



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Full Inspection

NAME OF PROVIDER: Zing Performance Ltd

ADDRESS: Rural Innovation Centre
Avenue H
Stoneleigh Park
Warwickshire
CV8 2LG

HEAD OF PROVIDER: Mr Wynford Dore

DATE OF INSPECTION: 7 July & 10–11 August 2023

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

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

DATE: 30 October 2023

1. Background to the provider

Zing Performance (Zing/the Provider) is a private company limited by shares. It was founded by its owner and Managing Director (MD) in November 2010 as a specialist provider of scientific research and development leading to innovative applied technology, with online delivery of personalised neurological exercise programmes.

The Provider's Head Office is in Stoneleigh, Warwickshire, in the United Kingdom (UK). There is also a sales and business development subsidiary that is based in Florida in the United States of America (USA).

Zing's central objective is the development and provision of accessible programmes of learning that improve neuroplasticity and address cognitive impairment, performance and capacity.

The programmes have been developed based on scientific research on the cerebellum and the vestibular system, the latter being the sensory system that is responsible for balance and spatial orientation. By stimulating the vestibular system, improvements in co-ordination, memory and attention can be obtained.

The MD, together with the US-based Chief Executive Officer (CEO), have strategic and operational accountability for the direction of Zing Performance Ltd and its associated products and programmes.

Zing has a Scientific Advisory Board, which includes professors from universities in the UK and the USA who are specialists in neuroscience, psychiatry and educational assessment. The specialist knowledge of the members of the Board informs the development of the Provider's programmes. Day-to-day management in the UK is undertaken by the General Manager, supported by a small team of managers and technical experts, while oversight of sales and business development is overseen by the CEO and his team in the USA.

From 2021 Zing changed its way of operating from providing programmes aimed at the end user to providing a training programme to enable approved providers to introduce the programme and give encouragement and support to end-users. The prospective providers who undertake the training must be existing Health Care Practitioners (HCPs) or associated professionals based in a clinical or similar business setting.

2. Brief description of the current provision

Zing offers four training programmes. The foundation programme is Zing Provider Training, which encompasses a range of underpinning knowledge and competency modules, designed to take 20 hours. There is also a 10-hour programme that incorporates Eye Movement Desensitisation and Reprocessing (EMDR) based on Zing principles, called Zing EMDR Provider Training.

In addition, each programme has annual Continuing Professional Development (CPD) update modules of two to three hours, which must be completed to maintain certified approved provider status.

To be registered as an approved provider of Zing to end-user learners, one of the above programmes of online, self-directed study must be successfully completed.

All programmes are delivered through online modules that involve integrated, knowledge-based and competency assessments. Elements of the EMDR provision are augmented by interactive, remote video-enabled sessions.

At the time of inspection, 127 learners were enrolled, all over the age of 18 years. Just over half were female. The vast majority of learners are based in the USA. Other countries represented are the UK, United Arab Emirates, Denmark and Belgium.

There are no fixed start and end dates as enrolment onto the programmes is continuous. Learners must be HCPs.

3. Inspection process

The inspection was carried out by one inspector over three days. One day was carried out on site and two days were carried out online. Meetings were held with the MD, the CEO and the Business Development and Client Liaison Manager in the USA, the General Manager, the Business Process Consultant, the Systems Integration Manager, the Lead EMDR Coach, the Customer Technical Support administrator, and a group of between six to eight learners from the current programmes. Documentation and electronic systems were scrutinised, and the office premises and facilities were inspected. Examination of the modules on the Provider's online portal and observation of the online learning sessions were carried out. The Provider co-operated fully with 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

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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 that effectively guides its activities and 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 is effective. The management structure is clearly defined in the organisation chart, and the lines of authority are well understood.

The MD and senior management team are well qualified for their roles. They have appropriate technical and business qualifications and extensive business experience. As a result, they carry out their responsibilities with efficiency and passion.

Channels of communication are clear, with regular meetings, email correspondence and in-person and telephone contact. Electronic Information Management Systems (IMS) are used well to provide a central point to communicate action points and monitor activity. Business social media systems that use messaging and group and individual chat functions are also used effectively to maintain contact and share information.

