



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Short Course Provider)

PROVIDER:	Operation Mobilisation
ADDRESS:	The Quinta Weston Rhyn Oswestry Shropshire SY10 7LT
HEAD OF PROVIDER:	Mr Matthew Skirton
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	27 November 2020
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, February 2021

PART A – INTRODUCTION

1. Background to the provider

Operation Mobilisation (OM/the Provider) is the United Kingdom (UK) training arm of a global ministry organisation. The Provider is part of OM's global family of ministries, but has UK-specific goals, including delivering training.

The Provider has two main centres. The head office is near Oswestry, Shropshire and the training centre is in Halesowen, West Midlands. Only OM in the UK is accredited by the British Accreditation Council (BAC).

The aim of the training is to equip participants to share God's love either in the UK or overseas. The non-accredited training provides knowledge and skills and prepares participants to work in different cultural settings.

OM in the UK has a Chief Executive Officer (CEO), who reports to a Board of Trustees (the Board). The CEO and the Board are accountable to the global leadership of Operation Mobilisation.

The CEO is supported by Divisional Heads, who oversee Department Heads and Team Leaders. Day-to-day management of training is led by the Heads of Training. The Heads of Training report to the Divisional Head, who in turn reports to the CEO. The Provider has an international team of trainers to reflect the needs of the participants.

2. Brief description of the current provision

OM in the UK offers two courses. These are English Language and Cultural Opportunities (ELCO) and Missions Discipleship Training (MDT). The training is not externally accredited. The ELCO course is designed to equip non-native speakers of English with the language skills to enable them to contribute productively in a cross-cultural English-language environment, to enable progression to the MDT programme, and to support further training or work opportunities. There are three intakes for the ELCO course, in January, May and September. ELCO is delivered in 25 contact hours per week over 13 weeks. Time is also allocated for one-to-one tutorials and meetings with mentors.

There are two annual intakes for the MDT course, in January and September. Participants on the MDT programme have Practical Mission Experience of two to three months, in the UK or overseas, where they can develop practical skills while continuing to reflect on mission and discipleship themes covered during training. The training programme is 13 weeks long, with 22.5 hours of formal training each week. Classroom-based learning is combined with practical experience. Each participant is assigned a personal mentor with whom they meet weekly.

The Provider can accommodate up to 24 participants, all over the age of 18. The application process includes an interview and assessment before and on arrival. Participants on the MDT course need to demonstrate an appropriate level of English-language proficiency. ELCO participants have an initial diagnostic assessment to identify their starting points.

At the time of the inspection, both courses were taught online. There were 11 participants enrolled, two on the ELCO programme, both male, and nine on the MDT provision, the majority being female. Participants are from Argentina, Japan, Brazil, South Korea, Singapore, Costa Rica, Ghana, USA, Malta, Chile and Germany. Participants are aged 21 to 66.

The current MDT course is being delivered from September to December 2020 and the Provider is recruiting for January 2021. The current ELCO programme is being delivered from September to December 2020. An ELCO online course is planned for spring 2021, and recruitment is under way for a residential course in summer 2021.

3. Inspection process

The inspection was carried out remotely, over one day, by one inspector. Meetings took place with the Heads of Training, the senior leadership team, the trainers and participants from both courses. Training sessions from both courses were observed. Documentation was scrutinised. The availability of the information provided to the inspector was good and the organisation cooperated very well with the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	13 February & 20 March 2009
Interim	4 June 2010
Re-accreditation	15 & 20 March 2013
Interim	20 May 2015
Re-accreditation	12 & 19 June 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

The MDT and ELCO courses have coordinated their programme dates and both training programmes now start and end at the same time.

Both programmes are currently taught online, with the possibility of face-to-face training resuming in the near future.

2. Response to action points in last report

7.1 The Provider must develop feedback and reporting mechanisms for all stakeholders.

There are very good mechanisms for eliciting and reporting on feedback from a range of stakeholders. Participants complete mid-term and end-of-term questionnaires, as well as end-of-module evaluations. In addition, oral feedback is obtained at the beginning of the course although this is not a formalised process. Staff feedback is elicited in staff meetings. Feedback to the Provider from placements is collected via a placement report form.

7.4 The Provider must develop formal mechanisms for reporting on its response to participants' feedback.

The Provider reports its response to feedback in meetings with participants and has instituted a student feedback action form. When face-to-face training resumes, the Provider will display notices informing participants of the actions taken.

16.2 The Provider must develop a formal appeals process for assessment marking on the MDT course.

No marks are awarded, so this action is not currently applicable.

17.7 The Provider must develop a more effective approach to protect participants from the risks associated with radicalisation and extremism.

There is a well-implemented policy to mitigate the risks of radicalisation and extremism. There are appropriate risk assessments and the subject is covered in depth through the training, together with the importance of having respect for one another.

