and experienced in managing online and blended learning programmes. There is an appropriate ratio of tutor to learner based on guided learning hours.

The Provider has a well-developed tutor recruitment process that includes verification of identity, qualifications and experience. A face-to-face interview is used, including an appropriate online communication platform for tutors who are interviewed remotely. There is a six-month probation period and tutors are provided with mentors. Tutors are mentored and observed for up to ten sessions over the probationary period to ensure they are delivering high quality teaching and learning.

Tutors are allocated to courses based on their specialism, level of qualification, academic background and experience. This results in consistent and appropriate allocation of tutors. There are informal observations of tutors to ensure consistency. These are not recorded.

Learners are informed of examination dates and project deadlines at induction. The information is also available on the learner area of the e-portal.

Delivery methods are appropriate to the type and level of programme and materials are comprehensive. Learners have access to a range of detailed notes and materials that support study. Teaching sessions are recorded and available on the e-portal. Learners have access to one-to-one additional support from tutors. Face-to-face contact is enabled by video conference software or, for learners studying in Ahmedabad, one-to-one meetings with tutors. This results in high levels of support and learner satisfaction.

5.6 Not all intended learning outcomes are clearly defined.

An annual review of courses includes the directors, academic manager and an external advisory board. The advisory board membership includes industry professionals. The composition of the advisory board ensures the curriculum is up to date and responsive to the needs of industry. Learners are asked to provide end-of-module and end-of-year feedback including suggested improvements for the curriculum which are considered as part of the review process.

However, notes from review meetings do not always effectively capture the outcomes of curriculum change suggestions by industry professionals.

Input reviews have informed changes in current practice. The addition of the Professional Competency and Enhancement course was a direct result of the review process. The course focused on personal development and soft employability skills that had been requested by employers. The new engineering courses were offered as a result of technological changes within the industry that were identified through the review process. Tutors ensure they are up to date with research in their specific area of specialism.

Monthly review meetings facilitate an evaluation of materials and requests for additional resources. Informal learner feedback is used to inform the quality and quantity of supplementary materials available including tutor notes. Annual reviews consider the quality and currency of learning materials including tutor notes and supplementary materials. However, presentation materials used for online teaching need to be included in this process to ensure standardisation across all programmes.

There is a policy on returning marked work that ensures it is prompt. Learners receive numerical marks against each question. Learner assessment is conducted by formal examinations and completion of a project linked to the context of each course and the expected learning outcomes. Learners are aware of what mark is attached to each question and tutors embed this into their delivery.

5.10 However, there are insufficiently detailed grading policies and marking systems to guide learner feedback and provide fairness and consistency across all programmes.

There is a published plagiarism policy with penalties which is well communicated to learners. The policy is shared at induction and is available on the learner portal. Plagiarism is very well monitored and provides transparent evidence for learners, tutors and the Academic Manager.

Learners have access to tutors on demand through an online ticketing system. Learners can access online or face-to-face support from tutors. Online support is provided by online video software. Learners can also use social media platforms to contact tutors. Learners report they are very satisfied with the support they receive from tutors.

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 type="checkbox"/> Yes	<input checked="" 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

Comments

Tutor knowledge is of a high standard. Tutors are very well qualified and experienced. Observation evidence and tutor meetings indicate that tutors have a very good understanding of the challenges of online and blended learning. Tutors have a high standard of subject knowledge which supports participants' developing knowledge and understanding. They have good communication skills that support effective delivery.

6.3 However, tutors do not always effectively check learning during delivery. Improvement in pedagogical techniques would offer a wider variety of delivery strategies.

There is a well-developed appraisal procedure for monitoring the performance of tutors. This includes regular learner feedback, examination results and enrolment data.

6.5 Tutors do not have access to continuous training that helps support their personal development and their effective delivery of teaching and learning.

7. Tutors respond to the individual learning needs of learners

- | | | | |
|-----|--|---|-----------------------------|
| 7.1 | The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience. | <input checked="" type="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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutor response to individual learning needs is good. Tutors are well informed of the academic backgrounds of learners and use this information when delivering learning. Tutors have information on learners' industrial backgrounds, range of experience and qualification levels. Tutors contextualise industrial theory and practice at the appropriate level for the course. Learners confirmed high levels of satisfaction with tutors' subject knowledge and experience.