Zing has a written statement of its mission and goals on its website and in the training manual. This is communicated to all stakeholders with passion and enthusiasm and guides all the Provider's activities. As a result, all stakeholders have a very clear understanding of the Provider's goals.

The risk management strategy, which includes financial planning and data breaches, is implemented effectively to ensure the security of the business. Business investment and management account reviews are regularly conducted by the MD.

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

The members of the administrative team work together well to support the work of the Provider. They are suitably qualified and well experienced in their roles. Their responsibilities are well defined and clearly understood.

The size of the team is sufficient for day-to-day operations and includes quality assurance, sales and customer support, as well as technical expertise and programme development.

Administrative support is very effective, and excellent teamwork ensures the smooth running of day-to-day activities.

Administrative policies are up to date and well understood across the Provider. They are supported by clear templates and step-by-step processes. A small minority of policies are still being refined, and the use of specific terms, such as the names of training programmes, is not always consistent. These may vary between documents, software platforms and the website, which can be confusing.

The administrative offices are fit for purpose, well maintained and well-resourced with appropriate technology and software.

Data systems are well organised. Tutor and learner interactions are recorded on the electronic administrative system. All emails and contacts are recorded and monitored regularly to ensure quality. Zing keeps thorough learner records with a high level of detail. These are automatically updated and provide a clear overview of the learners' progress.

The Provider has a robust security system and appropriate policies in place for protecting the data of its learners and tutors. Zing's technology infrastructure is secure because it is protected through robust firewalls and encrypted access routines.

Overall, the administration of the online provision is very effective.

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 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

Suitably qualified and experienced staff are employed. Many key staff have been with the Provider for many years, and staff turnover is very low. Staff selection procedures are thorough. Zing uses a recruitment company to identify top candidates, and, as a result, suitably qualified and experienced staff are recruited and contracted. Self-employed staff have a signed service level agreement.

Appropriate checks on all staff are carried out to verify qualifications and experience, and appropriate records are maintained.

The selection process includes assessments and face-to-face interviews. References are taken up. There is a three-month probationary period before appointments are confirmed.

Staff performance reviews are thorough and detailed and are carried out on an annual basis.

Appraisals include the identification of any CPD needs, and targets are recorded in a personal development plan to facilitate personal and professional growth, and to support and to ensure that all training needs are identified and met for all staff.

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

Marketing materials and brochures provide an accurate picture of the Provider's provision. The website is principally aimed at the benefits of the Zing programme for end-users, with appropriate links to the opportunities for approved providers to become certified partnership organisations.

Brochures and online chat facilities provide clear directions to reliable sources of further information.

Zing ensures that enquiries are answered promptly, and that the full information is provided to ensure an effective match between the programme and the provider seeking approval.

The website contains Zing's key policies, including on safeguarding, privacy and website usage, together with terms and conditions that include how to make a complaint, with a link to the complaints policy.

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

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

Zing is committed to providing high-quality programmes for end-users, based on the latest research and development. Systems to review aspects of product development are thorough and effective, with well-organised test plans and clear objectives and action points. The Scientific Advisory Board ensures that programmes are updated with current knowledge, so that learners benefit from the latest research findings.

Formal systems for obtaining feedback from learners on the Zing provider training have been introduced recently. A suitable questionnaire has been created, which HCP learners on the current course have been asked to complete. In addition, learners on the EMDR training have benefited from personal contact with a coach and have provided oral feedback.

Feedback from other stakeholders, such as end-users, is obtained, recorded and analysed regularly. End-users of the Zing programme complete surveys at regular intervals. They also have contact with a coach every 30 days to discuss progress and provide feedback on their learning experience.

5.3 At the time of the inspection, feedback data from the HCP learners is not yet available for analysis to ensure that all areas of strength and areas for development are identified to inform improvements. Data analysis to inform areas for development is being developed but is not yet fully operational in areas such as end-user completion and achievement.

HCP learners feel able to contact Zing with queries or issues. When feedback is received, this is reviewed by managers, and immediate steps are taken to adjust the programme and make improvements. Examples include refining online modules to ensure there is visual and auditory input and enabling musical background to be switched off because some learners found the music distracting. Learners confirmed to the inspector that their feedback is taken seriously and responded to effectively.

Zing responds well to learner feedback by making changes and announcing these on the portal and emailing learners to inform them of actions taken in response to their feedback.

Plans are in place to compile a self-evaluation report at the end of this academic year, which will be based on data and inform quality improvement.

5.6 There is currently no annual report that includes the results of the Provider's performance reviews and is based on an analysis of relevant data. This limits Zing's ability to fully recognise areas of strength or to identify areas for development to inform improvement.

Action plans are used well for product development and creating and improving learning programmes. A technology development plan details actions and milestones, broken down into smaller sections, with responsibilities and timescales. Individual operational action plans are in use in each department, although there is no whole-organisation action plan that provides an overall view and enables staff to see the whole picture.

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

The members of the management team are very well experienced in delivering online learning. Programme delivery includes videos, with explanations by the MD, together with training materials. This is followed by an online assessment with multiple-choice questions that monitor whether the information has been accessed and checks understanding. The learner can only continue when the correct answers have been provided. When the learner has completed all the modules successfully, they must then pass a competency checklist before being approved.

The learning programme ensures consistency. Learning is monitored by electronic assessment as learners progress through each module. The programme for end-users with neuro-diverse issues is supported by a coach, who contacts the learners every 30 days with support and encouragement. The EMDR programme includes tutor support in the role of a coach and has built-in, practical sessions, where learners can practise interventions with a partner.

The progress of the HCPs is monitored through the assessment. Learner feedback is responded to quickly and support is provided as needed. There is a coach available to support and answer queries, who can set up remote videoconferencing when appropriate. However, the individual extra coaching support is not currently routinely provided for all HCP learners unless they request it.

There are no assessment deadlines and learners work at their own pace.

Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved. The aim of the Zing provider training is to give HCPs sufficient information to enable them to become approved providers who will introduce and sell the Zing programme to their clients, who have neuro-diverse issues, and who will be the end-users of the Zing programmes.

Assessment of the HCPs is ongoing throughout the programme and takes the form of multiple-choice questions on each module. The learning is self-directed to ensure that it meets the needs of the HCPs. The HCP is monitored and supported directly by Zing, which provides coaching support every 30 days and adjusts the learning programme and exercises as appropriate. As a result, the HCPs are able to provide the necessary support and encouragement when their clients are progressing through the programme.

Research and development are carried out continuously under the aegis of the Scientific Advisory Board and partner universities. Programmes are reviewed and updated to reflect current knowledge and to meet the needs of the HCPs.

The commissioning of course content and materials is managed effectively and is standardised across the provision. Updated information on new research and course content for end-users is communicated well to HCP learners through mandatory, annual CPD provision.

Learners can contact staff for academic and practical support whenever they wish.

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 that 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 appropriately qualified and experienced. These tutors and technical experts have developed the learning programmes, with input from academic research and development. All the staff demonstrate a clear understanding of the challenges of online learning. Learners confirmed to the inspector that they know whom to approach if they experience any difficulties and that they were appropriately supported.

All the staff have a high level of subject knowledge and use pedagogic skills and technical expertise to develop effective online learning programmes. Learners confirmed that the subject knowledge was delivered in a thorough and structured way that they were able to understand.

Those who develop the courses receive relevant training on the Provider's policies and all aspects of the learning programmes. As a result, the online learning is delivered effectively.

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

All learners on the Zing provider training are HCPs or specialised coaches. Their academic and professional backgrounds are considered in the design and delivery of the programmes. The Zing Provider Training programme also provides a useful tool to overcome any issues that may be caused by any disabilities or additional learning needs that the learners have. The HCP learners told the inspector how much they had benefited from this aspect of their training.

Learners are encouraged and enabled to develop independent learning skills. All the learning is self-directed, and learners work at their own pace through the programme.

Tutors employ effective strategies to check learners' understanding of concepts and programme content. The online programme uses assessment to monitor understanding. Learners may only progress to the next module if they are able

to answer the multiple-choice questions at the end of each module correctly. This effectively assesses knowledge and understanding.

The online learning in the EMDR programme is supplemented by practical exercises and the support of the Lead Coach. There is a final competency checklist to ensure that learners have successfully completed all the necessary tasks and activities.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Programmes include a schedule of assessments, the procedures and criteria for which are provided in advance to learners and tutors. Clear information is provided to prospective learners before they start the training. Learners complete an assessment after every module.

The assessments are focused on the learning outcomes and effectively monitor understanding and module completion. There is a final competency checklist that is used to monitor learners' progression through the modules and ensures that all the tasks have been successfully completed.

There is no final assessment, the content and standards of which need to be reflected in ongoing assessments.

Learners' progress though the modules is tracked well and recorded electronically. Assessment outcomes are monitored to identify progress. The assessments are marked electronically, and learners receive immediate information on whether their answers are correct. If incorrect answers are given, the assessment is repeated. Zing end-user and EMDR programmes have regular coaching conversations, which provide stimulus and support.

9.5 The Zing Provider Training course is delivered exclusively through the online training modules and there is no in-built coaching support and no time limits for undertaking the assessments. As a result, there is no method for the identifying learners who are not making satisfactory progress so that timely interventions can take place.

Learners receive immediate feedback on their performance through the portal. They are advised whether their answers are correct or not. Learners cannot progress to the next module until the correct answers are given. Feedback is also provided through the achievement of online modules. The continual assessment on the learning programme before moving to the next module ensures that learners are aware of their progress towards their target.

There are no alternative programmes. The assessments do not include assessments where it would be possible to make use of plagiarism.

Zing has thorough records of all assessment submissions.

9.10 Learners are not provided with expectations regarding the timely completion of the course, and there are no deadlines so timeliness cannot be checked. This makes it difficult to judge whether a lack of progress through the modules means that someone has dropped out or if they need an intervention or encouragement. Completion rates indicate that a significant number of learners do not complete the training and achieve approved status in a timely manner.

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

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

There is no statement regarding the level of the course.

There is a clear rationale for the training programmes. HCPs value the benefits of becoming an approved provider, and their clinic is listed on the Zing website after successful completion of the training. There are numerous success stories and testimonials to the cognitive improvements witnessed and experienced in response to the Zing programme.

External moderators are not involved in the assessment process.

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

There are satisfactory procedures for the administration the assessments.

There is no awarding body.

Assessment results are captured directly by the software system and the resulting administration is efficiently handled. Administrative procedures for assessment are secure and effective.

There is no reason to appeal marks as learners are able to repeat the assessment until they are successful.

There is an effective authentication process that enables the Provider to verify that the learner who is registered on the programme is the same person who completes the programme. All learners on the training are thoroughly vetted to ensure they are suitable to run the Zing programme in their clinic and that the programme will meet the needs of their clients. This authentication process involves contact with the clinic where the HCP is based and this therefore confirms their identity.

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 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 other any reasonable adjustments so that these can be put in place. | <input type="checkbox"/> Yes | <input checked="" 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

Zing has a supportive and informative learner enrolment process. Full information is provided through brochures and discussion. The professional backgrounds of the prospective learners are checked, and they are able to explore how the Zing programme might benefit their clients. A very effective checking procedure ensures that the training is matched to their needs.

The information on the website is appropriately supplemented through brochures and marketing materials, together with personal contact and telephone discussion. Potential learners are provided with sufficient information to make an informed decision.

Enrolment and application documentation is easily accessible once potential learners have made initial enquiries. Documentation is simple to complete and submit.

The Provider uses a ticketing system on the website, which triggers an immediate email to the team. This is quickly followed up with a response to any enquiries within a maximum of 48 hours. Application documentation is sent out to applicants following their initial enquiry through the website. The training team contacts applicants by telephone to explain what is involved in the programme and to answer any queries.

Applications are generally from healthcare professionals whose first language is English. If this is not the case, any language issues would become apparent during the initial enquiry and information-gathering process. Applicants are required to own, manage or work in a business such as a clinic offering health care provision.

The pre-enrolment checking process is undertaken in conjunction with the clinic in which the HCP works. This ensures that enrolment requirements and qualifications are checked and the requirements for joining the programme are met.

Zing provides a checklist to ensure that potential learners have the necessary system requirements and digital literacy skills to benefit from the programme. For the EMDR programme, eye-tracking equipment is provided by Zing.

When learners disclose additional learning needs and/or disabilities, they are well supported, and reasonable adjustments are made.

13.8 There is no formal system to identify additional support needs at the application stage, so potential difficulties that may be experienced by learners are not identified in advance.

Contractual terms and conditions are transparent. There is a 14-day cooling-off period and a fair refund policy.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Zing has a supportive network of specialist technical staff who are available to resolve technical difficulties, including taking remote control of client's system to solve issues. Support and guidance provided include step-by-step videos and coaching support. Consequently, there are few issues, and when a learner does need support, this is handled quickly and efficiently.

Peer interaction is supported through closed social media groups, and in some cases through group video-conferencing sessions.

Learners' online activity is limited to working through the learning programme and contacting the Provider. Social media links are monitored and do not provide opportunities for cyberbullying or other online abuse.

Learners have access to a written complaints policy in their contract and on the website.

When appropriate, learners will be advised of the British Accreditation Council complaints procedure.

There are no learners under the age of 18 years.

There is a policy and risk assessment in place, and all staff have received appropriate training to mitigate risks of radicalisation and extremism.

All in all, Zing provides a supportive and safe environment that meets the needs of learners very effectively.

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

The Provider has developed an effective learning programme that incorporates training manuals, video, text and images.

Learning materials include appropriate support materials and are designed for a specific area of study.

The comprehensive programme is well presented and enables learners to achieve the learning objectives. Learners found the materials to be clear and well structured and that these enabled them to develop knowledge and understanding.

Zing has an ethos of research and development, and the Scientific Advisory Board reviews learning materials and ensures that these are regularly updated to reflect current knowledge and research findings.

Guidance and support are provided through step-by-step videos on how to use the software and materials, as well as through telephone, email and, where necessary, video-conferencing. As a result, learners find the materials easy to use and the delivery medium effective.

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 who 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

Zing uses an app that is accessible on smartphones, tablets and computers to facilitate interaction between the Provider and the learners.

The online portal is accessible to learners and provides all the necessary learning resources and assessment materials.

In-house technical support is continuously available and provides excellent support for staff and learners. Technology used to deliver the programmes is therefore both fit for purpose and effective in enabling learning.

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 strong emphasis on research and development ensures that the latest expertise is available to end-users and approved providers.

Zing's clear goals and ethos, focused on delivering programmes stimulating the cerebellum to improve clients' neuroplasticity and cognitive experience, are well communicated and central to the Provider's actions.

Excellent teamwork ensures the smooth running of the Provider.

Actions required	Priority H/M/L
5.3 The Provider must fully establish systems to collect feedback from all stakeholders.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.6 Zing must develop the collation and analysis of relevant data to identify priorities for development and inform annual reports with clear quality improvement action-planning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Technical expertise and the emphasis on learning from current research ensure that programme development is relevant and effective.

Actions required	Priority H/M/L
9.5 9.10 Zing must improve completion and achievement rates by incorporating a system so that timely interventions can be made to support the learner if the programme is not completed within an agreed timeframe.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER SUPPORT

Provider's strengths

Effective coaching support and interactive activities on the EMDR programme provide an opportunity to develop skills.

The clear onboarding process and very effective technical support enable learners to settle into the course quickly.

Fast and effective responses to informal learner feedback ensure that adjustments are made rapidly to improve the learner experience.

Actions required	Priority H/M/L
13.8 The Provider must institute a formal system to identify learners' additional support needs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

Zing is recommended to clarify common terms used, such as the titles of training programmes, and to use these consistently across all documents, platforms and the website.

It is recommended that Zing develops a whole-organisation action plan.

It is recommended that Zing considers extending coaching contact and support to all programmes.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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The inspection was carried out by:

Pauline Bateman	Lead Inspector
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