



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: International School of Communication

ADDRESS: 13 Grosvenor Place
London
SW1X 7HH

HEAD OF PROVIDER: Mr Will Hardie

DATE OF INSPECTION: 5-6 October 2020

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 28 January 2021

1. Background to the provider

The International School of Communication (ISOC/the Provider) is a training provider that offers short courses in professional communication skills, including public speaking, media training and public relations. It has schools in London and Dubai. BAC accredits courses delivered to participants in the UK. ISOC aims to provide individuals with skills and training that can be applied directly to tasks in the workplace, as well as to help employers raise team performance directly.

In addition to running short courses, ISOC also supports companies with a range of advisory, consulting and facilitation services in areas beyond training, where it can add value or effectiveness. These services do not form part of the provision that is accredited by BAC.

The International School of Communication Limited is a private limited company, whose two Directors are joint shareholders.

Since the last inspection, one Director (the Director) has assumed sole responsibility for the leadership and operational management of all provision. He is supported by a Training Manager and a team of training administrators.

The Director divides his time between the two schools, and the team works flexibly between London and Dubai in response to demand and specific course requirements. Since March 2020, all open public courses have been delivered online. In September 2020, face-to-face delivery resumed for some customised private courses.

2. Brief description of the current provision

ISOC runs more than 50 open courses on topics relating to communication. It also maintains a more extensive bank of resources on specialised topics that are delivered as customised courses and programmes for private clients.

The range of short open courses are aimed at anyone whose work requires excellent communication skills. ISOC also offers short bespoke courses tailored for specific clients, and one-to-one coaching for senior executives. Examples of ISOC's courses include Communications and Public Relations Strategy, Communication and PR Management, Media Relations, Event Management, Writing Skills, Social Media Communications and PR, Government and Public Affairs, and Crisis Communication Management.

Face-to-face courses are delivered as short, full-time courses in ISOC training centres, on site at client premises, and in hired venues as appropriate. ISOC also offers part-time blended delivery and self-paced online learning resources for specific courses. Since March 2020, delivery of all courses has been online, with most of this delivered live using virtual-conferencing software.

The delivery time for short courses is between two and ten days. Open courses are run in blocks that repeat every six to eight weeks. Participants on all courses are aged 18 years or above, with most above 30 years of age.

Over the previous year, 223 participants were registered. Participants are from a wide range of countries around the world, including the UK. The majority are female. The largest nationality groups are from Nigeria and Saudi Arabia. The total capacity for face-to-face participants in London is 400.

At the time of the inspection, there were six participants attending three public training courses being delivered live online.

There are no specified educational prerequisites for joining the courses.

3. Inspection process

The inspection was carried out remotely by one inspector over two days. Meetings were held with the Director, the Training Manager, trainers and participants. A range of documentation was scrutinised, lessons were observed, and a virtual tour of the premises was conducted. The Provider was helpful in the organisation of the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	15-16 September 2008
Supplementary	16 February 2010
Interim	1 March 2010
Re-accreditation	26-27 February 2013
Interim	19 November 2014
Re-accreditation	8-9 August 2016
Interim	11 October 2018

PART B – JUDGEMENT AND EVIDENCE

The following judgements 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

<p>The organisational structure is clearly defined. One of the proprietors is fully involved in the day-to-day running of ISOC. He is very well qualified and experienced to carry out this role effectively.</p> <p>Communication is very effective throughout the Provider. Daily online meetings ensure that all staff and trainers are kept informed of developments and have opportunities to provide feedback. Staff working remotely and in different time zones attend these meetings. As a result, course delivery runs smoothly.</p> <p>ISOC has a published mission statement, which is successfully communicated to all stakeholders and informs the delivery of high-quality, vocationally focused courses.</p> <p>Exposure to risk is regularly assessed through procedures relating to quality assurance, data protection and financial review.</p> <p>1.5 However, the Provider does not have a written risk management strategy that records the outcome of this analysis.</p>

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 type="checkbox"/> Yes	<input checked="" 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 are suitably experienced and demonstrate good understanding of their responsibilities. The size of the team is sufficient for the current level and mode of delivery and all necessary policies and procedures are in place to ensure the successful operation of ISOC.

An appropriate electronic database and course registration system support the administration of the Provider. These systems allow for the effective collection and collation of data, including participants' records.

