



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Full Inspection

NAME OF PROVIDER: Bullseye Academy

ADDRESS: Birchin Court
20 Birchin Lane
London
EC3V 9DU

HEAD OF PROVIDER: Mr Alex Ng

DATE OF INSPECTION: 18–20 April 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 21 July 2023

1. Background to the provider

Bullseye Academy Limited (the Academy/the Provider) is a privately owned organisation that provides short, accredited programmes in financial trading. It was incorporated in England and Wales in 2020 and offered its first modules at the beginning of 2023.

The Academy is based in serviced offices near Bank in central London and is well located for access to the financial institutions in the City of London. The Academy's premises contain a simulated trading floor that is available five days a week, providing opportunities for the Academy's learners to use the facilities as much as possible.

The Academy's aim is to help shape the next generation of financial professionals through innovation, expertise and an unwavering determination to deliver success.

The Academy's Proprietor meets with the management team on a weekly basis. The management team consists of the Managing Director (MD), the Academic Dean, the Strategic Programme Director, the Sales Executive, who also acts as the Student Mentor, and an Academic Consultant. The MD is responsible for the day-to-day running of the provision.

2. Brief description of the current provision

The Academy offers programmes in financial trading that cover technical analysis, trading psychology, macro- and micro-economic analysis, and the development of a sustainable and consistent trading strategy.

The Academy offers a Certificate Programme in Financial Trading and Investment Management, an Advanced Certificate Programme in Financial Trading and Investment Management, a Diploma Programme in Financial Trading and Investment Management, and an Advanced Diploma Programme in Financial Trading and Investment Management. The Academy's Diploma and Advanced Diploma programmes are accredited by the Chartered Institute for Securities and Investment (CISI).

The programmes are delivered through online and in-person components and consist of a range of core, core elective and elective modules. The Provider's learners decide whether they wish to complete their studies online, in person or through a blended format. The varied delivery options that the Academy offers mean that its provision can be increased at short notice to meet the demands of up to 100 learners.

At the time of the inspection, 17 learners were enrolled, with 16 studying on the blended programme and one learner studying the programme fully online. All learners were Chinese, with the majority resident in the United Kingdom (UK), and the majority being female. All learners were over the age of 18. The learners were studying on the Certificate Programme in Financial Trading and Investment Management and the Diploma Programme in Financial Trading and Investment Management.

Learners are enrolled on the Academy's programmes monthly in four-week cycles to accommodate the four-, eight- and ten-week structures of its modules. Entry requirements are identified in the Academy's Frequently Asked Questions webpage, and the level of language ability required is shared on the Provider's enrolment form.

3. Inspection process

One inspector completed a three-day inspection, with two days online and one day onsite at the Academy's premises. Meetings were held with the MD, the Academic Dean, the Strategic Programme Director and the Sales Executive, who are also the tutors for the modules. Various online sessions were watched, and an onsite lesson and a learner's presentation were observed. A meeting was held with the learners. A tour of the premises was

completed. The Academy's management team fully co-operated with the inspector and provided a comprehensive range of documentation during the inspection.

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 provider.

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/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 that effectively guides its activities and that is communicated to all stakeholders and 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 that 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 management structure is clearly defined and documented in an organisational chart. The role and extent of the authority of the Proprietor are clearly understood by members of the Academy's management team.

The head of the Provider and the other senior managers are suitably qualified and/or experienced. They clearly understand their specific responsibilities and are effective in carrying these out. The Academy has documented descriptions of each management role and its responsibilities.

Highly effective communication channels are operational at all times between members of the management team via email and the Provider's Learning Management System (LMS), including when staff are working remotely.

The Provider has a clear, written mission statement, and this guides its activities effectively. The Provider uses an innovative approach to training, with its learners being offered the opportunity to undergo simulated trading experiences under the guidance of experienced professional traders. The mission statement is regularly reviewed at the end of each module to ensure its intended outcomes are being met and that learners have gained the skills needed to become successful traders.

There is a detailed, documented risk management strategy in place, which includes financial planning and data breaches. The strategy is effectively implemented and is regularly reviewed at the Provider's education committee meetings.

2. The administration of online, distance and blended learning 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 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	Learners' 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

Members of the management team carry out specific, administrative duties, and this is sufficient to ensure the effective day-to-day running of the Academy. The MD is responsible for the management of all the Academy's staff and oversees the student portal on the Provider's LMS and the marketing and teaching.

The Academic Dean oversees the creation and quality of the content for the Academy's programmes, and monitors learners' work, queries and complaints. The Strategic Programme Director is responsible for the delivery and day-to-day running of the Academy's programmes, both those that are delivered in person and online, and also for writing course content, and developing the LMS. The Sales Executive is responsible for answering initial enquiries, enrolment and mentoring learners. All members of the management team have clearly defined administrative roles and this ensures the effective operation of the Provider.

The administrative support available to the management and learners is clearly defined, documented and understood by staff and learners. A clear description of each staff member's responsibilities is provided in their job description. As a result, the learners know who to approach for any queries they may have. Learners confirmed that their first point of contact was their assigned tutor or the Sales Executive/Student Mentor, with the Academic Dean answering questions on course content and assignments. Inspection findings confirmed this view.

Administrative policies, procedures and systems are up to date, thorough and effectively disseminated across the Provider by means of the Academy's comprehensive student and staff handbooks. The information in the handbooks can be difficult to locate as the contents page does not show page numbers for specific information, and some of the job titles given do not correspond to those used by staff at the Academy.

The working environment is fit for purpose and suitably resourced for the effective administration of the Provider. Desks with a bank of desktop computers are allocated for the sole use of the Academy's staff at one side of the classroom.

Data collection and collation systems are effective in supporting the administration of the Provider, including the logging and monitoring of tutor and learner interaction. The Academy uses an efficient LMS, which records all tutor and learner interactions. This ensures that all members of the management team are fully informed about the learners, their progress and any questions they might have.

Learners' and tutors' personal records are sufficiently detailed and regularly updated on the LMS. The Academy has a robust security system and policies in place for protecting the data of its learners and tutors. Learners and tutors set their own passwords to access their records on the LMS. All members of the management team can access learner records for administrative purposes.

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
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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

The Academy's policies and procedures for the recruitment of suitably qualified and experienced staff are documented in the staff handbook. These are comprehensive and effective. A signed performance service level agreement is in place for self-employed staff at the Academy.

The MD completes appropriate checks of experience and qualifications prior to the employment of the Academy's staff, and secure records are maintained on the Academy's LMS. The Provider has a robust tutor recruitment system that includes an in-person interview onsite prior to employment.

There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners. Tutor feedback to learners is recorded on the Academy's LMS and regularly monitored by the Academic Dean, who in turn provides written feedback to each tutor. The performance of staff is reviewed on an ongoing basis, feedback on their progress and areas for development is given immediately and this ensures that they are continually developing their skills.

All staff are appropriately supported in their Continuing Professional Development (CPD). Formal observations of teaching are carried out by the Academic Dean, and feedback to tutors includes links to courses that focus on the development of online teaching skills. The Academy has introduced peer observations where its tutors can identify good practice and areas for development in their colleagues' online teaching.

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

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 Academy's website provides an accurate depiction of its facilities, the resources and services it offers and the location of its premises. There is no photograph of the exterior of the Provider's premises on the website or publicity materials. This would be a useful addition. Many of the images on the website show the Academy's simulated trading classroom and staff and clearly demonstrate the resources and services that learners will be offered during their studies.

The information provided on the Academy's programmes is comprehensive and accurate. The structures of the programmes are clearly described showing the core, core elective and elective modules required to complete each of the Academy's programmes. Upcoming start dates are shown, together with information about the cost of the online versus on-site versions of the programmes.

The Academy's privacy and cookies policy is available on its website. Learners receive information about the Provider's terms and conditions when completing an enrolment form. Learners gain access to the Academy's LMS and gain further information about the Provider's key policies as part of their induction day.

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

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

The Academic Board and Education Committee monitor the Academy's performance and undertake a twice-yearly quality assurance and enhancement review. Action points are then created, implemented and regularly reviewed. The first quality and enhancement review takes place in July or August 2023, six months after the Academy's provision began.

The Academy has effective mechanisms for obtaining feedback from learners and staff on all aspects of its provision. Learners are able to give feedback on each module through the comments function on the LMS and via a module completion evaluation form. Ongoing oral feedback on all aspects of the provision is shared by the Academy's staff during their regular meetings. All feedback is reviewed in a timely manner, and action is taken immediately to address any issues that may have arisen.

There is a mechanism in place for the Academy to report to learners what has been done in response to their feedback. If learners provide their feedback at the end of their module, they are informed of the Academy's response by email. The Academy has created an alumni group for its learners, who are able to access the LMS for four weeks after they complete their programme. The Academy seeks learner feedback at all stages of their learning and is very responsive to their comments.

The Academy has been operational since January 2023. The first annual report, containing information about the Provider's performance, will be completed at the end of 2023. The Academy continually analyses a range of data, including learner feedback, through its LMS.

Management team meetings are held three times a week. Action points are allocated to staff by name, with completion of tasks being recorded on a spreadsheet and shared prior to the team's next meeting.

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

There is an effective management team with experience of Online, Distance and Blended Learning (ODBL) whose members have responsibility for programme delivery and management of teaching, learning and assessment. The Strategic Programme Director manages the online element of the Academy's programmes and effectively supports the learners completing their studies online. The Academic Dean is responsible for the programme content and teaching, learning and assessment.

The allocation of tutors to programmes provides a consistent learning experience, and delivery is monitored through informal observations completed by the MD and Academic Dean to ensure consistency. Learners are allocated to one of the Academy's tutors on their induction day. Learners told the inspector that they liked the way tutors shared the delivery of the programme content, for example, by teaching alternate online and face-to-face sessions, as they felt that they gained from the wide range of experience of the tutors.

Realistic deadlines and schedules are set and communicated well in advance in the module outlines shared with the learners at the start of their programmes.

Innovative delivery methods ensure that the programme objectives and learning outcomes are achieved effectively. The delivery of the course content simulates real-life trading, with learners being guided in their use of financial websites and their understanding of trading terminology. The use of simulated trading accounts for the learners allows them to practise their skills in a safe environment, under expert guidance. The programme design and course content reflect current knowledge and practice and is regularly reviewed and updated by the management team.

The Academy's programmes allow learners to develop the knowledge and skills that are required for their final examinations and assessments. The learners informed the inspector that they felt the programmes met their needs and that they were being well prepared to trade on the financial markets. The learners were keen to start trading upon completion of their studies.

The Academic Dean effectively manages the commissioning of course content and this ensures that there is standardisation across the provision.

Learners are encouraged to speak to their tutor about any academic or learning support they require and are referred to the Academic Dean if necessary. All tutors are on site each Friday and are available to learners at that time. The Academy provides a high level of support for its learners.

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
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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 that allow 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

The Academy's tutors are well qualified and have a wide range of experience of working in the financial sector and are experienced, independent financial traders.

All of the Academy's tutors have a good level of understanding about the challenges presented by ODBL. They present live webinars and two tutors maintain a regularly updated website page that receives daily updates on the global financial markets. All of the Academy's webinars are recorded so that learners can readily access them. Each of the tutors is confident in the use of the Academy's video-conferencing platform and has a high level of subject knowledge and pedagogic and communication skills which allow them to deliver the programmes effectively, ensuring learners get the most from their programme of study.

The Academy's tutors are confident users of technology and are keen to impart this knowledge to the learners in a guided approach, showing them how to access and decode information on a range of financial websites. Tutors are also appropriately trained with respect to the Provider's policies, learner needs and teaching and instructional approaches, this ensures that they are able to adapt their delivery to best suit the learners' needs. Learners particularly like the simulation trading account that they are given at the beginning of their studies as this helps them to practise trading in a realistic way under tutor supervision.

8. Tutors respond to the individual learning needs of learners

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

An initial consultation takes place with learners prior to their enrolment on modules. The consultation records their academic and professional background and support needs. This ensures that they are placed on programmes that best meet their needs. The enrolment form also asks prospective learners to disclose any support needs they may have so that the Academy can take this into account in the planning, design and delivery of its programmes. The provision of a simulated trading account with a trading fund of £10,000 encourages the learners to develop their independent learning skills while they are studying at the Academy. The learners have access to their trading accounts 24 hours per day and they are able to follow the international markets and set alerts for the shares they are trading. Through the monitoring of learners' activity in their trading accounts, the Academy's tutors are able to check their learners' understanding of concepts and programme content. Learners are required to give presentations to their tutors and peers about their trading at the end of their modules. They receive detailed feedback from their tutors.

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

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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, is tailored to meet their specific needs and is 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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

Learners complete a number of integrated quizzes during their studies to self-check their understanding of the module content. Learners and tutors are provided with a schedule of assessments at the beginning of each module. Learners must pass the end-of-module test to receive the credits associated with each module.

The module information provided to learners prior to their enrolment clearly states the intended learning outcomes of their chosen programme and shows how the different modules contribute to these outcomes. The quizzes undertaken by the learners clearly align with the achievement of each module's intended learning outcomes and reflect the content and standards of any final assessments, ensuring that learners are able to check their understanding of the module content before taking the end-of-module test. Learners are asked to give a presentation to the Academy's tutors on their experience of trading.

Ongoing formative assessment for each module is completed by means of quizzes which the learners complete live online during their training sessions, with immediate feedback being given to the group by the Academy's tutors.

The allocation of learners to a specific tutor group, and the record of work maintained on the LMS, ensure that learners' progress and assessment outcomes are monitored. This allows the Academy to identify learners who are not making satisfactory progress and ensures a timely intervention can take place, as required.

The Academy does not offer alternative programmes to learners who are judged to be making insufficient progress as its modules are all designed at the same level of complexity to meet the requirements of CISI validation. Learners are offered three opportunities to pass their module to facilitate their successful completion. If they fail all three attempts, they are required to restart the module.

Effective steps are taken to identify and discourage cheating and plagiarism. Each learner is required to give a formal face to face presentation to the Academy's tutors at the end of their module and the end-of-module test is taken onsite under tutor supervision. A clear procedure is in place about steps to be taken if plagiarism or cheating is detected.

Feedback is given to individual learners in person or through the chat facility on the LMS. Learners are also made aware of how their progress relates to their target level of achievement through the use of the quizzes and an end-of-module test. The feedback they received is constructive and is tailored to meet their specific needs. Assessment submissions are also monitored on the Academy's LMS, with appropriate steps being taken by the learner's tutor and the Academic Dean if timeliness falls below expectations.

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

The Academy's programmes lead to accredited awards granted by the CISI.

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
- 12.3 For internal awards, there are clear procedures for learners to appeal against their marks. Yes No NA
- 12.4 There is an authentication process that 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. Yes No NA

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

Comments

All documentation for the end-of-module tests is securely stored on the Provider's LMS portal in accordance with the regulations of the CISI.

The Academy does not offer internal awards. All the modules it offers are accredited by the CISI.

The Academy maintains a thorough authentication process. The Sales Executive completes an in-person interview with each applicant and, as a tutor on the programmes, ensures that the enrolled learner is the same person who completes the course and receives the credit.

INSPECTION AREA – LEARNER SUPPORT

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

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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/or disabilities requiring additional learning support or any other 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

Prior to enrolment, applicants have a conversation with the Academy's Sales Executive either online or in person. They are asked about what they would like to achieve, for example to trade or join an investment bank, and they are guided towards the programme that would best meet their expectations and needs.

Applicants are provided with sufficient information, online and in hard copy, to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns with the Sales Executive before enrolment. Other members of the management team can also answer questions based on their own experiences, as relevant to the individual applicant's needs.

All application and enrolment documentation is available online and is easy to complete. The Provider replies to all enquiries in a timely, efficient manner. Enquiries made during the week are answered within 24 hours, while enquiries received at the weekend are responded to the following Monday.

Entry requirements for each programme are set at an appropriate level and are clearly stated on the Academy's enrolment form and website. The language level of prospective learners is assessed through conversations held with a member of the Academy's management team prior to the learner's completion of the enrolment form.

The Academy asks that learners have access to suitable wireless broadband from their homes. The learners are provided with a desktop computer linked to the Academy's trading room simulation software when they are on site.

Learners are asked to disclose any specific learning needs and/or disabilities on the Academy's enrolment form. The Provider's premises already have wheelchair access via a ramp and a lift to all floors in the building. An accessible toilet is located on the ground floor. The Provider ensures that support can be put in place to support learners with specific learning needs.

Terms and conditions stated on the Academy's enrolment form ensure that learners are enrolled on its programmes under fair and transparent contractual terms and conditions. Refund arrangements and an appropriate cooling off period are also detailed in the Academy's terms and conditions.

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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.6	Effective safeguarding arrangements are in place for learners 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
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors effectively support learners from their assigned group with any issues of a general or technical nature via online or in-person communication. Any issues which arise are handled promptly and sympathetically which ensures that the learners' progress is not impeded.

Peer interaction is encouraged through the use of a range of social media and video-sharing applications and a Virtual Learning Environment (VLE). Staff and learners also use a shared social messaging video sharing application. Learners are offered a wide range of media through which they can interact with their peers and their tutors.

The Academy's LMS offers learners the opportunity to interact with each other via a collaborative forum. However, at the time of the inspection, this had not been used by the Academy's learners.

The Academy's staff monitor the online activity of tutors and learners on the LMS. All tutor and learner participation is logged which allows the management team to take immediate action if there are concerns about cyberbullying or other online risks.

The student handbook provides learners with access to a fair, written complaints procedure.

The Academy was not accredited by British Accreditation Council (BAC) at the time of the inspection. Information about BAC's complaints procedure will be made available to learners upon accreditation.

The Academy does not enrol learners under the age of 18 or vulnerable adults.

The Academy has a policy in place to protect learners from the risks associated with radicalisation and extremism. In addition, a detailed risk assessment has been completed by the Provider.

14.7 However, not all members of the management team have completed the relevant training.

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. Yes No

15.2 Programme materials are designed for a specific and clearly stated level of study and include appropriate support material. Yes No NA

15.3 Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. Yes No

15.4 Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice. Yes 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. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Academy's programmes have been designed by the Academic Dean and make effective use of the teaching and learning resources stored on the LMS. Resources include the simulated trading room and its associated materials, training session notes and guidance clarifying stock market terminology.

The Academy's programmes have not been allocated a specific level of study at the present time. The Academy is presently enhancing the programme content to ensure that it fully meets level requirements.

The Academy's programme materials are professionally produced and are designed to ensure that learners meet the learning outcomes of each programme. In addition to taking the end-of-module test, learners complete quizzes that are integrated into the programme content. This allows learners to check that they have correctly understood the course content.

The Academic Dean regularly reviews and revises the programme materials to ensure that these are accurate and reflect current knowledge and practice and developments in the financial markets.

Instructions and guidance on the Academy's learning materials are made available online in clear and easily understandable language. This assists learners to learn effectively. Learners confirmed that they found the Academy's website easy to use and that they liked being able to review the online content at their own pace. Inspection findings confirm this view.

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. Yes No

16.2 The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly. Yes 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. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners are provided with links to the Provider's live webinars, which also contain a chat function for the learners and tutors to use. All sessions are recorded and maintained in an online library for learners to access at times that suit them.

All online resources are continually updated in response to developments in the financial markets. In addition, a daily and weekly publication written by the Academy's staff is added to the Provider's resource bank. Easy access to the Academy's resources ensures that learners are kept up to date about changes in the stock markets and economic news.

The Academy has access to a worldwide support team for its LMS 24 hours per day. Each member of staff also has access to the support team whenever required and a video conference call can be organised if necessary.

INSPECTION AREA – FACE-TO-FACE COMPONENT (if applicable)

17. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

17.1 The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. Yes No

17.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Formal arrangements are in place for the Provider to have access to premises that are well suited to the delivery of its programmes. The Academy also has access to additional premises of a temporary or occasional in the same building for training or meeting purposes.

18. The premises provide a safe, secure and clean environment for learners and staff

18.1 Access to the premises is appropriately restricted and secured. Yes No

18.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

18.3 There are specific safety rules in areas of particular hazard, for example, science laboratories, that are readily available to learners, staff and visitors. Yes No NA

18.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No

18.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No

18.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No

18.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

18.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the premises is appropriately restricted and secured. Visitors are required to sign in at the entrance to the building, and reception staff contact the Academy's staff to confirm that the visitors can enter the premises. Learners are provided with a security pass to enter the lift and gain entry to the Academy on the third floor of the building.

The premises are maintained in an excellent state of repair, decoration and cleanliness and offer a high level of comfort to learners, staff and visitors.

The Academy does not utilise areas of particular hazard.

There is adequate signage inside and outside the premises regarding health and safety which is made available to learners, staff and visitors. This includes signs indicating fire exits and emergency lighting. In addition, detailed health and safety guidance is available in the staff and student handbooks.

As the display of information on notice boards is not permitted by the building's management, general information is circulated by email to the Academy for dissemination to its learners and staff.

The reception area on the ground floor of the building contains a seating area with a sofa and chairs, and there is a second comfortable seating area available directly adjacent to the Academy's training room. The premises offer excellent circulation space for learners and staff and suitable areas for receiving visitors.

There are an appropriate number of toilets which offer a high level of cleanliness. The Academy's premises are also well ventilated and offer adequate heating.

19. Training rooms and other learning areas are appropriate for the programmes offered

- | | | |
|------|--|---|
| 19.1 | 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 |
| 19.2 | Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.3 | There are facilities suitable for conducting the assessments required on each programme. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 19.4 | Training sessions are timetabled and rooms are allocated appropriately for the programmes offered. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Academy's training room provides adequate accommodation for the training sessions allocated. The training room contains eight desks for learners. Each desk contains a desktop computer that is linked to the Provider's LMS and offers the learners the opportunity to experience trading in a way that simulates a real-life trading room while benefiting from the guidance of their tutors.

All assessments are completed online.

The Academy's online and in-person training sessions are clearly timetabled. Live webinars are held online at various times from Monday to Friday. The weekly in-person component of each programme is held on a Friday in the trading room classroom.

20. There are appropriate additional facilities for learners and staff

- | | | |
|------|---|---|
| 20.1 | Learners have access to sufficient space, which could include a library and suitable IT facilities, so that they can carry out their own private work and/or study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|------|---|---|

20.2	Tutors 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
20.3	Learners 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
20.4	There are individual offices or rooms in which tutors 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

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners have access to sufficient space for their studies and work when they are attending the Provider's premises. They also have access to an online and onsite library during their studies.

Tutors have access to sufficient personal space for their work and relaxation. A small room next to the trading classroom can be used by staff when they require privacy. Tutors and senior management also have access to individual rooms where they can hold private meetings and staff meetings.

The Academy is in a central location where there is a wide variety of coffee shops, cafeterias and restaurants. Learners and staff also have access to two large, modern, well-equipped kitchens, with tables and seating, to make hot drinks and food. There is also a secure outside seating area.

There are meeting rooms available on the same floor as the Academy's premises, and these can be used by its staff to hold private meetings and staff meetings. Larger meeting rooms on the ground floor of the building are also available for use by the Provider's staff.

21. There is an appropriate policy on learner attendance and effective procedures and systems to enforce it

21.1	There is a clear policy on learner attendance and punctuality that is communicated to all learners and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.2	Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Learner 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 Academy has a clear policy on learner attendance and punctuality which is communicated to learners and tutors via the Provider's handbooks.

The Academy's LMS is used to record each learner's progress on their course. It records how many hours they have studied and the course components they have completed. A weekly meeting is held by the management team, and each learner's progress is checked to ensure that they are completing the online work required.

A record of attendance is kept for learners attending each of the in-person sessions, and this information is added to the learner records on the LMS.

Online learner activity is monitored via the LMS. Inactivity is quickly identified, and the staff member with mentoring responsibilities for the learner will contact them immediately by telephone or the LMS.

22. Learners attending face-to-face components receive appropriate support

22.1	There is at least one named staff member responsible for learner welfare who is suitably trained and/or experienced, accessible to all learners and available to provide advice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.2	Learners receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.3	Learners receive an appropriate induction and relevant information at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.4	Learners 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
22.5	The provider has policies in place 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
22.6	There is an e-policy in place that references any existing staff and learner codes of conduct and covers learners' 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
22.7	The provider collects contact details for learners 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
22.8	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources that ensure that all tutors have access to the appropriate quantity and quality of resources on the day/s of the course for the benefit of the learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.9	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 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 Academic Dean is responsible for learner welfare and is suitably trained and experienced and accessible to all learners and tutors to provide advice.

Learners receive a wide range of information, advice and guidance before the start of their course. They also undergo a consultation with the Sales Executive, who ensures that they know the entry requirements of their intended programme of study.

Learners receive an appropriate induction and relevant information on the first day of their module, which is normally held onsite. Learners are enrolled on the first Monday of each month and are allocated to their tutors at induction. They also gain access to the Academy's LMS, the student handbook and their module materials. They are given a guided tour of the premises.

The main office number is the contact number given to learners. Learners can also contact the MD via an instant messaging application for out-of-hours and emergency support.

Policies regarding discrimination and a procedure for dealing with any abusive behaviour including cyberbullying are documented in both the student and staff handbooks and are effectively implemented. There is also an e-policy in the student and staff handbooks that covers learners' on-site use of social media and devices such as mobile telephones, tablets and cameras.

Information about the learners' contact details and next of kin is collected at enrolment. This information is kept securely on the Provider's LMS and can be accessed quickly by the appropriate member of staff.

The staff handbook contains appropriate policies and procedures for the acquisition of teaching and learning resources. Tutors inform the Academic Dean of their requirements. All tutors have access to a wide range of resources for their training sessions.

Training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the CISI. This ensures that learners are well prepared to undertake the Provider's online end-of-module examinations.

23. International learners are provided with specific advice and assistance

- | | | |
|------|---|--|
| 23.1 | International learners receive appropriate advice before their arrival on travelling to and living in their host country. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.3 | Information and advice specific to international learners continue to be available throughout their programme of study. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.4 | Provision of support takes into account cultural and religious considerations. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

Comments

24. Tutors are suitable for the courses to which they are allocated and effective in delivering them

- | | | |
|------|---|---|
| 24.1 | Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 24.2 | Tutors respond to different backgrounds and particular support needs of learners in their delivery of the teaching/training sessions. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 24.3 | Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 24.4 | There is an effective system for regularly reviewing the performance of the tutors that includes regular, scheduled course delivery observations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

Comments

The Academy's Academic Dean provides tutors with links to online courses that focus on the development of their online teaching practice. Completion of the recommended courses ensures that tutors continue to develop their skills to enhance their learner's studies.

The Academy's tutors come from a wide range of backgrounds, which allows them to support their learners' particular needs effectively. The MD speaks fluent Mandarin Chinese and Cantonese, which enables him to support the Chinese learners attending the Academy.

The Academy's tutors use a range of strategies in their webinars to encourage learner participation, including asking questions, projecting content to stimulate discussion. However, these strategies are not always effective, and learner participation is low. The online room also contains a chat box which is not effectively used by tutors to involve learners in active participation during the live webinars.

The Academic Dean completes regular, scheduled module delivery observations. The Academy's tutors are also observed when delivering live webinars. All feedback is fully documented and effectively recognises the tutors' strengths and areas for further development.

25. Residential accommodation that is directly managed by the provider is fit for purpose, well maintained and appropriately supervised

- 25.1 Any residential accommodation is clean, safe and of a standard that is adequate for the needs of learners. Yes No
- 25.2 Any residential accommodation where learners under 18 are accommodated is open to inspection by the appropriate authorities, including Ofsted. Yes No NA
- 25.3 Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of learners and their property. Yes No
- 25.4 A level of supervision appropriate to the needs of learners is provided. Yes No
- 25.5 Appropriate measures are in place to ensure that learners under the age of 18 and those over the age of 18 are separated when allocating accommodation. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

26. Where home-stay accommodation is organised, the welfare of learners is ensured and the provider's relationship with hosts is properly managed

- 26.1 Home-stay accommodation is selected so that it provides a safe and comfortable living environment for learners and is appropriately located for travel to and from the provider. Yes No
- 26.2 Home-stay accommodation is inspected before learners are placed there and is subject to regular reinspection by a responsible member of staff or agent of the provider. Yes No
- 26.3 The provider has appropriate contracts with the hosts and learners before and during the home-stay placement that clearly set out the rules, terms and conditions of host family accommodation. Yes No
- 26.4 Appropriate advice and support are given to both hosts and learners before and during the home-stay placement. Yes No
- 26.5 Clear monitoring procedures are in place, with opportunities for learner feedback and prompt action taken in the event of problems. Yes No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

The Academy's management team has a wide range of experience of financial trading, and this ensures that the content of the programmes is current and insightful.

Members of the management team are well informed about their roles and responsibilities and are effective in carrying out their assigned duties.

Communication between members of the management team is immediate, and this allows them to respond effectively to any issues that may arise.

The Provider's LMS securely stores all staff and learner records, ensuring efficient and effective monitoring of the provision and its learners.

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 Academy's tutors have a wide range of trading knowledge and experience, which they use to show learners how to interpret and react to financial information and global stock markets effectively.

The provision of a simulated trading account and trading room provides the Academy's learners with the opportunity to practise trading in a realistic way, preparing them for entry into the financial trading sector.

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

LEARNER SUPPORT

Provider's strengths

Each learner is provided with a mentor, who is their point of contact and support during their studies.

The provision of a simulated trading account allows the Academy's tutors to monitor learners as they develop their trading skills.

Learners have access to a wide range of online resources via the Academy's LMS.

Actions required	Priority H/M/L
14.7 All staff must undergo training to ensure that effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

FACE-TO-FACE COMPONENT (if applicable)

Provider's strengths

Learners have unlimited access to their assigned tutor and the other tutors during the in-person training days at the Academy, which ensures that they are well supported in their learning.

The simulated trading room enables the Academy's learners to develop trading skills in a realistic way, providing them with the skills they need to trade in a real-life situation.

The weekly in-person, on-site component of the Academy's programmes offers the learners a chance to share their experiences of trading and to compare their understanding of using information available on the financial markets.

The Academy's simulated trading room is staffed five days a week, which allows the learners to use its facilities at a time to suit them.

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

It is recommended that the job titles given in both the student and staff handbooks should be the same as those used for staff at the Academy and that the handbooks' contents pages show page numbers for content.

It is recommended that a photograph of the exterior of the Provider's premises should be added to the Academy's website and publicity materials.

It is recommended that the Academy publicises the availability of collaborative forums on its LMS.

It is recommended that the chat box should be utilised more to stimulate learner participation in the Academy's live webinars.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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