



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM INSPECTION (Short Course Provider)**

**PROVIDER:** DAI Global LLC

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

**HEAD OF PROVIDER:** Mr Zachary Kaplan

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 27 October & 2 November 2020

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation, 28 January 2021

## **PART A – INTRODUCTION**

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

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DAI Global (DAI/the Provider) is a limited liability company that is owned by its employees. It was founded in 1970 in the United States of America (USA) and carries out work in economic and international development in more than 150 countries. Currently, the Provider has approximately 100 active, large development management projects spanning 90 countries and 5,000 global employees. The Provider has offices in Maryland in the USA, Apsley in the United Kingdom (UK) and Brussels in Belgium. The Provider hires premises in the UK and overseas to deliver its courses.

In March 2017, DAI Global LLC bought Local Content Solutions. The former owner of Local Content Solutions became the UK Principal Trainer for DAI Global LLC. The Provider's acquisition of Local Content Solutions enabled it to take over the delivery of the Local Content Masterclass, which it updated and amalgamated with its own course content. This led to the creation of the DAI Local Content Masterclass. The course is predominantly delivered in Texas and at the Henley Business School in the UK. Discrete training for specific groups has also been delivered in Ghana, Guyana, Kenya, Tanzania and Uganda. All face-to-face delivery currently comes under British Accreditation Council (BAC) accreditation.

The Provider has a unit dedicated to supporting private companies to be better corporate citizens in their local business operations. This unit is called the DAI Sustainable Business Group and the training provision is delivered through this unit.

DAI's mission is to make a lasting difference in the world by helping people improve their lives by giving back to the local community some of the wealth created by commercial developments, primarily gas and oil exploration.

The President and Chief Executive Officer (CEO), who are responsible for DAI training, report to the DAI Global Board of Governors, which comprises global development experts both within and outside the company.

### **2. Brief description of the current provision**

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The DAI Local Content Masterclass is a three-day programme that is delivered face to face. It aims to enable operators, contractors, regulators and local suppliers to learn how to use local resources to maximise socio-economic benefits for the local community and minimise operational risks. The programme has been adapted and is currently delivered online. It includes a mixture of trainer-led lectures, group exercises, computer modelling, group discussions and video case studies.

At the time of the inspection, there were 22 participants undertaking the course. This is the maximum number for the Masterclass. Most of the participants were male. All the participants were over the age of 18 and worked in the oil and gas industries in a range of roles, including as contractors and suppliers. The majority of participants came from Oman. Other countries represented were Iraq, Tanzania, Uganda and the United Arab Emirates (UAE).

The programmes are held at set times throughout the year and participants are enrolled on the next available programme. Bespoke programmes for specific clients are also delivered as required. Enrolment is mainly through the Provider's contacts within the oil and gas industries.

There are no prerequisites for enrolment, but there is an understanding within the industry that the programme is appropriate for employees who have a high level of education and who are decision-makers within private companies or government.

### **3. Inspection process**

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The inspection was carried out online over two half-days by one inspector. The inspector observed the teaching and had a discussion with participants and with the programme manager. Interviews also took

place with staff and senior management, including those who deliver the programme. Various documentation was reviewed. The programme manager was efficient and well organised and provided all the relevant information.

#### **4. Inspection history**

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	23 October & 21 November 2013
Interim	14 January 2015
Re-accreditation	29 October & 7 November 2018

## **PART B – JUDGEMENTS AND EVIDENCE**

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

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

A new Programme Manager was appointed in September 2020.

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

*17.7 Effective arrangements must be put in place to protect participants from the risks associated with radicalisation and extremism.*

DAI has instigated a radicalisation and extremism risk assessment that all staff must follow. The policy document identifies the risks and what risk mitigation activities are in place in relation to staff and participants. It includes the risks associated with information technology and the need for cyber-security. All access to online resources and information is monitored to only allow access to registered participants, and all training materials are assessed for appropriate content.

Managerial, administrative and training staff are trained annually on the topic of preventing radicalisation and extremism and are aware of the actions that they need to take if they are concerned about any individual or individuals or materials.

The actions taken by the Provider in relation to the risks associated with radicalisation and extremism are appropriate and proportionate.

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

There were no recommendations identified in the last inspection report.

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

#### **4.1 Management, Staffing and Administration (spot check)**

**The standards are judged to be:**  Met  Partially Met  Not Met

#### **Comments**

The management structure is well understood by all those who teach on and manage the programme. It is clearly defined and documented in an organisation chart. As a result, the newly appointed Programme Manager was able quickly to understand the reporting lines and processes.

The managers are experts in their field, with practical experience of the content of the programme, and are therefore suitably qualified and experienced.

The course is administered by the Programme Manager who is based in the USA, and who works well with the senior management and teaching teams to ensure that the programme is effectively managed.

The Programme Manager is the main administrator for the programme and has a clear understanding of her duties and responsibilities. Clear policies and procedures effectively support the Programme Manager in undertaking her role.

There are effective and appropriate policies and procedures relating to staff recruitment and continuing employment. These include the effective verification of the qualifications of new employees.

The annual staff appraisal process is thorough, with a clear focus on the employee's performance and any development needs. The process includes the setting of objectives for the following year.

Publicity material is well produced and accurate. It includes examples of the material used, testimonials from previous attendees, and guidance on those who may benefit from attending the programme.

