



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: DAI Global LLC

ADDRESS: 3rd Floor
One Smart's Place
London
WC2B 5LW

HEAD OF PROVIDER: Mr James Boomgard

DATE OF INSPECTION: 13, 18 & 23 May 2022

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- Award of accreditation to be withdrawn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: 21 July 2022

1. Background to the provider

DAI Global LLC (DAI/the Provider) is a limited liability company that is owned by its employees. It was founded in 1970 in the United States of America (USA) and carries out work in economic and international development in more than 150 countries. The Provider has offices in Bethesda, Maryland in the USA, and in Apsley, Hertfordshire and High Holborn, London in the United Kingdom (UK). Additional premises in the UK and overseas are hired for the delivery of programmes.

The Provider offers a DAI Local Content Masterclass (DAI LCM), which is delivered in hired venues in Houston, Texas in the USA, Dubai in the United Arab Emirates (UAE), Oman, and Henley Business School in the UK. The latter venue has not been used since 2020. Delivery will be resumed here at a suitable time in the future.

Discrete training for specific groups has also been delivered in Ghana, Guyana, Kenya, Tanzania and Uganda. All in-person training delivery comes under British Accreditation Council (BAC) accreditation.

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

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

The Principal Trainer is the Vice-President (VP) of the SBG and has overall responsibility for the programme. He reports to the Senior Vice-President of Global Strategy at DAI Global, who reports to the Chief Executive Officer (CEO). The CEO reports to the DAI Global Board of Governors, which comprises global development experts both within and outside the company. The VP is supported by the Director of Strategy and Growth, the Director of Programmes and an analyst with responsibility for the operational management of training delivery.

2. Brief description of the current provision

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

At the time of the inspection, there were eight participants undertaking the programme. The majority of the participants were male. All the participants were over the age of 18, and most work in a range of roles in the oil and gas industries. The participants came from Iraq, Jordan, Nigeria, Tanzania and Saudi Arabia.

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

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

3. Inspection process

The inspection was carried out remotely over two and a half days by one inspector. Meetings were held with the VP, the Director of Strategy and Growth, the analyst who manages SGB's training services, including the DAI LCM, the Director of Programmes, an administrator, the communications specialist and the Director of Finance and Operations of DAI Global. The inspector observed training sessions, held meetings with participants and trainers, and reviewed a range of documents. Offices in the UK and the USA used by the DAI LCM team were inspected by way of a virtual tour and photographs. The offices in Hertfordshire did not form part of the inspection. The Provider co-operated fully with the inspection and provided all requested information in a timely manner.

4. Inspection history

Inspection type	Date
Full Accreditation	23 October & 21 November 2013
Interim	14 January 2015
Re-accreditation	29 October & 7 November 2018
Interim	27 October & 2 November 2020

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider is very effectively managed. The management structure is clearly defined and documented in the organisation chart and job descriptions. All involved in the programme are well qualified and suitably experienced for their roles. Senior managers are experts in what is covered on the programme and continue to work in the field, contributing up-to-date practical experience.

The course is delivered by senior managers. Co-ordination between the Director of Programmes in the UK, who is responsible for operational management, and those working at the delivery venue is very effective. Managers and staff are based in a range of countries around the world and communicate regularly and efficiently through electronic means.

The mission and goals of DAI Global are published on its website and are communicated to all stakeholders. These are regularly reviewed and effectively embedded in the programme. The DAI LCM is a small element of DAI Global's worldwide activities, but its contribution to the success of the SBG is understood by senior leaders and it is consequently well resourced.

Financial planning and reporting procedures are appropriate and support the delivery of high-quality courses.

The Provider has a robust and comprehensive risk management strategy, which is effectively implemented and regularly reviewed.

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

The administration of the Provider is efficient. The Director of Programmes has overall responsibility for the administration of the DAI LCM. She is supported by an analyst, who manages the logistics of preparing and delivering the course. Both are suitably qualified and experienced for their roles and are effective in carrying them out.

Additional administration functions are supplied by experienced specialists within the SBG and DAI Global as a whole. Consequently, the size of the team is sufficient.

The administrative support available is properly documented in job descriptions. Up-to-date administrative policies and procedures are accurately documented and disseminated to staff via the company intranet. Communication between members of the team, working across different continents, is regular and suitably recorded. This ensures the smooth running of the programme.

Data-collection and collation systems are effective. Sufficient data is collected on participants to support planning and delivery of the course. This data is updated as necessary if participants choose to join the alumni association. The trainers are members of the permanent staff, whose records are regularly updated by the DAI Global Human Resources (HR) department.

The Provider has appropriate policies in place for the protection of personal data, and records are stored securely.

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

The Provider recruits high-quality staff and secures their long-term commitment to the organisation through a global employee ownership scheme.