2.6 Trainers' personal records are not all maintained electronically. As a result, electronic trainer files are incomplete and certain documents that may be held in hard copy are currently inaccessible.

Data protection procedures are suitably robust and well disseminated.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Policies and procedures for the recruitment of staff are appropriate for the current size of the Provider and include all the necessary pre-employment checks.

3.2 Staff files do not include evidence of checks on qualifications and experience.

The Provider is not recruiting new trainers to work remotely. Rather it is drawing upon trainers from the existing pool who are confident in delivering online.

Administrative staff and trainers sign to confirm that they have read and understood the handbook and other materials provided at induction to help ensure compliance with ISOC policies.

There are informal procedures for reviewing the performance of all staff. Trainers on all types of courses are observed regularly by administrators and receive useful oral feedback.

3.4 The procedures for reviewing the performance of staff are not provided in written form. The appraisal of administrative staff is not completed regularly. No written records of the observations of the trainers have been

maintained since the start of online delivery. As a result, areas for development are not tracked through to completion and outcomes from observations do not contribute effectively to quality assurance reviews.

Staff and trainers benefit from appropriate Continuing Professional Development (CPD) that supports progress towards ISOC's development goals.

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

The ISOC website holds appropriate information on the Provider and comprehensive course information. This is accurate and up to date. Participants confirm that the website provided the information they required to make the most suitable choice of course. Inspection findings confirm this view.

4.3 Policies are not available on the Provider's 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Most participants attend because of a need to acquire additional knowledge and skills that is identified by their employer. The website has clear information about the target participants for the courses, as well as the level of English required.

Well-designed registration procedures ensure that applicants receive thorough guidance in selecting the course most suitable to meet their goals. A pre-course questionnaire enables trainers to pitch delivery at the most appropriate level to meet participants' needs.

The Provider achieves suitably rapid response times for all types of enquiries.

Overseas agents are not used.

5.7 Special educational needs and disabilities are not elicited during the application process.

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

Participants are informed orally of the clear attendance and punctuality requirements, and attendance is included in reports made available to employers. However, the policy does not appear in written form.

An administrator is always present at the start of sessions and follows up any absences promptly. As a result, attendance levels are high.

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 checked="" type="checkbox"/> Yes	<input 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 checked="" type="checkbox"/> Yes	<input 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 checked="" type="checkbox"/> Yes	<input 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

Informal feedback is obtained regularly from participants and trainers while courses are in progress. This allows for adaptations to be made to meet participants' goals.

Formal participant feedback is taken at the end of courses and analysed to produce satisfaction data, which is monitored to inform future delivery. The Provider also contacts employers to check whether they are happy with the outcome of the training. As a result, satisfaction levels are high.

Quality assurance procedures are thorough and accurate and result in effective action-planning. Actions are implemented promptly and effectively, and their impact is reviewed appropriately in regular management meetings.

7.6 The annual report is brief, and while accurate, it is not supported by reference to any data.

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

Trainers are effectively managed by the Director. They are well supported in the logistics of course delivery by the Training Manager and administrator. ISOC's expectations of trainers are clearly set out in the trainer manual.

Consistency in delivery is assured by procedures set out in the trainer manual, by the monitoring of all sessions and by the use of training resources that are produced centrally. These include high-quality slide sets accompanied by trainer notes, and workbooks with well-designed templates for all tasks associated with a course. Course materials are constantly updated and have recently undergone a thorough revision to adapt them for effective online delivery.

Course materials are provided by ISOC, while trainers provide their own links to supplementary materials, usually from open sources on the internet. Trainers are able to substitute slides from other ISOC courses where they better meet participants' learning goals. This provides access to a very good range of suitable resources.

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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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 regularly reviewed and case studies are frequently updated to reflect the latest developments in the field.

Schemes of work have clear learning outcomes, which are appropriately referenced during course delivery.

Course materials are professionally presented, and support participants to achieve the learning objectives

Courses do not lead to final examinations or assessments, although detailed written feedback on performance is provided to participants on media courses.

Trainers are sent the completed pre-course surveys in advance of delivery and use these to adapt elements to better meet the participants' backgrounds, reflecting this in the choice of case studies, for example.

Participants confirm that the courses are closely aligned with their own learning goals. The inspector agrees with this judgment.