3. Response to recommended areas for improvement in last report

The Provider is recommended to document all personal training plans in one plan.

There is now a single document that records all personal training plans.

The Provider is recommended to make better use of targets and evidence-based detail in its self-evaluation report.

The Provider is developing a self-evaluation process that draws on feedback from a range of stakeholders and makes effective use of data relating to attendance, punctuality, retention, completion and achievement.

The Provider is recommended to develop a formal teaching and learning resource acquisition policy and procedure.

A learning resource acquisition form is now in use.

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 Head of Training role is clearly defined and provides a strong lead to ensure that the Provider fulfils its aims in line with the ethos of the organisation. The Divisional Head oversees the role and reports, in turn, to the CEO.

Recruitment processes are effective in ensuring that staff are well qualified and experienced for their roles. Qualifications are verified and references taken up before appointments are confirmed and recorded on a single central record.

Administration is organised efficiently and policies are reviewed regularly. Some administration is carried out at the head office, such as finance and human resources activities. Other administrative tasks are allocated to different members of the training team in Halesowen. Responsibilities are clearly defined, and team working is excellent.

The website gives an accurate depiction of the Provider's mission and training opportunities. The Provider responds promptly to application enquiries and provides all necessary information to allow applicants to make informed choices and gain an understanding of what will be involved. Consequently, prospective participants are well prepared and settle quickly into their courses.

There is a well-implemented policy on punctuality and attendance. Registration and attendance records are thorough and accurate, and lateness is rare. Average attendance, retention and achievement rates are extremely high. The records, that show extremely high percentages of participant progression into areas of work around the world, are exceptionally good and well maintained.

The Provider has a culture of continuous quality improvement. There is an effective action plan for improvement that is well implemented. Not all improvement targets are sufficiently specific and measurable which would enhance the monitoring process.

The staff are committed and passionate, very supportive of the Provider, and work together very well.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Teaching and learning are well planned and organised. Participants receive a course handbook, including their timetable, which details the topics to be covered. Tutors work well together to support participants and share best practice. The Provider has adapted well to training being delivered online. Participants interact well with each other and their trainers and are fully engaged in the sessions.

There is no formal examination process. Participants receive regular, constructive feedback on their progress and achievement in class, and in weekly tutorial and mentoring sessions.

Teaching is good and adapts well to the individual needs of the participants, who benefit from a variety of different tutors from different countries and backgrounds. Participants confirmed that they benefit from learning about different cultures. Participants have the opportunity to become familiar with a range of different accents in the English language, and to learn from tutors who have a wealth of practical experience. Consequently, participants grow in confidence whilst undertaking their course and make good progress.

4.3 Participant Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Pastoral support is excellent. There is a staff member who is officially responsible for participant welfare and is suitably trained and experienced and available to help participants.

The culture of the organisation is exceptionally supportive and all staff members play a part in ensuring the welfare of participants. Relationships are excellent and staff and participants support each other very well. Participants also have weekly mentoring sessions and personal tutors. Consequently, they understand what they need to do to improve. They receive regular, constructive feedback on their academic progress and spiritual growth.

Participants receive a relevant induction and clear information at the start of the course. As a result, they settle into their programme of study very well.

International participants receive comprehensive advice before travelling and on arrival. The multicultural team is very effective in providing appropriate support. Participants stressed the value of learning to understand other cultures and backgrounds. All participants confirmed that they felt safe and well supported.

The clearly documented complaints policy is published in course handbooks and covered as part of the induction.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Provider has secure tenure agreements for its premises, with access to very good facilities that provide good learning opportunities. Security is good.

There is a large conference hall for larger gatherings, and the training rooms are well resourced.

There are sufficient offices, facilities, interview rooms, and relaxing and eating areas to meet the needs of staff and participants.

The building also includes residential accommodation.

This year, one classroom has been extended and improvements to the building have included the refurbishment of the men's washroom and improved heating.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

A supportive culture, with excellent team working and commitment to high standards, enables participants to make good progress in achieving their aims and aspirations.

There are excellent levels of participant satisfaction regarding their learning and the benefit they receive from the wealth of experience brought by trainers from so many backgrounds and cultures.

Pastoral care is outstanding, and centred on participants’ individual needs and a shared goal of enabling participants to reach their full potential.

Exceptional progression records show most participants going on to work effectively in their chosen field.

ACTIONS REQUIRED

None

High Medium Low

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

The Provider should consider formalising the collection of participants’ feedback near the beginning of the course to ensure that all potential issues are resolved at an early stage.

It is recommended that the Provider continues to develop its self-evaluation processes, based on stakeholder feedback and analysis of data to identify year-on-year trends.

The Provider should ensure that action-planning for improvement contains specific and measurable targets.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE
