

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: IASeminars Limited

ADDRESS: 1 Westferry Circus
Canary Wharf
London
E14 4HD

HEAD OF INSTITUTION: Ms Deborah Fyfe

DATE OF INSPECTION: 9-11 December 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 26 March 2020

1. Background to the institution

IASeminars Limited (IAS/the Provider) was established in 2002 as a privately-owned United Kingdom (UK) registered company that is based in Scotland. It was set up to run short training courses relating to finance and accounting standards. The courses are delivered in the UK, United States of America (USA) and other countries worldwide. BAC accredits only the provision offered in the UK.

In December 2016, IAS was sold to a South African education group, Senya Education which had been set up by a consortium consisting of Regarding Capital Management Proprietary (RECM) and Calibre Limited. It now has a parent company in South Africa, called IASeminars South Africa Pty Ltd which is part of the RECM and Calibre Limited group.

Throughout the changes of ownership, the mission of IAS has remained to provide up-to-date, high-quality, customer focused training to finance professionals who wish to learn or stay up-to-date with International Financial Reporting Standards (IFRS), International Public Sector Accounting Standards (IPSAS) and related topics as required by their professional bodies.

The Provider has a registered office in London and its core team of six, work remotely in Scotland. A further three part-time members of staff also work remotely in Scotland. The majority of their training events take place in a central London hotel with a senior manager or faculty member present.

The Managing Director (MD) of IAS reports directly to the shareholders in South Africa. In the UK, the MD is supported by the Chief Academic Officer, Chief Financial Officer and the Product Director. In addition, the MD chairs the academic board, comprising the MD, Chief Academic Officer, Senior Instructor, Customer Services Manager and Project Manager. The board meets on a monthly basis to review the Provider's operations, performance and strategy.

The Provider's clients include government bodies, accountancy firms and large corporate organisations. Although IAS has a close relationship with its clients, almost all participants book themselves onto the courses independently, as most are senior officers within their organisations.

2. Brief description of the current provision

The Provider runs training courses on the topic of International Financial Reporting Standards (IFRS). Over time, the courses on offer have expanded to include International Public Sector Accounting Standards (IPSAS), United States Generally Accepted Accounting Principles (US GAAP) and other related topics. IAS is also an official Partner in Learning of the Institute of Chartered Accountants in England and Wales (ICAEW) and offers the ICAEW Certificate in International Financial Reporting Standards.

At the time of the inspection there were two open programmes running, designed primarily for private commercial corporations. They covered the newly revised IPSAS and up-dated IFRS. One programme, called the IPSAS Immersion, was an eight-day workshop and had four participants. The IFRS Fundamentals programme was delivered as a five-day workshop with eight participants.

At the time of the inspection, there were 11 participants from a wide range of countries including France, Ethiopia, the Netherlands, Saudi Arabia and Ghana. All were over the age of 18 and there was an equal split between female and male. To date, IAS has 48 participants registered for later programmes to be run in 2020.

Programmes run throughout the year according to a calendar on the IAS website. There are no specific entry requirements for courses. The customer care team will advise individual participants on their suitability for a course, if necessary.

3. Inspection process

The inspection was carried out over two and a half days by one inspector. The inspection took place at a central London hotel, where two courses were running. Face-to-face meetings took place with the MD, Senior Customer Officer and Senior Instructor. The inspector also met with one instructor and two groups of participants. A meeting was arranged with the main liaison at the host hotel, who also gave the inspector a tour of the premises. Online meetings were held with the Chief Academic Officer, Finance and Administration Officer and the Customer Service and Events Supervisor. A range of documentation was scrutinised. The Provider's staff co-operated very well throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	16-17 November 2011
Interim	20 May 2013
Re-accreditation	17-18 March 2016
Interim	19 February 2018

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | | |
|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff including those working at the delivery venue or remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.5 | The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is well documented and communicated to staff through a staff handbook and induction. There are clear definitions of roles and responsibilities which include overlaps to ensure that key team members can cover for one another. The extent of the authority of the parent company is clear.

The management team has been working with the Provider for a long period of time and is therefore very well experienced to carry out its responsibilities. Members of the team are effective in their specific areas and work effectively as a team.

There are excellent channels of communication, both through frequent informal conversations and formal meetings which are held according to a set diary with clear agendas and detailed minutes.

The Provider has a clear mission and has been developing more detailed goals to guide its activities. However, the mission and goals are not currently shared with all stakeholders.

Risk management is a standing agenda item for most meetings. As a result, risks are clearly implemented and reviewed on a regular basis.