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

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

Comments

Trainers are very well qualified and experienced in their respective fields and receive appropriate support to deliver courses effectively. Most recently, this has been in developing skills for delivery using a virtual-conferencing platform.

Delivery of training is well paced, engaging and suitably personalised to the needs of the individual participants.

Training is interactive, with effective questioning to check and consolidate learning. A range of stimulating activities enable participants to apply learning to their own work contexts.

Participants are very positive about their trainers and the level of interaction they have with them.

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 are short professional courses and do not lead to final assessments but rather to meeting the learning goals of participants.

Appropriate informal feedback is provided to individual participants during the training sessions. Trainers are very approachable and talk informally with participants before the sessions and during breaks, providing them with opportunities to ask any additional questions. This approach is sufficient for the length and purpose of the training.

Written feedback using a well-designed template is provided to participants on media and public-speaking courses. This ensures that participants are properly informed of their strengths, together with areas for development and techniques for achieving a greater skill level.

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

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

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

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input type="checkbox"/> Yes	<input checked="" 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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 type="checkbox"/> Yes	<input checked="" 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The participants receive appropriate support in accordance with their needs. The Director has overall responsibility for welfare and ensures that any participant concerns are resolved promptly.

Thorough pre-course information, advice and guidance are provided by well-trained staff so that participants know what to expect when they join the course.

A suitable course induction is provided by trainers. The Training Manager or an administrator is available during the training to deal with any issues as they arise. The Training Manager holds the telephone with the out-of-hours emergency number. The number is provided to participants with their joining instructions.

16.5 The participant handbook has not been updated to reflect the current online delivery of courses and is, therefore, no longer issued. As a result, participants do not have access to key policies and procedures, including those related to discrimination and abusive behaviour.

The Provider has a suitable policy to protect participants from the risks associated with radicalisation and extremism and has conducted an appropriate risk assessment. Managerial and administration staff have completed relevant training.

16.7 At the time of the inspection, trainers had not undertaken such training.

16.8 There is no e-policy 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.

Participants' details are collected and are appropriately accessible to staff. As all open course delivery is currently online, it is not applicable to collect next-of-kin details although this will be carried out when face-to-face courses resume.

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**

International participants are provided with all the necessary information prior to travelling to the London centre. Staff are available to deal with any further questions throughout the course.

There are appropriate facilities at the London centre for participants who wish to pray, and special dietary requirements are effectively accommodated.

Trainers take account of different cultural considerations in the delivery of the training.

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 type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18.3 | Participants are advised of BAC's complaints procedure. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

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

Fair and transparent contractual terms and conditions are provided to prospective participants with the application form.

18.2 The ISOC complaints procedure is contained in the previous participant handbook and is not available to current participants.

18.3 Participants are not currently advised of 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. Yes No NA

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

Comments

20. The welfare of participants in home-stay 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. Yes 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. Yes No

20.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No

20.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No

20.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes 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. Yes No

21.2 The social programme is responsive to the needs and wishes of participants. Yes No NA

21.3 Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. Yes No NA

21.4 The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. Yes No NA

21.5 Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. Yes No NA

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

Comments

There is no formal social programme as participants attending courses at the London centre stay for very short periods and at the time of the inspection all participants were attending courses online. However, information on local events that may be of interest is provided to participants on demand.

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

The Provider has secure tenure on its premises under an appropriate sub-lease agreement. It also provides customised training using employer premises and suitable hired conference facilities.

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 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 fit for purpose, secure and very well maintained. Visitors gain entry by reporting to the general reception on entry to the building.

Health and safety guidance is provided to participants through an appropriate scripted induction, which is delivered by trainers.

Notices are displayed in all rooms to inform all users of the premises of key health and safety procedures.

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 provide suitable accommodation and are well equipped with Information Technology (IT) for the delivery of the face-to-face courses. Specialist equipment and cameras are available for media training.

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

A small library of specialist books is available for participants' use. Most additional resources are provided electronically and participants use their own computers for this purpose.

Trainers are provided with course materials in advance and do their preparation before arrival at the centre.

Participants and staff have access to a very well-appointed relaxation area with a modern television screen, coffee machine and water cooler.

