



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **SUPPLEMENTARY INSPECTION FACE-TO-FACE TEACHING COMPONENT (Online, Distance & Blended Learning)**

<b>PROVIDER:</b>	Modern Montessori International
<b>ADDRESS:</b>	46 Leslie Grove East Croydon CR0 6TQ
<b>HEAD OF PROVIDER:</b>	Ms Marianne Bourke
<b>ACCREDITATION STATUS:</b>	Accredited
<b>DATE OF INSPECTION:</b>	12 August 2019
<b>ACCREDITATION COMMITTEE DECISION AND DATE:</b>	28 November 2019

## **PART A – INTRODUCTION**

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### **1. Background to the provider**

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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 United Kingdom (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**

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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 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 24. All learners are over the age of 18 and most are female. The majority of learners are based in the UK. Other learners are from Cyprus, the United Arab Emirates and the United States of America.

At the time of the supplementary inspection there were five learners attending the face-to-face element of the programme. All are based in the UK. Three are UK nationals, one is from Italy and one is from Poland.

Learners are enrolled on a continuous enrolment basis.

### **3. Inspection process**

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The inspection was undertaken by one inspector over half a day. Interviews were held with the Principal, who was also conducting the training, the College Secretary and the group of learners. The delivery of the face-to-face training was observed. Documents associated with the training were scrutinised and a tour of the premises was carried out. The Provider cooperated very well throughout the inspection.

#### 4. **Background to supplementary inspection**

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The Provider was awarded re-accreditation under the Online, Distance and Blended Learning scheme for the full four-year period on 28 March 2019, having undergone a full re-accreditation inspection on 17 to 18 January 2019. At the time of the full inspection, there was no face-to-face training being carried out. The current face-to-face blended learning element is carried out once a year during the summer at the Provider's headquarters.

#### 5. **Inspection history**

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<b>Inspection Type</b>	<b>Date</b>
Stage 2	15 November 2005
Stage 3	18 January 2006
Interim	5 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
Re-accreditation	17-18 January 2019

## **PART B – JUDGMENTS AND EVIDENCE**

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*The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the Provider.*

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### **1. Significant changes since the last inspection**

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There have been no significant changes since the last inspection.

### **2. Response to action points in last report**

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*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.*

There is now a college mobile telephone in place to use which allows staff to have a dialogue with the learners during the initial stages of their course. This can be done via video calls with the international learners. There is also a face-to-face meeting in the early stages with learners based in the United Kingdom. As a result, learners are comfortable with the course procedures.

*13.1 Further instructional and educational digital services must be provided to optimise the interaction between the Provider and the learner to enhance the educational service.*

A series of videos have been produced. Each video provides a brief overview of a topic and there are accompanying manuals to enable learners to gain a fundamental understanding of the topic. The videos and manuals will support formative assessment, and a minimum mark must be achieved before the learner can progress to the next topic.

A new learning platform is being introduced to support the blended learners who are some distance away. The objective of introducing it is that it will supplement the current course and can substitute for some aspects of it. The learning platform is currently undergoing testing in the wider organisation, that does not form part of BAC's accreditation. It is being monitored from the start of a course to the final examination. There will then be enough evidence to see how effective the learning platform is and what adjustments may need to be made before it is rolled out to the Provider.

*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.*

A pre-student satisfaction survey is now in place to capture views on enrolment and on the settling in process. Data is being obtained by the College Secretary to feed into the annual review and inform improvements for next year. This is in addition to the existing feedback mechanisms to elicit the views of the staff and learners. At the time of the inspection, feedback from the face-to-face learners had not yet been gathered as teaching was still ongoing. This means that the Provider has not yet had the opportunity to introduce a strategy to ensure that learners provide feedback on the practical workshops.

### **3. Response to recommended areas for improvement in last report**

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*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.*

Appropriate formal feedback to self-employed staff is now provided and effective systems are in place for the regular delivery of this.

*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.*

The provision of technological support for the new learning platform now includes draft manuals. These will be reviewed as the testing of the learning platform continues.

*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.*

The Provider is now using the college mobile telephone for communicating with learners via social media platforms. Appropriate staff are being trained through a suitable social media marketing course, accredited by the College of Media and Publishing.

#### **4. Compliance with BAC accreditation requirements**

##### **4.1 Face-to-face component (spot check)**

*The numbers below refer to the standards as presented in the ODBL scheme document and main full inspection report*

#### **19. The Provider has secure possession of and access to its premises**

19.1	The Provider has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<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 Provider has ownership of its premises in East Croydon.

Secure access to additional premises leased by the umbrella organisation is available if required. This gives certainty to the Provider that additional space is available.

