



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Re-accreditation Inspection

NAME OF PROVIDER: Online Education

ADDRESS: 4407/4 Daydream Street
Warriewood
New South Wales
2102
Australia

HEAD OF PROVIDER: Mr Anthony Mondello

DATE OF INSPECTION: 16–20 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 refused

DATE: 21 July 2022

PART A – INTRODUCTION

1. Background to the provider

Online Education Proprietary Limited (the Provider) is a privately owned educational institution that provides a range of online courses. The Provider's head office is located in Warriewood, which is a suburb in Northern Sydney, Australia. The Provider was founded and registered in 2006 as a proprietary limited company in Australia by its present owner.

The Provider makes use of serviced offices in 50 overseas locations. These provide a mail-forwarding facility and serve to reassure online applicants that there is a local presence. However, none of the Provider's staff is employed in these offices.

The Provider's objective is to be a global leader in its field, with a strong focus on skills-orientated learning. It aims to bring together highly experienced professionals with inspired individuals who wish to improve personally and professionally.

The first online course offered was in interior design. This was initially delivered in the United States of America (USA) and, subsequently, in the United Kingdom (UK). In 2007, promotion of the course in the home Australian market brought in more enrolments and the company began to expand its operation into New Zealand, Canada and South Africa. In late 2007, a second online course in photography was developed and marketed. In 2008, the Provider moved to larger premises and more staff were employed. With the appointment of a Chief Executive Officer (CEO) in 2008, the size of the Provider's activities grew rapidly. In 2014, a third online course in art appreciation was launched, with a professional make-up course being launched in 2018 and a nutrition course in 2019.

The owner of the Provider works remotely for the greater part of the year and the day-to-day running of the operation is managed by the CEO and his team of 15 local and international part- and full-time staff. The CEO reports directly to the owner and is supported by a small management team. Tutors and learner support staff are located in countries around the world. The Provider employs tutors on a freelance basis. There are currently about 47 tutors worldwide, with more being recruited.

2. Brief description of the current provision

Online Education Proprietary Limited currently runs five online courses. These are Interior Design, Photography, Art Appreciation, Make-up Artistry and Nutrition. These courses are based on 12 modules, each of which can normally be completed in a month. The modules are downloaded by the learner and can be worked through at the learner's own pace.

Assignments are set for each module and, after the first two modules, learners are required to submit and pass a module before they have access to the next module. The courses can be completed in about 24 weeks. However, learners may take up to one year to complete the course, or 18 months for the accredited Australian version.

Learners who have completed their course or who have completed a course beyond assignment 2 can enrol on an advanced module in their subject. These are single modules with a further assignment and offer the learner a chance to pursue a particular field of interest. The advanced modules are offered, for example, in wedding photography, photographing food, and kitchen and bathroom design. New advanced modules for make-up artistry and nutrition have recently been launched. The Provider is looking to further extend the range of courses it provides and to offer further language versions.

The Provider's five courses are currently offered in English, French, Spanish, Portuguese, Italian, Dutch and Japanese. For each of these courses, there are tutors, as well as international co-ordinators, student support team members and social media managers who work in each language.

Enrolments across all courses have increased steadily, and currently, the Provider has 18,993 active learners, the majority being female. The majority of learners are from a wide range of English-speaking countries, including Australia, the UK, the USA, Canada, New Zealand, Ireland and South Africa. The courses are aimed at adults. However, a small number of learners aged 16–17 years are enrolled each year. Learners under 16 years of age are not accepted onto any of the Provider's courses. At the time of the inspection, there were 18,993 learners enrolled, of whom the majority are female and 176 of whom were under the age of 18 years.

Learners are enrolled continuously throughout the year. Courses have no formal entry requirements.

The Provider is a registered training organisation, the Australian diploma-only courses are validated through the Australian Government's Unique Student Identifiers (USI) scheme.

3. Inspection process

The inspection was carried out over one full day and four half-days by one inspector making use of remote online communication methods. The inspector carried out discussions with the CEO, the CEO for Online Education Europe (CEO(OEE)) and the Global Operations Manager (GOM). In addition, discussions were held with the Compliance Officer, Business Unit Managers and the staff members responsible for learner support, human resources support and safeguarding. Discussions were held with a cross-section of learners and tutors. A wide range of documentation was also scrutinised. A virtual tour of the premises was undertaken. The Provider was very well prepared for the inspection and co-operated fully with the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	9–11 April 2018
Supplementary	17–20 September 2018
Interim	26–27 August 2020

PART B - JUDGEMENT 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.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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|-----|---|---|-----------------------------|
| 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/or 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 others working for the organisation, including those working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals which effectively guides its activities that 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 that includes financial planning and data breaches 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

Management, staffing and administration are excellent. A clear and comprehensive management structure details well-defined and documented roles and responsibilities and is fully understood by staff. Consequently, the Provider is very well run, provides high levels of education and learner welfare, and has been able to manage effectively the recent strong growth in learner enrolments.

Senior managers are highly qualified and experienced. They provide clear and comprehensive educational direction. They understand their responsibilities well and are highly effective in carrying out all aspects of their role. Their in-depth knowledge and understanding of the requirements of Online, Distance and Blended Learning (ODBL) ensures that courses and their delivery meet learners' needs and that the learner experience is of a very high quality.

Communication between managers and the Provider's staff is excellent and includes weekly meetings, quarterly catch-ups with a majority of the team and regular newsletters. A range of electronic methods are used so that those working remotely have easy access to managers and other relevant staff. In addition, project management software has recently been introduced to improve collaboration and information-sharing electronically across the many time zones covered by the Provider. As a result, staff report that they are made aware of any operational changes and can ask questions or raise any concerns.

A comprehensive written statement of the Provider's mission and goals is effectively communicated to all stakeholders and is used very effectively to guide its activities. The statement is effectively implemented and regularly reviewed by senior managers.

An appropriate written risk management strategy, which includes coverage of financial planning and data breaches, is effectively implemented and regularly reviewed.

2. The administration of online, distance and blended learning is effective

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|-----|---|---|-----------------------------|
| 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 and learners 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	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	Learner and tutors' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrative support is excellent. Appropriate numbers of very well-qualified, suitably experienced administrators are in place. Detailed job descriptions ensure that they understand their roles and responsibilities and carry them out effectively. As a result, a wide range of well-defined and documented support is available to managers and learners.

Administrators work both remotely from home and in the head office. This meets the current needs of the Provider effectively and fully supports the day-to-day running of the organisation.

The Provider owns the office suite from which it operates. The head office is high quality and very well resourced and provides a suitable environment from which to conduct its business. The offices are clean, safe, secure, fit for purpose and provide an effective working environment. They are appropriately maintained and in a good state of repair. Signage, circulation space and other facilities for staff and learners, including access to toilet facilities, are good and there is adequate heating and ventilation in all rooms.

A comprehensive range of administrative policies and procedures are implemented, updated and shared with staff and learners. Systems for the collection of data and its collation are highly effective and support the administration of the provision. Systems for the logging and monitoring of tutor and learner interactions are excellent.

Personal records for learners and tutors are detailed, well maintained and up to date. Learners' and tutors' personal records are sufficiently detailed and regularly updated. The Provider has a robust security system and policies in place for protecting the data of its learners and tutors.

3. The provider employs appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Appropriate checks, including of experience and qualifications, are carried out before recruitment and accurate records are maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	All 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

A comprehensive range of policies and procedures for the recruitment and continued employment of managerial and administrative staff ensures that all staff are suitably qualified and experienced for their roles. An appropriate performance service level agreement is in place for self-employed staff.

Experience and qualifications claimed are appropriately checked and verified before employment and detailed records are maintained.

An appropriate and detailed tutor recruitment system that includes a face-to-face interview using a suitable online communication platform is in place.

All staff have a formal annual performance review. The review process results in a personal development plan, with suitable opportunities for additional professional training identified. For example, Australian diploma tutors are provided with subscriptions and personal development and vocational training options.

Staff are appropriately supported in their continuing professional development. All tutors are informed about events and activities that are relevant to their area of discipline and that may help with the development of their skills.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**

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|-----|---|---|-----------------------------|
| 4.1 | Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on programmes is comprehensive and accurate. | <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

The website and other publicity materials are of a very high quality and provide accurate information about the courses offered. The information provided includes how each course will be delivered and all the costs that learners should expect to pay, as well as any materials required. As a result, learners report that they were able to access accurate and relevant information so that they could make an informed choice about which course to study.

Text and images used in publicity materials are accurate and provide a fair reflection of the range of courses currently on offer, as well as other relevant information about the Provider itself.

The Provider's key policies are available through its website and are contained in the learner handbook.

5. **The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**

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|-----|--|---|-----------------------------|
| 5.1 | 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 |
| 5.2 | The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

5.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	The feedback is reviewed by the management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Reports are compiled at least annually, that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Systems to monitor the Provider's own standards and assess its own performance with a view to continuous improvement are excellent. Systems for monitoring and periodically reviewing all aspects of its performance are well developed and used effectively to continually improve the quality of the courses offered and the learner experience.

Feedback from learners and other stakeholders is regularly sought, recorded and analysed by managers.

Where issues are highlighted, appropriate action is taken to bring about improvement, with appropriate feedback provided to learners about what actions have been taken.

Reports are regularly compiled that clearly detail the Provider's performance and include an analysis of relevant data, including learner feedback, and any action plans. Fiscal performance is reviewed weekly, and formal reviews of courses and the Provider's systems are completed annually.

Action plans from reviews are implemented and regularly reviewed, with outcomes reported to senior management.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6. Management of the programme is effective

6.1	There is an effective manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and management of the teaching, learning and assessment team.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	Learners have appropriate access to staff for academic and/or learning support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Programme management and course development are excellent. The senior leadership and course management teams are highly experienced in managing, delivering and developing ODBL courses. As a result, the content and delivery of courses are regularly reviewed to ensure that all course materials reflect current knowledge and meet the needs of the learners.

The allocation of tutors to programmes is effective and ensures a consistent learning experience for learners so that they have the best possible chance of successfully completing their programme of study. Managers closely monitor tutors, and every six months complete a review on their performance. In addition, course data and learner feedback are used well to ensure consistent delivery across the range of courses.

Clear and appropriate deadlines and schedules are set and effectively communicated to learners using the Provider's comprehensive online learning platform. Well-developed assessment strategies are clearly linked to the achievement of defined learning outcomes to ensure that the programme objectives are achieved effectively.

The commissioning of individual course content and materials is managed effectively and is appropriately checked to ensure standardisation across the provision.

Learners have excellent access to staff for academic and/or learning support.

7. Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning

7.1	Tutors are appropriately qualified and/or experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	Tutors have an appropriate level of subject knowledge and pedagogic and communication skills, which allows them to deliver the programmes effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are very well qualified and highly experienced professionals in their field. They demonstrate a very good understanding of the challenges of the delivery of online and distance courses and have an appropriate level of subject knowledge and pedagogic and communication skills, which allows them to deliver the programmes very effectively.

Tutors in all subject areas tend to be professionals working in that field and many are authors of books or contributors to journals and magazines. Prospective applicants for courses can view the profiles of the tutors on the Provider's website.

The Provider has secure systems in place that ensure that tutors are appropriately trained with respect to the Provider's policies, learner needs, teaching and instructional approaches, and the use of technology.

The Provider is very effective in working with tutors to continuously upskill them and include them in its continuous improvement cycle of materials and technologies.

8. Tutors respond to the individual learning needs of learners

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|-----|--|---|-----------------------------|
| 8.1 | The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Tutors employ effective strategies to check learners' understanding of concepts and programme content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Tutors respond to the individual learning needs of learners extremely well. Academic requirements, together with any support needs of the learners, are taken into account in the planning, design and delivery of the programmes.

Courses materials are of a very high quality and contain a wide range of activities to engage learners and encourage and support them to develop independent learning skills.

A wide range of effective strategies, including detailed feedback on set activities, are used by tutors to check learners' understanding of concepts and programme content.

9. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

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|------|---|---|-----------------------------|-----------------------------|
| 9.1 | Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | Ongoing assessments appropriately reflect the content and standards of any final assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | Learner assessment is guided by grading policies that are consistent and well communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.5 | Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.6 | Feedback is given to individual learners 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 | |
| 9.7 | Learners are made aware of how their progress relates to their target level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.8 | Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.9 | The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.10 | Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Clear and detailed assessment criteria and procedures are made available to learners on the Provider's learning platform at the start of their course.

Assessment takes place throughout the course and maintains a clear focus on the set assessment criteria and the achievement of the intended learning outcomes. This reflects the content and standards of any final assessments and helps the learners and tutors to monitor progress effectively. Assessment evaluation is guided by appropriate grading policies.

Tutors make timely interventions should a learner be making unsatisfactory progress. Learners regularly discuss their progress with their tutors so that they know how they are progressing and can arrange any additional support should it be needed. Guidance on alternative programmes is provided if learners are judged to be making insufficient progress.

Appropriate policies and procedures discourage academic misconduct, including plagiarism, and learners are provided with clear information.

Prompt action is taken and appropriate advice is given to all learners who fail to meet the academic requirements of a course or who miss deadlines.

10. 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

As the Provider is a registered training organisation, the Australian diploma-only courses are validated through the Australian Government's Unique Student Identifiers (USI) scheme.

11. There is a clear rationale for programmes leading to unaccredited or internal awards

11.1 There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA

11.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires. Yes No NA

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

12. There are satisfactory procedures for the administration of examinations and other means of assessment

12.1 The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration. Yes No NA

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

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|------|--|---|
| 12.3 | For internal awards, there are clear procedures for learners to appeal against their marks. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 12.4 | There is an authentication process which enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Detailed arrangements for the assessment of internal awards ensure their security and effective administration. Clear procedures for learners to appeal against their marks are in place.

An appropriate authentication process is in place that enables the provider to verify that the learner who is registered on the programme is the same person who completes the programme.

INSPECTION AREA – LEARNER SUPPORT

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

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|------|--|---|
| 13.1 | The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.2 | Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.3 | Enrolment and application documentation is easily accessible and simple to complete and submit. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.4 | The provider replies to all application enquiries in line with its appropriate target response times. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.5 | Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.6 | The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.7 | The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.8 | The provider has effective systems to identify learners who have special educational needs and disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 13.9 | Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

Comments

Learner support is excellent and is a key strength of the Provider. A comprehensive and detailed range of information and advice and guidance is provided to learners prior to the commencement of their course. This ensures that they are registered on a programme of study that meets their expectations and needs.

Enrolment and application documents are easily accessible online and simple to complete and submit. All application enquiries are responded to in a very timely manner.

Applicants are made aware that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.

Effective systems to identify learners who have special educational needs and/or disabilities are in place, with learners declaring any support needs at the time of registration or being raised by their tutor during their course. Any additional learning support or adjustments to their chosen programme of study are made in a timely manner, including adjusting the length of the learner's course where needed.

Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Learners are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A number of highly trained staff are available to deal with issues from learners of a general and technical nature. All enquiries are handled very promptly and sympathetically.

Peer interaction is supported and encouraged through the Provider's virtual learning environment platform. Policies and procedures for dealing with any abusive behaviour, including cyberbullying, are implemented effectively. This includes staff monitoring the online activities of learners and tutors, with prompt action taken if there are any concerns.

A clear and fair complaints procedure is in place and is available to all learners. Learners are advised of BAC's complaints procedure, with a link provided on the Provider's website.

Arrangements for the safeguarding of learners under the age of 18 and vulnerable adults are highly effective and regularly reviewed. All learners under the age of 18 years are clearly identified on the Providers systems and only tutored by staff who have completed the required training and whose backgrounds have been appropriated checked.

A suitable policy, appropriate staff training and effective arrangements protect learners from the risks associated with radicalisation and extremism. Appropriate training and updating is provided during online meetings and staff newsletters. Appropriate risk assessments have been undertaken.

15. Programme materials are appropriate to the medium of delivery and are effective

15.1	Programme designers make effective use of appropriate teaching and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Programme 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
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Courses are very carefully designed to ensure that they cover the knowledge and skills that are required to meet their stated learning outcomes and use an appropriate range of teaching and learning resources. The course design includes appropriate support materials.

Learning materials are of a very high quality, very well presented and sufficiently comprehensive to enable learners to achieve the programme objectives.

Programme material content is regularly reviewed by senior leaders and course managers to ensure that these are accurate and reflect current knowledge and practice. Course material authors are tasked with continuously improving all resources.

Courses have a clear structure and appropriate learning objectives, which meet the needs of learners.

A detailed course document provides instructions and guidance on how to study and how to use the learning materials.

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

16.1	The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Appropriate, bespoke technology is used to support the interaction between the Provider and learners and to enhance instructional and educational services. Learners and staff report that the technology used is of a very high quality and fully accessible.

Materials and learning resources can be easily accessed by learners and their access is regularly checked by the Provider. This is confirmed by learners and staff.

Experienced Information Technology (IT) staff ensure that systems are operative at all times and provide appropriate support to tutors and staff working remotely.

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

Strong and highly focused leadership guides the Provider effectively and supports the continuous development and quality of its provision.

Comprehensive quality systems are in place for the collection, collation and analysis of data, providing management with a clear understanding of the provision.

A highly effective and systematic administrative system supports the Provider's work effectively.

Well-established and highly effective communication arrangements are in place.

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

Very experienced and highly qualified tutors support their learners effectively to achieve their chosen qualification.

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

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

LEARNER SUPPORT

Provider's strengths

Well-developed systems are used to monitor learners' progress and provide additional support where necessary.

Provision of a highly effective IT platform fully supports all aspects of the Provider's work and promotes excellent learner support.

Prompt action is taken to address any learner issues, so contributing to very high levels of learner satisfaction.

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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