There is a spacious and well-equipped office space, which can be used by trainers if required.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
26.3	There are established processes which enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

- | | | | |
|------|---|---|-----------------------------|
| 26.4 | Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

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

Comments

The online courses currently offered consist of live training via a virtual-conferencing platform. The Director and staff understand how to deliver the training to meet the high standards they have achieved in face-to-face courses.

Training is delivered in real time and there are no submissions from the trainers or participants.

Training sessions are appropriately monitored. Trainers on all types of courses are observed regularly and are well supported by an administrator.

27. Online course management is effective

- | | | | |
|------|---|---|---|
| 27.1 | There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.4 | Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.5 | Online programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.6 | Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials. | <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 Director is suitably experienced and has provided effective training to the administrative team and trainers involved in online delivery.

Courses are typically provided to individuals or small groups, allowing for the effective tailoring of the delivery to meet participants' learning goals.

The courses have been suitably adapted for online delivery, with engaging visual resources, including high-quality slides and video clips.

28. Trainers have an acceptable level of technical knowledge

- | | | | |
|------|--|---|-----------------------------|
| 28.1 | Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.2 | Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Trainers demonstrate excellent skills in online delivery. They receive regular feedback from the staff who monitor their courses and quarterly reports with analysed participant feedback to support further improvement.

Oral feedback to participants is effectively monitored by the Training Manager or administrator present during the training.

Written feedback on the participants' performance is provided for specific face-to-face courses or as reports from the Provider, if requested by employers.

29. The enrolment process is comprehensive, transparent and supportive to applicants

- 29.1 Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. The level of digital literacy required to follow the programmes is similar to that required to apply to join the courses.

30. Online services provided meet the reasonable needs of participants

- 30.1 Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively. Yes No
- 30.2 Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically. Yes No
- 30.3 The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility. Yes No
- 30.4 The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

A member of staff is present at all training sessions to assist participants, who can ask for support using the chat function.

Prior to commencing the course, participants are advised of the technical requirements, such as broadband speed.

The level of peer interaction is similar to that on the Provider's face-to-face courses. It takes place in training sessions via the virtual-conferencing platform and is sufficient to meet their learning goals.

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

- 31.1 The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services. Yes No

31.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. Yes No

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

Comments

A widely available virtual-conferencing platform is used for the online delivery of the courses. This platform allows participants to contribute in the same ways as they would in a classroom environment.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

There is highly effective oversight of the provision, resulting in achievement of the ISOC's mission.	
Communication throughout the organisation is good, ensuring that courses run smoothly and meet clients' requirements.	
There is regular and effective use of feedback to drive improvements.	
Actions required	Priority H/M/L
1.5 The Provider must produce a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.6 The Provider must ensure that trainers' personal records are sufficiently detailed, regularly updated and filed in a way that allows all documents to be accessed by all staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
3.4 The Provider must develop a written procedure for regularly reviewing the performance of all staff and implement this consistently.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.3. The Provider must publish its key policies on the ISOC website to ensure they are accessible to all stakeholders.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.7 The Provider must implement effective systems to identify participants who have special educational needs and disabilities to enable the Provider, where possible, to meet their requirements.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.6 The Provider must further develop the annual report to provide detailed evaluation of performance with reference to the supporting data.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

There is very effective management of training and learning, resulting in courses that are well designed and delivered to a high standard.	
Trainers are well qualified and experienced, and responsive to individual participants' learning goals.	
There are very high-quality, up-to-date training materials that support learning effectively.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's strengths

There are very good levels of support from administrative staff, which ensures that participants are well informed about their course and that their needs are met.	
Actions required	Priority H/M/L

16.5 The Provider must update the participant handbook to reflect current provision and include key policies and procedures. This must be made available to participants at the start of their course.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
16.7 The Provider must ensure that trainers complete suitable training to address the risks associated with radicalisation and extremism prior to delivering courses to participants in the UK.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
16.8 The Provider must develop a suitable e-policy for the face-to-face provision.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
18.2 Participants must have access to a fair written complaints procedure at the start of the course.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
18.3 The Provider must advise all participants of BAC's complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The premises are very well maintained and suitably equipped.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The well-trained staff and trainers maximise the effectiveness of virtual-conferencing software for course delivery.

The training materials are visually engaging.

There is active involvement of all participants.

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

Records of formal observations should be shared with trainers and kept in trainers' staff files.

The Provider should include a written attendance and punctuality policy among its key policies on the website and in the participant handbook.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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