Learners have good opportunities to develop their independent learning skills. A personal project, that contributes to the overall examination outcome, allows learners to more fully develop their independent learning skills. Learners are asked to complete tasks and additional reading outside teaching time.

Tutors use appropriate materials to meet individual learning styles. Written information is clear and concise and reinforced with visual material.

Learners can request additional support outside the teaching sessions to clarify understanding of concepts or programme content. Learners have access to recorded sessions and can request one-to-one support from tutors. This is managed by a very effective and prompt online system. Learners can also ask questions during delivery via live chat.

Learners are informed of the level of digital literacy needed prior to enrolment via course information on the website.

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

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|-----|--|---|-----------------------------|-----------------------------|
| 8.1 | Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 8.2 | Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 8.3 | Learners are made aware of how their progress relates to their target level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Assessment and feedback are effective. A clear schedule of examinations and production of an individual project, including deadlines, procedures and criteria, are provided on the website, in course information and at induction. Tutors receive appropriate information on assessment as part of their induction.

Very effective monitoring of progress, including eligibility criteria to access examinations, is conducted on a regular basis. All learners have a named customer relationship manager who regularly monitors examination eligibility criteria and examination marks. The learner services team, which includes the customer relationship managers, academic manager and the senior leadership team receive regular reports to allow for prompt intervention.

The learner support team meets regularly with learners to inform them of how their progress relates to their target level of achievement.

The learner support team provides regular advice and guidance, including information on alternative courses to learners, after the results of examinations.

Learner feedback is constructive and personalised. Learners receive marks against each examination question. Learners can request feedback from tutors on any aspect of examination performance via the e-portal ticketing system which is prompt, personalised and constructive.

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

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|-----|--|---|-----------------------------|--|
| 9.1 | Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Assessments are designed as formal examinations that reflect the learning outcomes of the programme. Four examinations are used to evidence awarding body learning outcomes and provide feedback to learners on their performance and level of ability. A work-based project allows for continuous feedback on academic and practical application in the workplace.

The Provider does not use formative assessment as programmes are designed for summative examinations only. This meets awarding body requirements.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Enrolment and application documentation is easily accessible and simple to complete and submit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

	learners accepted for enrolment meet these requirements and any claimed qualifications are verified.		
10.4	Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	After enrolment, the applicant has the benefit of a stated cooling off period during which they can cancel the enrolment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.7	Learners are made aware of the language proficiency needed to study on and complete the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The enrolment process is very effective in identifying if the learner is appropriate for their programme of study. Clear and appropriate entry requirements are communicated on the website. Entry requirements include levels of previous qualifications, language requirement and length of industrial experience. Customer relationship managers are available to discuss any aspect of the course prior to enrolment. Learners confirm high levels of satisfaction with the customer relationship managers.

Accessible and easily completed enrolment and application documentation is available on the website. Potential learners apply and submit information through the e-portal.

Information about the comprehensive course requirements is available on the website. A robust enrolment process ensures learners meet these requirements and all qualifications and work experience are verified.

Terms and conditions are fair, transparent and accessible and are available on the website. Learners have to accept them before they can enrol. Terms and conditions include the opportunity to apply for a scholarship and are individualised to each learner. Support with fees is available. Very few learners do not complete as extensions are arranged. The Provider offers the scholarships and, therefore, waives fees for the very limited number who do not complete. Terms and conditions include a 14-day cooling off period.

A statement on the website informs learners that they have to verify that they are suitable for the course.

Clear course related language requirements are available on the website for each course. Learners have to provide evidence of English language ability before enrolment. Learners are expected to have good English skills as a prerequisite for entry. Tutors assess English language skills and provide additional support where required. All learners are work-based and use English every day. The level of English skills is good and appropriate for the level of programme.

The PCE course is free and only offered to learners in Gujarat region. Learners are given an option to enrol as the course does not contribute to their final certification.

11. Services provided meet the reasonable needs of learners

11.1	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input 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

This standard is judged to be:

Met Partially Met Not Met

Comments

Learner services customer relationship managers are based in the learner services team. Learner services also include IT technicians. Well-briefed and informative customer relationship managers provide guidance and support on all aspects of study prior to starting the course and during the course. Learners confirmed support was very effective.

A comprehensive framework, facilitated by the customer relationship managers, provides support for general enquiries and is available to learners throughout their study time. Outside teaching time, the e-portal ticketing systems allow learners to request and receive support from tutors, customer relationship managers and technicians. Learners report that replies are prompt and they are very satisfied with the service.

Effective arrangements to advise on technical requirements and resolve technological issues support the effective delivery of online learning. Learners receive information on system requirements prior to enrolment. Technicians are available at each session to resolve any technological problems. Technicians are available outside teaching hours to provide additional support.

Learners have access to a social media platform which allows for peer interaction.

Highly effective monitoring of progress and accessible and motivating customer relationship managers encourage learners to progress and achieve. If required, customer relationship managers provide information on alternative programmes or arrange deferral arrangements.

A fair and transparent complaints policy and related set of procedures is communicated to learners at Induction and is available on the e-portal.

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

12.1	Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.	<input checked="" type="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 good. Comprehensive subject specific presentation materials and e-books are available at appropriate levels and are supported by tutor notes. Lectures are delivered with the support of presentation materials, which are clear, well-written and provide comprehensive information that covers all learning objectives. Written material is supported by good visual materials that enhance learning and understanding.

Regular reviews, including good evidence of revision from industry professionals and tutors, contributes to ensuring that materials are current and reflect actual industrial practice. There is evidence in review meetings which demonstrates how industry professionals have suggested additional or revised materials that reflect current practice in specific industries.

The use of teaching aids and learning resources is appropriate. Learners can access study materials and live lectures via the e-portal. Learners can access the presentation materials and e-materials via the e-portal. Recorded lectures are accessible for learners. Materials can also be accessed by downloadable files. However, there is limited use of more interactive learning materials. Learners have access to a wide range of online and hardcopy materials.

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

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

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

Comments

Learners have access to an internal messaging system, e-mails and a notification function on the e-portal. This allows for very effective interaction between the Provider and the learners. Learners report communication is very good. The live programmes are delivered making use of basic webinar technology.

13.1 Online interaction between the tutor and learner, as part of the online tutor-led sessions, is not optimised effectively because of the limitations of the IT systems and, therefore, opportunities to maximise learning are missed.

A team of IT experts ensure systems are operational at all times. Support is available to staff, including those working remotely and learners. Tutors and learners are very satisfied with the support offered and report limited system problems. System problems are dealt with promptly and effectively.

INSPECTION AREA – MANAGEMENT OF QUALITY

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Monitoring and reviewing of performance are good. Annual and monthly reviews monitor aspects of the Provider's performance. This includes a clear focus on key result areas and performance indicators that support the management of the learner journey. Employers consulted in the annual review contributed the idea that learner personal development in terms of general personal employability skills would improve their performance. The resulting course can be accessed by any learner in Ahmedabad as it is delivered each term. This has resulted in a professional competency and enhancement programme. Learners report it is highly effective in contributing to their continuous professional development.

Annual and monthly reports include target-focused action plans that are detailed, identify who is responsible and include a timeline. Action plans are monitored well and there is clear evidence of improving the experience of learners. For example, new course provision is being developed. This includes the development of new courses to address innovation in environmental technology. Industry specialists had highlighted growth in employment in this area.

Individual learner satisfaction feedback, examination success rates, examination eligibility data, enrolment and attendance data are collated centrally and monitored at monthly review meetings. The senior management team reviews the feedback and performance of each individual learner. There is clear evidence of improving the learner experience. For example, more support is being provided to prepare for examinations. However, data on the courses that identifies trends over time would enhance the overall management information and knowledge.

Action plans are regularly reviewed and monitored by the senior management team at monthly review meetings. There is evidence of effective implementation of agreed actions that improve the learner experience, for example the purchase of additional materials. Learners are encouraged to identify any recent research within their area of learning that can then be purchased.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Very effective monitoring of learner progress results in prompt and effective action by customer relationship managers. Reports are compiled monthly and include attendance data, examination eligibility data and examination achievement data.

Customer relationship managers contact each learner and arrange a one-to-one meeting to review support needs. This includes liaising with the tutor and offering additional one-to-one support. A function on the e-portal allows customer relationship managers to view real time deadline dates and to identify missed deadlines promptly.

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

16.1 The provider has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision. Yes No

16.2 The feedback is regularly reviewed by management and action is taken where necessary. Yes No

16.3 There is a mechanism for ensuring learners know what action has been taken as a result of their feedback. Yes No

- 16.4 Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider obtains feedback from learners from a ticketing system which provides information on their individual learning experience. This is systematically recorded, monitored and responded to promptly. However, regular informal feedback from staff and stakeholders is not formally recorded to ensure that it is taken into account in action planning.

Senior managers regularly review the individual learner feedback obtained and actions are taken. This is evidenced in monthly review meetings. Review meetings show that response is prompt. This includes reasons why actions cannot be taken. Learners confirm feedback is effective and prompt.

16.3 Although individual learners receive prompt and informative feedback, there is no mechanism to feedback to all learners on the actions taken as a result of feedback.

In addition to the ticketing system, informal learner opinions on course material and delivery are sought during and after the course. Outcomes of feedback inform tutor appraisals and provide evidence against the support services team's key performance indicators.

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

- 17.1 There is a clear statement of the level claimed relative to the 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

There is a clear rationale for non-accredited learning. Non-accredited learning courses are clearly identified by level and linked to clear course outcomes. Summative examinations provide evidence of how learners have met the course outcomes at the appropriate level. Learners receive a certificate and transcript which identifies the modules studied and awarded marks.

Non-accredited courses are offered as a response to employer need where accredited options are not available and are directly linked to employment opportunities.

External moderators are not required because of the nature of the assessments of the programme, which are internally set and reflect the standards of the accredited learning programmes.

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

Examination security and administration is robust and suitable steps are taken to mitigate any security risks. Learners' eligibility to take the examination is verified. The Provider effectively verifies identity, attendance and prior achievement to ensure that learners comply with the examination compliance standards.

Secure passwords are provided to each learner to access the online examination and to upload answer papers. External awarding body reports confirm all examination security and administration requirements are complied with.

The management of the assessment of internal awards follow the same process and procedures as for accredited awards. There is a procedure in place to allow learners to appeal against marks.

18.3 The Provider does not have systems in place, such as webcam technology, to specifically verify the identity of the learner at the time of taking the online examination.

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

There is an up-to-date lease for one of the buildings and evidence of ownership for the main address.

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

Premises are of a good standard. Access to the premises is protected by closed circuit television cameras and appropriately secured. A member of the security team is visible at the entrance. A lift is available for learners or staff who have difficulty using the stairs.

The premises are in an adequate state of repair. There is good decoration and the premises are regularly cleaned.

Health and safety rules are clearly displayed on each floor. Adequate information and signage are displayed inside and outside the premises.

Rooms are of a good size for the number of staff and learners. There is a suitable area to receive visitors. There are sufficient toilet areas which are very clean.

Air conditioning was very good and allowed all staff and learners to learn and work in appropriately cool conditions.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | There are facilities suitable for conducting the assessments required on each programme. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Training rooms are appropriate for delivery. A large training room was available for the delivery of face-to-face learning.

Good quality tables and chairs, an interactive whiteboard, laptop and projector allow for effective delivery.

All assessments are conducted online.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Learner absences are followed up promptly and appropriate action taken. | <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

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

- | | | | |
|------|---|---|-----------------------------|
| 23.2 | Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Additional facilities for learners and staff are good. Learners have access to a large room and a separate small library for private study. Learners also have access to a small number of laptops if required. A counselling area which is private and appropriate is also available. There is a separate learner waiting room. Online learners receive support via social media and a visual communication platform.

Staff have access to office space, a space for lunch and an area to make tea and coffee.

There are a number of small meeting areas and a large meeting room. This provides sufficient space for one-to-one and whole staff meetings.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | Learners receive appropriate advice before arrival. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.3 | Learners receive an appropriate induction and relevant information upon arrival. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.4 | Learners are issued with a contact number for out-of-hours and emergency support. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 24.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 24.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all learners safe. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 24.7 | Effective arrangements are in place to protect learners 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 NA

Comments

Each learner is assigned a personal customer relationship manager who supports them through all aspects of the programme. The customer relationship team is appropriately trained and experienced and provides a range of support services including providing advice and counselling. Learners are highly satisfied with the support provided.

Individual customer relationship managers provide comprehensive advice prior to enrolment on the course. This results in learners reporting they were very well informed prior to study.

An induction checklist identifies the content of induction. Learners receive individual induction and any relevant information from their personal customer relationship manager. This includes their personal timetable, examination dates, support services and financial and personal support available. Learners reported they were fully supported at induction.

24.5 Although learners reported they were safe and did not have experience of discrimination or abusive behaviour, the Provider does not have a policy to avoid discrimination or procedures to deal with abusive behaviour.

24.7 There are no arrangements in place to protect learners from the risks associated with radicalisation or extremism.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.3 | Information and advice specific to international learners continues to be available throughout the programme of study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.4 | Provision of support takes into account cultural and religious considerations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

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

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

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

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

Aspirational and inspirational managers ensure a learner-focused organisation that results in high levels of learner and staff satisfaction.

Well-monitored, learner-focused key performance indicators and prompt action supports continuous improvement.

Robust administration of examinations ensures that accredited and non-accredited security requirements are very effective.

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

High levels of tutor support have resulted in high levels of learner satisfaction.

Very good standards of tutor knowledge effectively support learners to develop their knowledge and understanding.

Actions Required	Priority H/M/L
5.6 The Provider must create more defined intended learning outcomes to provide a clear focus for delivery.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.10 The Provider must develop its grading policies and mark schemes to ensure fairness and consistency across all programmes.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
6.3 The Provider must provide training opportunities for tutors to further develop pedagogic skills.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.5 The Provider must ensure continuous training is available for tutors to drive continuous improvement in teaching and learning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER SUPPORT

Provider's Strengths

Highly motivated, knowledgeable and skilled support team provides very effective support for all learners.

Rigorous and well-managed entry requirements ensure learners are placed on the appropriate programme of study.

Actions Required	Priority H/M/L
13.1 The Provider must develop its technological platform to better optimise the interaction between tutors and learners to further enhance the learning experience.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

MANAGEMENT OF QUALITY

Provider's Strengths

Effective and transparent enquiry system results in prompt and efficient response to learner enquiries.

Effective programme review has resulted in an innovative professional competency and enhancement programme that is highly effective in meeting the continuous professional development of learners.

Very effective monitoring of learner progress results in prompt and effective support strategies.

Actions Required	Priority H/M/L
16.3 The Provider must develop an effective mechanism to provide information to learners on the actions taken in response to their feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
18.3 The Provider must put place appropriate systems, such as webcam technology, to verify the identity of the learner at the time of taking online examinations.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

FACE-TO-FACE COMPONENT (if applicable)

Provider's Strengths

Learners are highly satisfied with the support provided.

Actions Required	Priority H/M/L
24.5 The Provider must develop policies and procedures to address discrimination and abusive behaviour.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
24.7 The Provider must develop effective arrangements to protect learners from the risks associated with radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Provider should include the advisory board and the University of Gujarat representatives on the organisational chart to better represent the key role of these stakeholders.

The Provider should formally record all observations of teaching and learning.

It is recommended that the Provider formally records external feedback at review meetings from employers and other external stakeholders.

The Provider should include teaching presentations in standardisation activities.

The Provider should consider supporting tutors to use more online interactive materials to further enhance learning.

It is recommended that the Provider captures course performance, including learner feedback, in order to facilitate trend analysis.

The Provider should consider formally recording feedback from staff and stakeholders.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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