The participant recruitment process is clear and fit for purpose. The programme is set at postgraduate diploma level and, although there are no formal entry requirements, a good standard of English language is required. Participants are selected by managers in the client companies, and also screened by the Programme Manager. All enquiries are promptly responded to by the Programme Manager. In practice, participants possess at least degree-level qualifications or work in roles that require high-level thinking skills. This is essential as they are required to work at a postgraduate level on the programme including the use of complex materials and data.

A clear policy on attendance and punctuality is written into the application process and is communicated effectively to potential participants. Accurate records of attendance and punctuality are maintained, and any absences are promptly followed up by the Programme Manager.

Effective mechanisms are in place for gathering feedback from participants. Trainers ask for feedback from the participants informally throughout the programme to ensure the relevance of the content, and participants are asked to complete a feedback survey at the end of the programme. Feedback is also requested from client managers. All the feedback is used in the post-programme evaluation to inform future improvements. A summary of participant feedback is posted on the Local Content Masterclass webpage. This provides access for all stakeholders to respond to the feedback that has been received.

The Provider has effective systems to assess its performance with a view to continuing improvement. Mechanisms to review and assess the effectiveness of the programme delivery are continuous and demonstrate the programme team's concern to deliver high-quality training and continual improvement.

Following the programme delivery, the trainers meet to consider how they can improve overall performance through their action-planning process. Participants' needs are identified and modules are improved, removed or added, depending on the outcomes of this review. Action plans are created from this review and acted on for the next programme delivery.

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#### 4.2 Teaching, Learning and Assessment (spot check)

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**The standards are judged to be:**  Met  Partially Met  Not Met

#### Comments

A new Programme Manager has been appointed. The Programme Manager has undergone an extensive and effective induction programme to introduce her to the organisation and the programme. As a result, the programme is managed effectively by the Programme Manager, who utilises an effective collaborative approach to teaching, learning and management.

Trainers are allocated to deliver different sessions depending on their expertise. They also teach the sessions with other trainers so that different perspectives can be presented. The trainers are highly expert in their fields. All the trainers are involved in evaluating the delivery of each session. This ensures a high level of consistency in the delivery of the learning experience.

All the materials and resources for the programme are produced in-house to ensure consistency and a high level of quality.

The learning is structured well to become incrementally more complex, enabling the participants to gradually build up their knowledge and understanding. The progress of participants is continually reviewed

through exercises and small-group work designed to test knowledge and the ability to apply newly gained information and analytical skills.

The trainers are highly experienced and are acknowledged experts in the areas covered by the programme. They are confident and enthusiastic about their subject area. Therefore, they are able to maintain the engagement of the participants and make their knowledge and expertise understandable and accessible to the participants. They are also excellent communicators. Although there is always a lead trainer in each session, all the trainers are usually present in all of the sessions. They contribute to discussions and provide different perspectives in a collegiate manner.

Trainers use appropriate activities within their teaching to enable them to check effectively participants' understanding, including question and answer sessions, mini tests and quizzes. They provide a range of learning experiences, including group work, scenario-planning and case studies to support different learning preferences.

Peer observations of teaching and learning take place throughout the programme delivery and this creates a good level of trust and support among the team, as well as providing good opportunities to continually improve. Through the appraisal process, DAI Global supports all its employees to identify and achieve a range of professional development opportunities to help them further develop their expertise in their role..

Participants confirmed that they are provided with excellent in-session resources and study materials that effectively further the aims of the programme, along with access to online resources both before the programme begins and during the evenings of the first and second days.

Although there are no formal assessments, trainers constantly review participants' progress and provide activities that allow participants to monitor their own progress effectively and reflect on their learning. Participants are able to relate the theoretical training to their own practical situation in the workplace.

Clear formative feedback is provided as part of the delivery model and trainers are available to participants outside class times to provide additional support. Participants confirmed that they found the programme challenging and stimulating. Inspection findings confirm this view.

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#### 4.3 Participant Welfare (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

#### Comments

The Programme Manager is responsible for providing welfare support to the participants while they are attending the programmes. She works closely with all prospective participants and provides effective support prior to their joining the course.

Participants receive an induction at the beginning of the programme that outlines the Provider's expectations in relation to the ethos of the programme and its demanding nature. These expectations include the required appropriate behaviour and the expected level of engagement. The policy document on radicalisation and extremism is also outlined.

As participants come from a range of different countries and cultures, they are provided with appropriate travel advice and reminded of the expected behaviours within the host country. Participants confirmed that the induction was useful and helped them to settle into the programme quickly.

The managers and trainers consider different cultural needs, such as the necessity to have appropriate time for prayer breaks. These breaks are clearly identified in the programme.

The contractual terms and conditions are made clear to all participants. Participants are directed to DAI's complaints procedure and also to BAC complaints procedure.

DAI maintains a strong ethical stance as part of its operational culture. It has a strong focus on ensuring the fair treatment of all the people with whom it deals.

4.4 Premises and Facilities (spot check)

**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

Compliance is based on the findings of the previous inspection. No contrary indications were identified during this inspection.

4.5 Compliance Declaration

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

Yes     No

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

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**STRENGTHS**

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The very well-planned and structured programme has excellent materials that support the development of the learning very well.

The trainers and programme manager work well as a team. Their exceptional experience and enthusiasm ensure the success of the programme.

The training team have high expectations about the level of engagement from participants. This contributes effectively to a high-quality learning experience.

Participants are encouraged to apply their learning to their own experience, so that they can contextualise their new knowledge when they return to their workplace.

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**ACTIONS REQUIRED**

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None

High     Medium     Low

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

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None

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

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