Robust recruitment policies are in place that meet the legislative requirements of the country in which the employee is based. Experience and qualifications are systematically checked and recorded prior to appointment, and suitable contracts are issued. Staff files are accurately maintained on a central system.

Staff benefit from a well-designed annual appraisal process, which supports employees at all levels in meeting their individual development goals and the organisation's strategic priorities. Targets set are clear, regularly reviewed and appropriately linked to training. The HR department provides a wide range of corporate training, both in person and online, and where appropriate, arranges external development opportunities such as further qualification courses or professional mentoring.

All instructors are observed regularly and receive constructive feedback to support improvements in delivery. New instructors are provided with suitable training and receive ongoing support to ensure that they meet the expected standards. As a result, the quality of delivery on the DAI LCM is consistently high.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity materials are comprehensive and provide an accurate account of the Provider, the DAI LCM and delivery methods.

Programme content is effectively summarised on the website and testimonials provide insight into the outcomes for participants. Clear examples are given of the sectors and job roles that the DAI LCM is designed to benefit and the information supplied is regularly updated.

The programme is delivered at hired venues whose websites provide appropriate information on location and facilities.

Key policies are accessible through links 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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. Yes No

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

Comments

The recruitment and registration process ensures that suitable participants are registered on the DAI LCM.

The programme is designed for people working at a high level in the energy or infrastructure sectors or with roles in governments or other organisations linked to those sectors. Information on the website and in the downloadable brochure clearly indicates the target participants.

There are no specified academic entry requirements, but the programme is at a postgraduate diploma level and participants are expected to engage in interactive tasks and discussions at an advanced level. As well as specialist knowledge, this requires a high level of proficiency in English. The registration form asks for information on the applicant’s employer and the applicant’s job title, which is used in the screening process to establish whether the programme will be suitable for them. The registration form makes clear the level of English proficiency required.

Prospective participants are provided with sufficient information on programme content through the website and can contact administrative staff with further questions. In many cases, applicants already have knowledge of the programme through colleagues who have previously attended or through links with the SBG’s other project work. DAI Global staff also approach people who would benefit from the programme.

The Provider responds to all enquiries promptly and ensures that all stakeholders are briefed properly on the nature and requirements of its programme. As a result, applicants are clear about the objectives, content and delivery methods of the course. Participants stated that they received immediate, helpful responses to their enquiries and that their experience on the programme corresponded closely with the information they had received in advance. Inspection findings confirm this view.

DAI Global has an appropriate policy on supporting people with disabilities and makes reasonable adjustments for participants with specific needs. The registration form includes questions to explicitly elicit any additional needs from applicants.

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

The expectation of punctual attendance at all sessions is communicated to participants in their welcome pack. Given the nature of the programme and participants’ motives for attending, full attendance is the norm.

Accurate attendance records are well maintained. The managers deliver the programme and so are aware of any attendance issues.

If a participant is absent, they are contacted within 30 minutes of the course start time by a member of the delivery team. Where possible, they are provided with additional support to cover missed learning. Any absence is recorded in the completion certificate.

These procedures are appropriate to the type of provision.

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

Effective systems are in place to monitor and improve the performance of the programme.

During programme delivery, members of the team take notes on any aspects of the module or materials that need to be updated in each session. Feedback is taken from participants throughout the programme in informal discussions. A delivery team meeting at the end of each day is used to reflect on feedback and continuously adapt delivery to the particular needs or interests of the current cohort.

At the end of the programme, participants complete a detailed evaluation, which produces useful data on all aspects of the provision. Analysed data reflects consistently high levels of participant satisfaction. The programme team, including all managers, meets to review the data and the issues noted by instructors during delivery, and to discuss areas for improvement.

A report is produced summarising key points from participant and instructor feedback and identifying a list of actions, including updates, to inform planning for the next iteration of the programme. Participants are also informed of ongoing responses to their feedback during the programme, and post programme by email.

The VP reports on performance of the programme in meetings with the Senior VP of Global Strategy, and this information is included in a report on the SBG delivered at quarterly meetings of the Board.

Action-planning is efficient. Responsibilities for taking actions forward are clearly assigned and timescales for completion recorded. Progress against actions is systematically reviewed at scheduled meetings. As a result, the quality of provision is high and is constantly improving.

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

Course management is highly effective. The Director of Programmes has overall responsibility for the operational and financial management of the programme. She is supported by the analyst, who liaises with participants and makes the practical arrangements for the programme, as well as attending at the venue to facilitate and participate in delivery. Both are suitably qualified and experienced for their roles.

The content and delivery of the programmes are managed by the VP and the Director of Corporate Strategy, both of whom are subject experts and experienced trainers.

