



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

END OF PROBATION REVIEW

including Supplementary inspection on Change of Management, including Programme Management

(Short Course Provider)

PROVIDER: ACI Learning

ADDRESS: Metro House
Northgate
Chichester
PO19 1BE
United Kingdom

HEAD OF PROVIDER: Mr David Duke

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 18–19 February 2021

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 27 May 2021

PART A – INTRODUCTION

1. Background to the provider

ACI Learning (ACI/the Provider) is a privately owned organisation. It offers short courses of between two and five days in length in Audit, Risk Management, Cybersecurity, Fraud and related subjects for major business sectors including the banking, finance, defence, oil and gas industries.

The Provider's United Kingdom (UK) premises are based in a serviced office in Chichester, East Sussex. Its courses are held in high-quality hotels in London. The Provider's operations team, which is located in well-appointed offices in Centennial, Colorado in the United States of America (USA), fly to the UK to ensure the smooth running of courses and to support trainers and delegates.

The Provider's objective is to deliver high-quality experiences for participants who work in audit and finance roles, enabling them to develop their careers or to specialise in a specific business area.

The UK business is directed by the Provider's Chief Executive Officer (CEO) and the leadership team, which is located at the Provider's offices in Centennial, Colorado, USA. The UK business operates with delegated authority from the Provider's owner, Boathouse Capital, a private equity provider based in Philadelphia in the USA. ACI Learning was formed in June 2020 through a merger of MIS Training Institute (UK) and LeaderQuest, a training organisation located in the USA. MISTI Holdings Incorporated (MISTI) is the registered company name for the merged company. ACI Learning is now the trading name, as this title best describes its courses in Audit, Cybersecurity and Information Technology (IT).

The Board comprises three Directors of Boathouse Capital, the Provider's CEO and its President of Virtual Learning and IProTV. The latter is a newly acquired company with experience of virtual programme and conference delivery, and is based at the Provider's UK premises. The Board's role includes oversight of the activities of the Provider and setting its strategic direction in providing courses to a global market.

2. Brief description of the current provision

Course provision ranges from introductory programmes in Internal Audit to more advanced programmes, such as a Fraud Investigations Workshop.

Participants are able to claim Continuing Professional Development (CPD) credits for their courses, provided they satisfy the attendance requirements stipulated by the Provider. The participants' credits are recorded with the National Association of State Boards in Accountancy in the USA.

The majority of courses are public courses, although there is also in-company provision. ACI works with around 200 companies, a small percentage of which are UK based. The Provider offered 68 public courses over the 2020 calendar year. These were delivered online from April 2020. Two face-to-face courses were held in London in March 2020, with the majority of participants coming from the Middle East.

One course, How to Conduct a Fraud Investigation, was offered during the inspection. It was conducted on a live virtual basis. The course had three delegates. Two were female, from Europe and the Middle East respectively. The one male participant was also from the Middle East. All participants on the Provider's courses are over the age of 18 years, and hold managerial posts in the audit and finance departments of international organisations.

Courses are scheduled throughout the year and enrolment occurs on a continuous basis. The Middle East remains a key market for UK-based courses. Participants enrol with the Provider by completing an electronic registration form, submitted via the Provider's website or via direct contact with the sales team. Authorisation from the participant's company is required for enrolment. BAC accreditation covers the Provider's UK public course provision only.

3. **Inspection process**

The inspection was carried out by one inspector over two half-days to accommodate time differences between the USA and the UK. Online meetings were held with the Chief Finance Officer, the Director of Compliance, the Director of Global Events and Operations, the Chief Product Officer, the Vice-President of Content and Programming, and administrative staff within the operations team. The head office was inspected by means of a virtual tour. One online course was observed and a discussion was held with the lead trainer. A wide range of documentation was reviewed. The Provider's staff co-operated fully with the inspection.

4. **Inspection history**

Inspection type	Date
Full Accreditation	21 & 23 September 2009
Interim	5 October 2010
Re-accreditation	12–13 November 2013
Supplementary	16 March 2015
Interim	2 December 2015
Re-accreditation	2 January 2017
Supplementary	23 May 2018
Interim	3 December 2019

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 provider.

1. Significant changes since the last inspection

Since the last inspection, in June 2020, MISTI (UK) and LeaderQuest merged to become ACI Learning.

The Chief Product Officer (CPO) was appointed in March 2020. He has completely reviewed and redeveloped the audit curricula to ensure that the courses and products comprising this subject area are relevant and are supported by newly designed materials and learning methodologies.

An experienced curriculum developer has been engaged to work with the product team to deliver the new curricula, with a focus on pedagogy and with the aim of enabling participants to acquire new skills and develop specialist knowledge via the delivery of carefully constructed learning experiences.

An Instructor Development Manager is in the process of being appointed to ensure consistency of delivery and trainer effectiveness.

2. Response to action points in last report

3.3 The Provider must ensure that staff appraisals are undertaken on a regular basis.

The Provider's human resources department oversees this function. Appraisals occur annually and there is clear engagement by staff in the process of reviewing performance and setting goals to meet the Provider's objectives.

11.3 & 11.4 The observation template to evaluate training must be finalised and made accessible to trainers.

Trainer performance is reviewed in the context of a significant overhaul of teaching and participant development. The CPO's key objectives comprise ensuring consistency across courses through effective delivery, driving curriculum development and the delivery of learning outcomes through participant-centred strategies.

Trainer observation is undertaken on an ongoing basis by ACI's operations team. There is a standard document template to capture feedback by staff that assesses the effectiveness of the training observed. The template is very clear on ACI's requirements, and staff at all levels are clear on the Provider's requirements for course delivery.

The review of trainer performance is cross checked with participants' feedback, which is captured and reviewed in detail. Staff at all levels are aware of the importance of staff's monitoring role in ensuring course quality. Useful feedback after each course is provided to trainers, who are familiar with the monitoring and evaluation processes.

17.7 The Provider must implement an appropriate risk assessment process for the mitigation of risks associated with extremism and radicalisation.

The Provider has a clear and comprehensive risk assessment and process for dealing with signs of extremism and radicalisation, which is well documented. There has been a top-down initiative to ensure that there is organisation-wide awareness of the importance of this policy area. The risk assessment process demonstrates effectively how the Provider seeks to mitigate risk.

3. Response to recommended areas for improvement in last report

The General Manager should review key business risks on a regular basis and assess potential actions for mitigation of the risks.

The Provider's strategic and business goals and risks are reviewed on an ongoing basis. The Board reviews progress on a quarterly basis, and information relating to the strategic plan is shared with staff on a monthly basis to ensure understanding of the progress made by the business and to enable managers to set objectives for their teams. The Provider has assessed the risks associated with outmoded delivery and trainer performance and has taken deliberative steps to address identified shortcomings as it moves forward.

Trainers should attend the video-conferenced trainer meetings to update them on changes to course content, developments in course delivery and key MISTI policies.

The Provider's online trainer meetings are held every four to eight weeks. There is a clear agenda, the objective of which is to update trainers on new ideas for delivery and organisational changes and to share experiences. Performance metrics drawn from participants' feedback and observations are shared across the pool. The meetings are recorded and have been key in enabling effective communications across the trainer pool during a period of change.

The trainers' handbook should include policies for recognising the risks of radicalisation and extremism and details of the anti-discrimination procedure.

This recommendation has not yet been addressed. Given impending changes to the trainer pool and the provision of new contracts, which include the trainer handbook, it is expected that this work will be finalised by the end of June 2021.

The privacy policy, which is included on the website, should be included in participants' joining instructions.

The privacy policy is contained as a link within the online student handbook and is easily accessed via the participants' learning resources portal.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (full inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report.

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 and those working at the delivery venue/s. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The structure of the Provider is clearly defined in terms of its Board, leadership team, senior managers and administrative staff. The CEO has responsibility for ensuring the delivery and cascading of the Provider's objectives through the management teams.

The CEO and the leadership team's business acumen and people management skills as well as the Provider's ability to deliver high-quality educational provision for contemporary audiences have combined to enable the delivery of significant change and improved organisational effectiveness.

One example of effective change, that has been led by the Chief Finance Officer, relates to the role of the Human Resources (HR) function in shaping policies and introducing cultural change. It is clear that the organisation's direction and strategy are now embedded in its future plans, which are shared with staff.

Reporting lines are clearly stated and staff at delivery venues are managed closely by a senior manager. All staff work to clear guidelines. Client satisfaction is fundamental to the Provider's success and a member of staff is present at all courses. Venue staff work to a clear brief and are on hand to deal with participants' issues.

2. The administration of the provider is effective

- | | | | |
|-----|---|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <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 | Policies, procedures and systems are 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Administrative staff are recruited on the basis of their experience. They are aware of their role and responsibilities, particularly in terms of communicating with participants and trainers, and ensuring that clients are supported throughout the enrolment process.

The administrative staff are responsible for the smooth running of courses, attending to both trainers' and participants' needs as required. Individual members of the team deal with specific countries and their role descriptions comprise similar delivery objectives, so that they can cover for each other if necessary and ensure that all the courses proceed effectively.

The members of the team effectively support the Director of Global Events and Operations in ensuring that courses are viable and carry out their duties effectively. Reporting lines are clear and any issues are reported on and escalated appropriately. The annual appraisal process ensures that staff work cohesively towards the Provider's objectives.

Appropriate administrative policies, procedures and systems, including in relation to data security, are clearly stated in the staff handbook and feature in the induction process.

Data collection and the maintenance of staff records are managed by the HR function and participants' records are managed by administrators and sales staff, with strict access controls. An organisation-wide encryption system is in place and the Director of Information Technology is in the process of rolling out a mass policy implementation for General Data Protection Regulation (GDPR) compliance and training.

3. The provider employs appropriate managerial and administrative staff

- | | | | |
|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Provider has a clear procedure for engaging new staff. The staff recruitment process includes appropriate due diligence checks, the confirmation of qualifications and experience, and the taking of references. Psychometric testing is also undertaken.

The Provider places emphasis on culture and is committed to appointing staff who will fit into the business and share its values. New staff receive an extensive induction, and are apprised of the policies underpinning the Provider's operations and business, with emphasis placed on the Provider's requirements for moral and ethical conduct. All new appointees are subject to a probationary period, during which their progress is reviewed, along with targets set.

The annual appraisal process requires employees to self-evaluate their contribution to the Provider, with feedback from management. This provides an opportunity for setting goals for improvement and training, although training may be requested by employees at any time. Peer reviews have also been introduced to complement the appraisal process.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes

- 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. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

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

Comments

The website includes accurate information about the Provider's facilities and range of services offered.

Course content and instructions for booking courses are informative and clear.

The Provider is in the process of updating ACI's website by merging the information on both MISTI's courses and those of LeaderQuest.

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

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

The Provider states clearly, in the course information given on the website, if there are any prerequisite courses that participants should have completed prior to enrolling onto a more advanced course.

Information on participants' linguistic capabilities and prior qualifications is not requested. Participants are generally mature, career-oriented individuals who are able to gauge the requirements for language and prior experience. They work for international companies where English is in common usage.

The administrators and the sales team deal with applications and participants' queries promptly and efficiently. Once registered for a course, applicants are provided with access to an online resource portal that includes the information that they require for their course, joining instructions and learning materials.

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

6.1	There is an appropriate, clear and published policy on participant attendance and punctuality.	<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 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 taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The student handbook clarifies attendance and punctuality requirements. Attendance records are taken regularly, as CPD points are allocated on the basis of full attendance. The attendance records are retained and reviewed.

Administrative staff follow up on absences and involve the sales team as appropriate. Partial attendance is also followed up. Accordingly, attendance levels are high, as participants' organisations would be informed of any significant breaches.

7. The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary

7.1	The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers 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
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	<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 participant feedback form is appropriate and comprehensively covers course delivery and other key indicators of satisfaction. The feedback form is provided via the online resource portal. Operations staff follow up non-receipt of feedback, as this is reviewed by management and the CPO, and is a significant aspect of quality control and obtaining repeat business from participants' organisations.