2. The administration of the provider is effective

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

2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrators have a clear understanding of their and others' roles. While the roles are clearly defined and team members are allocated appropriately, there is also an ethos of shared responsibility for the administration of the organisation which is appropriate.

The administrative team is of a sufficient size to effectively cover all aspects of the Provider's administration.

There are detailed job descriptions which have been developed and tailored to mirror the skills and experience of the team and the individual members.

The Provider has excellent administrative policies, procedures and systems. These are disseminated effectively through websites, handbooks and participant and staff communications.

Data collection is effective. Detailed participant and staff data are kept up to date on a recently developed database which offers very good scope for data collection and retrieval. The system is secure and robust policies are in place regarding data protection.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff recruitment is managed by the MD and follows appropriate policies and procedures. Staff and instructors are suitably qualified.

Experience and qualifications are checked and verified through application and interview by the MD and a follow up conversation with the Senior Instructor. All staff recruited have a minimum of one face-to-face interview.

There is an effective appraisal system in place which reviews the performance of all appropriate permanent staff. Staff complete a personal reflection and have an appraisal meeting with their line manager where professional development targets are identified and recorded. Instructors are observed and given feedback when they begin working for the Provider.

3.4 However, observations are not carried out on a scheduled basis.

Some staff have been supported in their continuing professional development with training in areas such as customer care and relevant information technology.

3.5 However, the support is not consistent across the team and would benefit from arrangements where all staff are engaged in appropriate continuing professional development.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity comprises the Institution's website, which has been subject to a major redevelopment through 2019.

The new website is attractive, easy to navigate and provides accurate depictions of all aspects of the courses on offer. Information on courses is comprehensive and up to date and includes details of course locations, costs and content.

4.3 Terms and conditions and the privacy policy are published on the website. However, key policies such as the health and safety and admissions policies and the code of conduct are not currently available on the website.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgment on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The registration of participants is monitored and moderated by the administration team, ensuring that participants' needs are matched to the courses that they are registered for.

Comprehensive course descriptions are published on the website with very clear entry criteria for participants.

Participants' applications are reviewed by the administration team to ensure that entry requirements are met.

Online course descriptions provide applicants with sufficient information to make a judgment about the suitability of a particular course. In addition, members of the administrative team are available to advise applicants on their choice of programme.

Administrative systems and procedures are clear, thorough and understood by the administrative team. Participants reported that communication with the administrators was prompt, friendly and helpful. All felt fully briefed on the nature and requirements of the programme.

Many of the participants register directly from overseas through the website. They reported that they received excellent support from the administrative team before enrolling and during the course. Inspection findings confirm this view.

The Provider asks participants to declare any additional needs and responds accordingly.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is 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

Comments

The policy on attendance and punctuality is clear and communicated effectively to participants and instructors. Certificates are only issued to participants with 100 per cent attendance.

In cases of participant absence, the instructor is expected to inform the Finance and Administration Officer immediately. The absence will then be followed up by the administrative team. Attendance records are kept for all sessions.

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

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All meetings, including academic board meetings and annual full faculty meetings, incorporate an element of monitoring and review. All staff are expected to monitor and review their particular areas by reporting back during meetings and writing reports. This results in effective monitoring and review of performance.

Systems for obtaining feedback from participants are effective. Every participant completes a written feedback form at the end of the course. In addition, participants' oral feedback is sought by instructors and staff during breaks.

7.2 However, while staff may be able to feedback informally to management, they are not given formal opportunities to give feedback.

At the end of every course, participant feedback is collected, collated and reviewed by the customer services team.

7.4 Management review the collated feedback, but there is no record of action taken as a response to it.

7.5 Currently, responses or action taken in regard to feedback are not recorded nor communicated to participants.

7.6 Historically, annual reports were compiled for the board. However, such a report has not been produced for over a year.

The Provider has a comprehensive action plan, which is reviewed during management meetings.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching / training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The academic board is suitably qualified and experienced. It meets on a monthly and works effectively to review and plan all aspects of programme delivery.

Courses are planned individually and allocated appropriate rooms accordingly.

All instructors are experts in their fields. Delivery is monitored by the senior instructor and the academic board, ensuring that there is a consistent level of course delivery.

Materials are developed by the senior instructor and supplemented by individual instructors. All materials are reviewed by the academic board periodically to ensure that they are up to date and consistent in terms of presentation and quality.

The Senior Instructor coordinates the development and update of new resources, all of which are written in-house. The Senior Instructor's coordination is monitored by the academic board.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are updated by the Senior Instructor regularly, either as part of a general review or as a result of specific changes in legislation and standards relating to specific courses.

Participants' feedback clearly indicates that the courses met the needs of their employers and provide them with the knowledge required to carry out their jobs effectively.

Course materials are made up of a presentation and a handbook. Materials are produced specifically for individual courses. Participants reported that the course materials are comprehensive and extremely useful in order to meet the course objectives.

Training sessions are clearly focused on specific and detailed learning outcomes which are clearly communicated to participants.

The courses develop independent learning through presenting material to participants in order for them to take that information and apply it directly to their working environments.

Courses are adapted by instructors according to participant needs and backgrounds. Participants are asked to complete a pre-course questionnaire which asks them about their specific needs. However, only a small proportion of participants currently complete the pre-course questionnaire.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Instructors' subject knowledge is excellent, as are their communication skills. This ensures that they deliver the courses effectively. However, they do not make full use of specific training skills, such as facilitating pair or group discussions.

Instructors have an annual meeting which offers them opportunities for continuing professional development, including course updates and opportunities to share examples of best practice.

10.2 However, there is limited focus on the development of additional specific training techniques during this meeting.

Instructors get to know their participants' professional and learning needs through conversations, case studies and questioning relating specifically to their contexts. As a result, they are able to respond to the different backgrounds and needs of the participants.

Instructors involve participants through question and answer techniques which are effective in ensuring the active participation of individual participants.

10.4 Instructors do not systematically check all the participants' understanding of concepts and course content.

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

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants 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	

11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses do not include any formal assessment and, therefore, there is no monitoring of participants' progress in relation to any assessment targets. There are no examinations nor assessed work that participants need to produce.

Individual participants receive high quality individual feedback from instructors during sessions.

Instructors spend most breaks and all lunchtimes with participants, offering participants excellent access to instructors outside the scheduled course delivery time.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	External moderators are involved in the assessment process.	<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

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

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 14.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.2 | For internal awards, there are effective systems in place for examination security and administration. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.3 | For internal awards, there are clear procedures for participants to appeal against their marks. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

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|------|---|------------------------------|-----------------------------|-----------------------------|
| 15.1 | Participants have access to advice from an appropriate staff member on further study and career opportunities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.2 | If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

INSPECTION AREA - PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

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|------|--|---|--|
| 16.1 | There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |
| 16.5 | The provider has policies to avoid discrimination and a procedure for dealing with an abusive behaviour, including cyberbullying, and these are effectively implemented. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 16.7 | 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 |

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|------|--|---|--|-----------------------------|
| 16.8 | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.9 | The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The administrative team takes responsibility for participant welfare. Team members are suitably experienced and trained and are accessible to participants by e-mail. Participants reported that they felt very well looked after by the administrative team.

Pre-course information is detailed, comprehensive and personalised according to the individual and the course on which they enrolled.

Induction is delivered by the instructor or a member of the administrative team. Induction is tailored according to the length of the course, and effectively provides participants with the information that they need. Participants reported that they had very clear information about all relevant aspects of the course as part of their induction.

16.4 Participants are not issued with a contact number for out-of-hours emergencies. Therefore, participants cannot contact the Provider in case of an emergency situation which may affect their well-being, attendance or punctuality.

There are very clear policies outlining expected behaviour, ensuring that participants are very clear about procedures for dealing with abusive behaviour. These policies include expectations regarding the use of social media and mobile devices for both staff and participants.

A risk assessment has been carried out, a suitable policy is in place and staff are given appropriate training in regard to preventing radicalisation and extremism.

There is a detailed staff and participant code of conduct in place covering use of social media and technology.

16.9 Participants' employers' details are collected by the Provider, but next of kin details are not. The Provider is not able to contact participants' next of kin in case of an emergency.

17. International participants are provided with specific advice and assistance

- | | | | |
|------|---|---|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continues to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Most participants are international. They receive comprehensive pre-arrival information which includes advice on arrival into the UK, travel from the airport to their accommodation and advice on staying in London.

International participants' induction to the specifics of the local area are given individually, depending on where they are staying. Information is personalised, comprehensive and appropriate. International participants reported that they felt that the information they received was comprehensive and helpful. Inspection findings confirm this view.

Information for participants is ongoing through instructors, who spend much of their break and lunchtimes with participants, and through e-mails from the administrative team.

The Provider places great emphasis on taking into account cultural and religious considerations. This includes adjusting timetables, menus and room allocations to accommodate any specific requests.

18. The fair treatment of participants is ensured

- | | | | |
|------|--|---|---|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Participants are advised of BAC's complaints procedure. | <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

Terms and conditions are fair, transparent and published on the Provider's website. They include appropriate arrangements for refunds.

The complaints procedure is clearly described in the terms and conditions and includes reference to BAC's complaints procedure.

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

- | | | | |
|------|--|------------------------------|---|
| 19.1 | Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided which meets the needs of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <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

20. The welfare of participants in homestay accommodation is ensured and the provider's relationship with the hosts is properly managed

20.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	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
20.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

Participants are given useful and appropriate information about leisure opportunities and events in the local area and the city.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

- | | | | |
|------|--|---|---|
| 22.1 | The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

All staff who are not involved in the direct management or delivery of courses work from home. The Provider has carried out appropriate health and safety checks to ensure that home working conditions are suitable.

The Provider has an excellent long-term relationship with the hotel that it uses for course delivery. Course plans are made well in advance, ensuring that rooms are available. In addition, the hotel is able to offer some flexibility for short-term adjustments to rooms and participant numbers.

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

- | | | | |
|------|--|---|--|
| 23.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | 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 |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.8 | 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

The premises are appropriately secured with a single-entry point, and hotel reception staff on duty at all times. All classrooms are locked during lunch breaks.

The premises are in an excellent state of repair and cleanliness. Classrooms and toilets are freshened up at least three times per day and fully cleaned every day.

Appropriate general guidance on health and safety is made available to staff and participants.

Signage is sufficient for participants to be able to find their way to classrooms, lavatories and the dining room.

The premises are spacious and provide ample circulation space for participants and staff. Rooms are well ventilated and offer a comfortable working environment for participants and staff.

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

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

Training rooms vary in size and are booked in relation to the number of participants. During the inspection, all training rooms were of an adequate size to accommodate the courses.

Training rooms are equipped with appropriate technology to allow for effective course delivery.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The premises offer a number of break out spaces where participants can carry out their own private work or study.

Trainers prepare in their training rooms. For relaxation, they have access to numerous break out spaces.

An excellent range of food and drink is offered on site for participants and instructors. Lunch and break times form an integral part of the learning experience.

Individual offices and rooms are available for private meetings, as required.

There are no administrative offices, as all of the administration teamwork from home. The Provider ensures that the administrative team have appropriate space in their home and are well-prepared for home working.

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

The Provider has a clear mission and there is a clearly defined management and staffing structure with very good channels of communication.

There are appropriate administrative policies, procedures and systems in place which are disseminated effectively through websites, handbooks and participant and staff communications and result in an ethos of shared responsibility for the administration of the organisation.

The website is attractive, easy to navigate and provides comprehensive up-to-date course descriptions and information for participants.

Actions Required	Priority H/M/L
3.4 The Provider must put in place a policy to ensure that there are regular scheduled observations of instructors as part of performance reviews.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.5 Policies and procedures must be developed in order to ensure that all staff are supported in their continuing professional development.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.3 The Provider must ensure that all key policies are published on its website and accessible to all stakeholders.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.2 The Provider must develop formal procedures for collecting feedback from all staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 The Provider must develop systems for acting on feedback and recording actions taken.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
7.5 A system must be developed to record responses to feedback and communicate such responses to participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.6 Reports which include the results of performance reviews and data analysis must be produced annually.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Courses are developed and effectively delivered by experienced and knowledgeable experts in their fields.

All materials are produced specifically for individual courses, are reviewed regularly and are up to date.

Courses meet the particular needs of participants and give them the knowledge required to carry out their jobs.

Courses offer participants good access to instructors outside of the scheduled course delivery time ensuring that instructors get to know their participants' needs and are able to respond to them well.

Actions Required	Priority H/M/L
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10.2 The Provider must provide trainers with additional opportunities to develop their specific training techniques.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
10.4 Instructors must employ strategies which ensure that they systematically check all participants' understanding.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's Strengths

Participants receive comprehensive pre-arrival information which includes specific advice for international delegates.

Induction is comprehensive, helpful and tailored to the specifics of the local area.

The Provider places great emphasis on taking into account cultural and religious considerations and adjusts course components accordingly.

Actions Required	Priority H/M/L
16.4 The Provider must devise systems and procedures to be able to issue participants with a contact number for out-of-hours emergencies.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
16.9 The Provider must collect participants' next of kin details and make them suitably accessible to staff in and out of operating hours, to notify families in the event of an emergency.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's Strengths

The premises are secure, safe and entry is monitored at all times

The premises are in an excellent state of repair and cleanliness.

Food and drink provided for all participants and staff is excellent.

The premises are spacious, well ventilated and lit and offer an excellent work environment for participants and staff.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Provider builds on the work being undertaken to develop detailed goals and considers ways of sharing its goals with stakeholders.

The Provider should ensure that participants complete the pre-course questionnaire in order for instructors to plan according to individual needs and backgrounds.

COMPLIANCE WITH STATUTORY REQUIREMENTS