#### **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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
20.4	General guidance on health and safety is made available to learners, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

#### **Comments**

Access to the premises through all entrances is appropriately restricted, using electronic and/or biometric access control. Thus, the security of learners, staff, equipment and data is ensured. The recently extended building provides a light, clean and attractive environment for work and training, with ample space.

General health and safety guidance is appropriately available in written and oral forms. The level of awareness about health and safety is very high amongst staff and learners as the building also houses a nursery. Adequate signage and noticeboards are in place. The noticeboards provide a good mechanism for giving people up to date and urgent information.

There is plenty of room for the learners and staff to circulate. There is a common room for learners, with a kitchen area. The common room is also suitable for receiving visitors.

The number of toilets has recently been increased for learners. There are toilets adjacent to the learners' common room and training rooms. This helps to support the safeguarding measures in the building. The toilet facilities are very clean and well-maintained. There is a toilet in the building that is suitable for disabled access.

Ventilation is adequate in all rooms, leading to a pleasant learning environment.

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

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

**Comments**

The training rooms in the newly extended part of the building are purpose built. They are sufficient in size for the requirements of the practical workshops and are adequate for the number of learners, tutors and any monitoring staff.

Training rooms are fully equipped with the specialist materials required for the training of Montessori teachers.

The training rooms are built away from sources of noise and are appropriate for conducting assessments.

As a result of these facilities, a learning environment is provided that is fit for purpose for delivering all aspects of the face-to-face workshops.

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

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

**Comments**

Attendance policies, appropriate for the type of course offered and the method of delivery, are in place and effectively disseminated. Learners are fully aware of the attendance policy and absence policy in place in the learners' handbook and course information.

Attendance registers are completed during the workshops. Attendance records are retained securely by the College Secretary. This supports the internal verification process and the validity of the qualifications.

Learners are contacted promptly, via a number of different means in the event of absence. This supports the well-being of learners during their face-to-face training and further encourages full attendance at the workshops.

**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**

Learners attending the face-to-face component are fully occupied during the day and have sufficient space in the common room for private study. Learners bring their own laptops and report that they have sufficient resources for the workshops and the final assessment held at the end of the training.

The premises have ample, suitable space for tutors, academic staff and senior management in the recently extended building. Staff are able to carry out their work and relax in a spacious comfortable environment.

There are a number of individual offices of adequate size and appropriate meeting spaces available for staff to be able to carry out their responsibilities effectively.

**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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

A trained member of staff is available to provide advice and counselling for all learners throughout the duration of their course, including the face-to-face element. The College Secretary is the first point of contact for learner welfare and where appropriate the Principal is also available.

Appropriate documentation is sent to learners before they start their face-to-face element and further advice is available from the Provider. Learners report that they had all the information they needed to attend the workshops. This results in learners being fully prepared for their course and their stay in the UK.

On arrival, a useful induction is provided that includes health and safety, including fire evacuation guidance, as well as general housekeeping and safeguarding advice.

All learners are adults over the age of 18 and are based in the UK. A contact number for out-of-hours and emergency support is therefore not necessary.

A number of appropriately detailed policies and procedures on equal opportunities, bullying and harassment are disseminated through documents sent to learners. This enables learners to feel secure and confident that there are formal channels to bring issues to the attention of the Provider.

Even though there are no learners enrolled who are under the age of 18, staff are fully aware of the safeguarding risks involved in delivering face-to-face provision in the same building as young children who attend the Montessori nursery. Measures are in place to fully mitigate safeguarding risks and these are adhered to, such as face-to-face learners accessing the building through a separate entrance to the nursery users.

An appropriate policy to mitigate the risks of radicalisation and extremism is in place and an appropriate external training programme has been undertaken by the staff. The Provider is fully aware of the signs of radicalisation and the procedures to follow should they need to raise a concern. These arrangements are effective and appropriate for the organisation.

**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**

**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.  Yes  No

26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated.  Yes  No  NA

26.3 A level of supervision is provided appropriate to the needs of learners.  Yes  No

26.4 Appropriate measures are in place to ensure the separation between  Yes  No  NA

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participants under the age of 18 and those over the age of 18 when in the accommodation.

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**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**

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|------|---|------------------------------|-----------------------------|
| 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**

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4.6 **Compliance Declaration**

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**Declaration of compliance has been signed and dated.**

Yes     No

**PART C – SUMMARY OF ACTION POINTS**

**ACTIONS REQUIRED**

13.1 The Provider must make an evaluation about introducing the new learning platform as part of the course materials and implement it as appropriate.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
16.1 The Provider must ensure that there is an effective strategy to elicit feedback on the face-to-face provision.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

**RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)***

It is recommended that the Provider continues to review the technological support for the new learning platform as it is tested, with a view to producing effective guidance for the training of staff.

**COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE**