



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Online, Distance & Blended Learning)

PROVIDER: Modern Montessori International

ADDRESS: 46 Leslie Grove
East Croydon
CR0 6TQ

HEAD OF PROVIDER: Ms Marianne Bourke

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 9 March 2021

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

PART A – INTRODUCTION

1. Background to the provider

Modern Montessori International Limited (MMI/the Provider) is a teacher-training institution providing online and blended learning courses in the Montessori method of education, and Early Years education. MMI was incorporated in 1999 as a private limited company in the United Kingdom (UK). MMI is based in East Croydon, London, a short distance from East Croydon railway station.

The Provider aims to offer a good grounding in Montessori philosophy and practice, and enable learners to apply Montessori principles appropriately in modern teaching environments.

The Board of Directors consists of the Chairman, the Academic Director and the Principal of MMI London. The Chairman and the Academic Director are based in Singapore and the Principal is based in London. The Directors based in Singapore provide online and face-to-face support to the Principal. An examination board provides oversight of the moderation of teaching and examinations. The Principal is supported by the Course Co-ordinator.

2. Brief description of the current provision

The Provider offers a number of part-time courses delivered as distance and blended learning. The courses offered are the Early Years Educator (EYE) and Diploma in Montessori, the Certificate in Montessori, the Montessori Method of Education Diploma, and the International Diploma in Montessori Method of Education. The EYE and Diploma in Montessori and the Certificate in Montessori can take up to one year, and other courses up to two years.

The awarding body for the EYE provision is Skills First. The Provider also offers a Certificate in Assistant Montessori Teacher Training, Primary Montessori Diploma and Montessori Certificate in Infant and Toddler Care as distance and blended learning programmes. The EYE & Montessori Diploma and the International Diploma in Montessori require learners to undertake, or be in, a work placement.

Courses may include two weeks of face-to-face practical workshops, which are held in the training rooms at the East Croydon headquarters.

Nineteen learners are currently enrolled on MMI's courses. All learners are over the age of 18 and most are female. Nearly all learners are based in the UK. At the time of the inspection, no learners were attending the face-to-face element of the programmes.

Learners are enrolled on a continuous basis, with clearly defined entry requirements. Entry requirements include English language proficiency and previous educational qualifications.

3. Inspection process

The inspection was carried out remotely over one day by one inspector. The inspector carried out discussions with the Principal of MMI London and the Course Co-ordinator. A wide range of electronic documentation, including course materials and the Provider's online learning platform, was scrutinised. The Provider was very well prepared and co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Stage 2	15 November 2005

Stage 3	18 January 2006
Interim	5 May 2009
Supplementary	30 July 2010
Re-accreditation	15–16 November 2010
Interim	14 March 2013
Re-accreditation	22–23 January 2015
Interim	15 April 2016
Re-accreditation	17–18 January 2019
Supplementary	12 August 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

There have been no changes since the last inspection.

2. Response to action points in last report

13.1 The Provider must make an evaluation about introducing the new learning platform as part of the course materials and implement it as appropriate.

A new learning platform has been evaluated and introduced by the Provider. The platform currently supports four modules. A series of videos, accompanying manuals and formative assessments enable learners to quickly gain an understanding of a topic. It is planned that further modules will be available on the learning platform in the near future.

16.1 The Provider must ensure that there is an effective strategy to elicit feedback on the face-to-face provision.

An evaluation questionnaire is now in place, which is available to learners at the end of the face-to-face provision. Non-returns are followed up by e-mail. Consequently, the Provider is able to monitor effectively the performance of the face-to-face provision.

3. Response to recommended areas for improvement in last report

It is recommended that the Provider continues to review the technological support for the new learning platform as it is tested, with a view to producing effective guidance for the training of staff.

Manuals are available to staff that provide clear guidance on the use of the new learning platform. In addition, an Information Technology (IT) Manager is available should technical support be needed.

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

A detailed and well-developed management structure ensures that individual roles and specific responsibilities, including those of the Board of Directors, are clear and fully understood by staff. The structure is appropriate for the size of the Provider and effectively supports MMI's aims and objectives.

The Principal is very well qualified and highly experienced in providing and managing online and blended learning courses. The Principal fully understands the responsibilities and is highly effective in carrying them out.

Channels of communication between management and staff are effective, and include formal meetings where staff are informed of operational issues, and have the opportunity to raise any questions.

The provision of administrative staff is appropriate. The well-qualified Course Co-ordinator has a clear understanding of their role and responsibilities, which are well defined in a comprehensive job description. As a result, the Course Co-ordinator is highly effective in supporting managers, learners and the day-to-day running of the Provider.

A comprehensive range of appropriate policies and procedures is in place. These are accessible to staff and learners through the Provider's website.

A well-developed system is in place for the regular review of staff performance. Formal appraisals take place, which include the opportunity for self-reflection. Action or development plans are completed and used effectively to bring about improvements in staff performance.

The Provider's website and online platform provide clear and comprehensive information on the courses offered and their assessment. The information enables potential learners to make fully informed choices about the course they intend to study.

4.2 Teaching, Learning and Achievement (spot check)

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

Comments

Programme management and course development are highly effective. The Principal is well qualified and highly experienced in managing, delivering and developing online, distance and blended learning courses. The Principal is also the Academic Manager and ensures that teaching and learning are of a very high standard. The Principal also oversees the development of the curriculum and course assessment.

Tutors are well qualified, have relevant Early Years experience and are experienced in the delivery of online and blended learning courses. There are sufficient tutors for each course offered. Tutors ensure that the individual needs of all learners are fully met. Consequently, the allocation of tutors to courses ensures a consistent learning experience for learners and that learners have the best possible chance of success in their programme of study. Delivery is regularly monitored to ensure consistency across the range of courses.

A comprehensive tutor recruitment process is in place and is used very effectively to recruit appropriate tutors and to ensure the safety of learners. The Principal oversees the recruitment process, which includes the completion of an application form, a formal face-to-face interview, qualification and document checks, and a minimum of two references.

Assessment strategies are very well developed and clearly linked to course and programme learning outcomes. Assessments have clear marking criteria that fully reflect the assessment objectives and learning outcomes identified by the awarding bodies or MMI. Learners are given clear guidelines on timescales for submitting assignments, and submissions are very effectively monitored by the Principal.

Assignments are well designed, with clear instructions and guidance provided so that learners understand what is required of them. Tutor feedback provided to learners on their assessments is detailed in informing learners what they have done well and how they can improve.

Assessment grades are effectively moderated to ensure that they are accurate, fair and consistent. Learners are encouraged through course materials and assessment to develop their independent learning skills. The marking of assessments by new tutors is checked and double marked to ensure consistency.

4.3 Learner Support (spot check)

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

Comments

A comprehensive overview of the courses on offer, including any language and qualification requirements, is detailed on the Provider's website. Information regarding course delivery and assessment is highlighted on the website. The Principal and admissions staff are available should an applicant require any additional

information prior to enrolment, or at the start of their course. The information provided is clear and allows applicants to gain a good understanding of whether their chosen course meets their requirements.

Application and enrolment documentation is accessible and easy to complete and submit. Once learners are enrolled, learner handbooks and induction packs are made available to help prepare them for study. The Principal is readily available to learners for help, advice and academic guidance. Learners are provided with a contact number and e-mail address for the Principal during induction.

A clear and fair complaints procedure is in place and made available to all learners. Current learners have been advised of the BAC complaints procedure through the learner handbook. However, the new 2021 learner handbook does not contain the relevant BAC complaints information to ensure its ongoing accessibility for future learners.

Course materials are of high quality and support learners effectively to learn. Course materials are appropriate for face-to-face and online delivery, and are reviewed regularly to ensure that they reflect current knowledge. The materials are well presented and provide a wide range of activities that support learning effectively.

The technology used to support course delivery is appropriate and ensures learners can easily access relevant online course materials and achieve the course aims successfully.

4.4 Management of Quality (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Systems for monitoring and reviewing the Provider's performance are good. Detailed reports are compiled and regularly reviewed by the Board of Directors. A wide range of key data, including on learner performance, pass rates and feedback, is analysed. Action plans are developed, implemented and regularly reviewed by the Principal.

Comprehensive systems are in place to monitor learners' progress. Prompt action is taken if any learner is identified as not making the expected progress.

Feedback from learners and other relevant stakeholders is regularly sought and reviewed by the Principal and Board of Directors. Appropriate action is taken where necessary and actions monitored to completion.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The Provider is very well managed, with leaders providing clear educational direction.

The Principal is supported by a highly effective administrator who ensures the smooth running of the Provider.

Highly effective systems are used to monitor learners' progress and provide additional support where necessary.

Course materials are of a very high quality and effectively support learning.

ACTIONS REQUIRED

None	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
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RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that the Provider includes the BAC complaints procedure in a readily accessible location for learners.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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