Staff involved in the DAI LCM work efficiently together following an appropriate annual planning schedule. Suitable training venues are booked and staff time is allocated well in advance. The VP and the Director of Corporate Strategy, as appropriate, deliver most of the content, with support from the analyst and a regional DAI Global manager. This ensures a consistent learning experience throughout the programme and between iterations.

All programme materials are produced in-house and are of excellent quality. They are updated during the annual planning cycle to reflect changes in the sector and provide current relevant case studies and examples. This ensures that instructors have access to a suitable range of additional material that enables them to provide a version of the programme tailored to the region of delivery.

Participants benefit from the opportunity to use the bespoke software used in delivering DAI Global's live projects during the practical exercises. Participants state that this enhances their learning experience. Inspection findings support this view.

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

The programme is planned and designed to provide maximum benefit to the participants. It is continuously modified to reflect developments in the sector, for example renewable energy, and examples, case studies and exercises are updated for current relevance.

Delivery materials are well designed to support learning and a range of additional resources are made available to participants via the learning portal. These resources are authored in-house by experts from within DAI Global. The learning platform is easily navigable and facilitates participants' preparation for the programme and subsequent revision of the content. Consequently, materials are sufficiently comprehensive to enable participants to achieve their objectives.

9.6 is not applicable because the participants are professionals with well-developed independent learning skills.

In planning for each iteration of the programme, the content is reviewed and adapted to best suit the location and the work context of the participants. Further modifications are made during delivery in response to feedback and requests from participants.

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 and 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

Instructors have excellent knowledge and programme delivery skills. They work for DAI Global's SBG, which has expertise across the whole spectrum of local content, working with governments, civil society leaders and local employers.

Instructors are involved at all levels of development and delivery of local content projects and so have up-to-date knowledge of evolving energy industries and local economies. Their work for the SBG requires excellent presentation and communication skills and these contribute to the very effective delivery of the DAI LCM.

Instructors have access to appropriate training in pedagogic techniques through the HR department and receive immediate feedback on their performance during the programme from their colleagues. This supports continuous enhancement of delivery.

Instructors establish a good rapport with participants and monitor them closely during the training sessions. There is a high ratio of staff to participants, enabling instructors to work closely with individual participants during exercises that

require the application of learning. Instructors also accompany participants during break- and lunchtimes. As result, they quickly identify where support is required and respond appropriately.

Instructors demonstrate suitable classroom management skills and use humour effectively. They ensure that participants have appropriate opportunities to participate, inviting them to contribute to the topic from their own experience. Instructors effectively elicit questions during presentations.

Practical exercises following input provide a suitable change of pace and dynamic in the session. Participants apply their learning in the exercises, allowing instructors to check their understanding and provide individual coaching where required. Instructors also use these activities to respond to the different work roles and contexts of participants.

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

There are no formal assessments.

Participants receive informal feedback from instructors during training sessions and in discussions during breaks. They are able to evaluate their own learning through their performance in the exercises and receive related feedback in the subsequent debriefing.

Feedback is consistently constructive and appropriately tailored to the individual, so it enables participants to measure their own progress and identify areas requiring further work.

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. Yes No NA

13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

13.3 External moderators are involved in the assessment process. Yes No 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. Yes No NA

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No 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. Yes No 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. Yes No NA

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

Comments

INSPECTION AREA – PARTICIPANT WELFARE

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

Provision of welfare support is appropriate to the needs of participants. The analyst is the named member of staff responsible for participant welfare and has received suitable training for the role. She has most direct contact with participants prior to the start of the programme and as facilitator she is best placed to deal with welfare issues.

All members of the delivery team introduce themselves at the start of the programme and participants feel they can approach any of them with a concern. Inspection findings support this view. Venue staff are also trained to provide certain types of support, for example in the case of a health issue.

The provision of information, advice and guidance prior to the course is effective. Participants receive an appropriate welcome pack that provides information about accessing the learning platform, with detailed information on the programme for each day, preparatory reading and other useful information. Staff deal promptly with any questions. As a result, participants feel suitably prepared on arrival.

An appropriate induction covering the objectives and methodology of the programme is provided in the first training session. Expectations of behaviour and the necessary levels of participant engagement are also discussed. Participants are given a health and safety briefing specific to the venue. This enables participants to settle quickly on the programme. They are provided with emergency contact numbers prior to arrival.

DAI Global has comprehensive policies in place for dealing with any abusive behaviour, and reporting is facilitated by provision of a company hotline. The policies are embedded in relevant procedures and are effectively implemented.

A suitable policy and risk assessment are in place to address the risks associated with radicalisation and extremism and staff throughout the organisation have been appropriately trained.

The Provider holds contact details for participants' employers, who act as the first point of contact in case of emergency.