Evaluations form an important part of the review of trainer quality. Trainer observation is implemented by the Provider where ratings fall below a given level, with management taking appropriate action in relation to remedial coaching.

Feedback is sought from staff on a regular basis and is actively used in relation to shaping how the organisation will move forward. Staff feedback has been particularly important for the transition to the merged company, with the roll-out of new policies and terms and conditions for staff.

8. The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement

8.1	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
8.2	Reports are compiled that present the results of the provider's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

The leadership team meets monthly to assess the performance of the Provider and to assess progress against the strategic plan. There are also two meetings a month with team leaders to ensure that managers are properly briefed and are apprised of actions that will affect, or be required of, their teams.

Monthly all-staff meetings also provide an opportunity for the leadership team to ensure that future performance requirements are understood and addressed. Performance reports are presented orally and via visual aids at the all-staff meetings. Action points arise from the leadership team's discussions.

Annual reports are also compiled, which cover all business areas. Managers draw up agendas for, and follow up with action plans from, team meetings.

Action plans are a result of the distillation of leadership team and management meetings and through managers setting goals for their teams. The cascading process is effective in generating understanding of future requirements and each member of staff's part in implementing the strategy.

4.2 Teaching, Learning and Assessment (full inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report.

9. Programme management is effective

- | | | | | |
|-----|--|---|-----------------------------|-----------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <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 CPO is responsible for the delivery of high-quality training and is supported by well-qualified staff. He is well qualified academically and has extensive experience of product development and in utilising different platforms for content delivery.

A new staff member has been engaged to develop platforms for delivery. The staff member has particular responsibility for pedagogic and curriculum development and to lead, with the CPO, on the design and introduction of new content. The CPO is also leading the review of trainer effectiveness, with a view to bringing new trainers to the pool and to refresh the Provider's offer.

Class allocation and timetabling are closely monitored. The operations team is aware of the requirements for course delivery, with appropriate space in classrooms, facilities for participants and trainers, and appropriate audio-visual or online aids to support delivery. Staff work from a checklist that is also available to trainers. This is effective in ensuring that standards are maintained across all venues.

Trainers are highly experienced and the evaluation of trainers provides for consistency in the quality of the Provider's provision.

Academic resources appear on the website to support the audit courses. The resources include relevant seminal papers and articles. Additionally, trainers provide subject-related documents or recommendations for further reading to participants. The resources provided are sufficient for the nature of the provision which consists of short courses. However, for the future, the CPO has indicated that he will consider how additional resources can be developed.

10. The courses are planned and delivered in ways that enable participants to succeed

- | | | | | |
|------|---|---|-----------------------------|--|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills that will be required for final examinations or assessments or that meet stakeholders' requirements. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

- Met Partially Met Not Met

Comments

There are no formative or summative assessments attached to the courses. However, participant learning is checked throughout the courses with quizzes, group case studies, discussions on film material and follow-up questions each morning, following the previous day's learning. Trainers are available to participants to answer individual queries. Mini presentations by individuals or groups are also included to ensure that key learning and concepts are embedded.

Participants are encouraged to explore areas of interest in greater detail, with the provision of additional materials supplied by trainers. The work that is being undertaken on curriculum development is examining the impact on participants' development through participant-centred strategies, for example in promoting the benefits of enquiry-based research on topics of interest and developing problem-solving skills.

Participants are able to request that topics that are of interest to them are covered during the courses. Trainers are aware of the need to modify course delivery to accommodate different experiential and academic backgrounds, which are disclosed by participants at the beginning of each course.

11. Trainers are suitable for the courses to which they are allocated and effective in delivering them

- | | | | |
|------|--|---|---|
| 11.1 | Trainers are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2 | Trainers have a level of subject knowledge, and pedagogic and communicative skill, which allows them to deliver the content of courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The appraisal procedures for trainers incorporate regular classroom observation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Trainers are supported in their continuing professional development and 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 |
| 11.5 | Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

- 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

Trainers are selected for their industry and specialist knowledge and their ability to deliver to the Provider's standards. During the observed sessions, the trainer was sensitive to participants' need to discuss key issues using problem-based approaches.

Participants attend the courses because they wish to further their careers. Accordingly, trainers share their experience and suggest articles or websites that will support participants' learning. As trainers are also leading practitioners in their respective fields, they are encouraged to share new industry standards and to supplement the course materials with further reading and references. Guest speakers are also involved in course delivery to broaden the scope of the course and introduce allied specialist topics.

Trainers are required to present a seminar prior to their appointment, after which they are monitored. During their appointment, they are evaluated on an ongoing basis. Where ratings equal three or below on successive courses, they are required to undergo remedial training.

The regular trainer meeting focuses on participants' experiences and adding value to content through interactive exercises and summary sessions. In particular, the agendas address issues around the acquisition of learning and reinforcing key concepts through a range of techniques to question participants' recall.

The observed session demonstrated the trainer's ability to ensure that the quieter participants engaged with the discussion. The use of films brought the material alive and enabled all to share ideas and the key learning that needed to be extrapolated from the actors' behaviours. The learning strategies were diverse and effectively implemented, and questions to participants were probing. As a result, participants are fully engaged in the course and make good progress.

12. The provider provides participants and trainers with access to appropriate resources and materials for study

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

Comments

Participants receive appropriate training materials to complement their courses. The trainers develop these materials, although the Provider exercises the right to review and amend them.

Participants are able to access relevant journals or other articles via the website.

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

- 13.1 Feedback is given to individual participants, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.2 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. Yes No NA
- 13.3 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA
- 13.4 Participants are made aware of how their progress relates to their targeted level of achievement. Yes No NA

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <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

13.1 The course delivery approaches used by trainers enable them to provide informal feedback to participants as individuals or within a group undertaking an exercise. However, this is not sufficiently tailored and formal to provide useful opportunities for self-reflection and development.

Participants are made aware of how they are progressing through the review activities that check understanding of key learning points informally, through oral feedback.

Participants are able to speak to trainers about specific issues outside course delivery time as required, which includes discussion of how their course objectives are being met.

Trainers are available to assist participants outside course delivery time and there is an online chat facility hosted by the Provider that enables participants to chat at any point, with the involvement of trainers as appropriate.

14. The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

This standard is judged to be:

Met Partially Met Not Met NA

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)

- | | | | | |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the RQF 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 |
| 15.2 | 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 |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <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. There are satisfactory procedures for the administration of examinations and other means of assessment

- | | | | | |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 16.1 | 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 |
| 16.2 | For internal assessments and awards, there are effective systems in place for examination security and administration, and 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

4.3 Participant Welfare (spot check)

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

Comments

The Provider exercises considerable care in its support of participants. Both administrators and trainers have a role in supporting participants during courses, with a view to resolving any issues they raise. The same applies to online courses, where administrators moderate the proceedings.

The complaints process is well documented. Staff are made aware of BAC's complaints procedure.

4.4 Premises and Facilities (spot check)

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

Comments

The head office comprises a light and airy space on one floor of a six-storey building, with well-appointed workspaces and appropriate facilities for staff.

The ground floor reception area provides a secure entrance to the building. There are security cameras in this area as well as in the offices, and a security night shift is employed. Keypads are in use to access the Provider's offices.

A reception area is situated within the Provider's space. Further office space for two administrative departments is available on another floor.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated. Yes No

PART C – SUMMARY OF FINDINGS

FURTHER WORK TO MEET OUTSTANDING ACTIONS

None

High Medium Low

FURTHER WORK TO MEET OUTSTANDING RECOMMENDED AREAS FOR IMPROVEMENT

The trainers' handbook should include policies for recognising the risks of radicalisation and extremism and details of the anti-discrimination procedure.

ADDITIONAL ACTIONS REQUIRED

13.1 The Provider must provide more specific feedback to participants in relation to their progress during their course and also to encourage self-reflection on their progress.

High Medium Low

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

It is recommended that the Provider collects information on participants' backgrounds to assist trainers in ascertaining levels of experience and in pitching courses appropriately.

It is recommended that greater emphasis is placed on promoting independent and enquiry-based learning to enable participants to benefit from these approaches after their course is completed.