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. Yes No

17.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area. Yes No

17.3 Information and advice specific to international participants continue to be available throughout their course of study. Yes No

17.4 Provision of support takes into account cultural and religious considerations. Yes No

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

Comments

International participants are provided with suitable advice and assistance.

The Provider offers help with identifying suitable accommodation for those who do not wish to stay at the venue and provides useful information on travel between the airport and the venue. Where necessary, it issues a letter to support a visa application.

Induction on arrival is oriented to the programme as participants' stay will be short. Support is available throughout the programme from the delivery team, which will usually include a local DAI Global manager with detailed knowledge of the region of delivery.

The choice of venue for the training delivery takes into account specific cultural and religious considerations, such as specific dietary requirements and access to a prayer room. Programme dates are selected to avoid Friday prayer requirements and not to coincide with key festivals. Participants confirm that their support requirements are met.

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. Yes No

18.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

18.3 Participants are advised of BAC's complaints procedure. Yes No NA

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

Comments

As an international development organisation, the Provider works to a clear code of ethics that includes the fair treatment of all the people it deals with.

Fair and transparent contractual terms and conditions, including an appropriate refund policy and cooling-off period, are specified in the registration document and invoice.

The welcome pack has details of the complaints procedure, which is fair and straightforward. There is a suitable link to BAC's complaints procedure. Participants in the inspection meeting were not aware of these procedures, although they did know with whom they could raise any concerns.

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. | <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

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<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 DAI LCM is intensive and there is little time available for leisure activities as participants prepare in the evenings for the following day. They are informed of the leisure facilities provided at the venues, and the instructors invite participants to join them for a meal at the venue on the second evening. This is appropriate for the length and nature of the programme.

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 of its offices in the UK and USA through lease agreements.

Programmes are delivered in good quality hired venues and hotels, and suitable conference facilities are used for programmes delivered in Oman and Dubai.

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 of 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

Office premises in the UK and USA are fit for purpose and provide high-quality environments in which to work.

The premises are suites of offices within larger office buildings. All are suitably secure. Access to the office buildings and to the DAI Global premises is operated by staff swipe cards. Visitors report to the general reception on the ground floor and again to the DAI Global reception to gain entrance to the offices. The offices are very well maintained, clean and fit for purpose.

Staff are provided with suitable health and safety information at induction and all visitors are given a tour by the office manager, which includes the procedure for fire evacuation.

Signage is appropriate throughout the premises. General information is made available through the staff intranet.

There is generous circulation space for the number of staff and suitable areas in which to receive visitors. The number of toilets is appropriate and the facilities are clean. Levels of heating and ventilation can be controlled by staff and are suitable.

Delivery venues are of high quality and provide a safe, secure and clean environment for participants and instructors. The delivery team is given venue safety information on arrival and includes this in the participant induction.

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

Hired venues meet the high standard expected by participants and have the required facilities for effective delivery of the programme.

Training rooms are ample in size and suitably equipped with Information Technology (IT). Participants spoke of the excellent quality of the venue in Dubai, and noted particularly the absence of any IT problems. Inspection findings confirm this view.

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

There are very good additional facilities for participants and staff.

Training rooms at the venues are suitable for individual work. Instructors have suitable desk space in their usual place of work and access to pleasant seating areas for relaxation. DAI Global offices include modern, suitably equipped kitchens for staff use.

Venues have comfortable areas for relaxation outside training sessions and provide refreshments throughout the day, including a wide range of meal options. Participants were pleased with the very good standard and range of food on offer at the Dubai venue.

DAI Global offices in all locations have a range of well-equipped rooms of varying sizes to accommodate meetings.

Administrative offices are open plan with a range of desk and computer monitor options. Staff use these on a hot-desking basis as they work remotely for part of the time. Lockers are available for the storage of personal possessions. The offices are spacious and suitably resourced.

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

DAI Global has a clear mission and values that are well understood by staff and effectively inform their activities

Strong emphasis is placed on individual development in job roles, which secures high levels of motivation and commitment from staff.

Efficient organisation and administration facilitate the smooth running of the programme.

Quality assurance procedures are highly effective in securing continuous improvements to the programme.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The programme is adapted to best meet the professional goals of each cohort of participants.

Participants benefit from the exceptional subject knowledge and up-to-date experience of instructors, who are experts in their field.

Provision of high-quality resources effectively support learning.

Excellent teamwork during delivery and high levels of individual support enable participants to make rapid progress.

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 is very good provision of information prior to and throughout the programme.

Positive relationships between instructors and participants enhance the learning experience.

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

PREMISES AND FACILITIES

Provider's strengths

The use of high-quality venues for programme delivery promotes effective learning.	
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

The Provider should ensure that participants are aware of its own complaints procedure and the option of referring unresolved complaints to BAC.

COMPLIANCE WITH STATUTORY REQUIREMENTS