



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Re-accreditation Inspection

NAME OF INSTITUTION: Access Bank School of Banking Excellence

ADDRESS: 90–92 Allen Avenue
Ikeja
Lagos
Nigeria

HEAD OF INSTITUTION: Neka Udezue

DATE OF INSPECTION: 26–27 & 30 October 2023

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 25 January 2024

1. Background to the institution

The Access Bank School of Banking Excellence (the Institution) was established in 2003. It is owned and fully funded by Access Bank PLC (Access Bank/the Bank). It is the training arm of Access Bank for graduate entrants into the Bank in Nigeria and subsidiaries across Africa.

The main programme offered by the Institution is the Entry Level Training Programme (ELTP). Graduates of this programme are able to progress rapidly through the qualifications of the Chartered Institute of Bankers Nigeria (CIBN). The Institution is accredited by CIBN. Graduates from the ELTP receive an exemption which means that they have to undertake only seven of CIBN's examinations. The subsequent Achievement of the CIBN certificate offers progression to become an Associate of the Chartered Institute of Bankers (ACIB).

The Institution is based at two training centres in the Ikeja and Lekki districts of Lagos, Nigeria.

The main role of the Institution is to prepare trainees with the relevant knowledge, skills, behaviours and professional culture required for entry to a career with Access Bank. The mission of the Institution is to develop a learning environment that unleashes the full potential of entry-level talent by transforming attitudes, honing skills and expanding knowledge so that learners can perform at their best in the Bank and in the community.

The Programme Director (PD) has overall responsibility for the management of the Institution. The PD works with the Bank's Human Resources (HR) department and the Learning Advisory Board (LAB). The LAB provides oversight of the performance of the Institution and has 12 members, including the PD and the Head of Group HR, who provides support, guidance and supervision to the Institution. The PD is supported by a team of managers and administrative staff.

The Institution has recently integrated the entire Certified International Retail Banker (CIRB) Level 1 certification program, comprising all nine modules offered by the Retail Banking Institute (RBI), into its new Retail Track curriculum. The Retail Banking Institute is recognized as a professional body in the UK with authorization to deliver education and research in the realm of retail banking by the Department for Business, Enterprise and Regulatory Reform, later known as the Department of Business, Innovation and Skills, and subsequently rebranded as the Department of Business and Trade in February 2023.

2. Brief description of the current provision

The ELTP covers 43 subject modules, including banking and finance, accountancy, management and leadership, project management, ethics, personal effectiveness, and marketing. Each module comprises one to five days of in-person tuition, and the classroom segment of the course is completed over an intensive three-month period, while the practical on-the-job training segment of it is completed over another three-month period.

The ELTP encompasses three phases. These are the classroom phase, involving 56 days of classroom training; the on-the-job phase, where trainees gain practical experience as Bank interns and the ACIB certification phase. Completing the first two phases qualifies trainees for significant exemptions from the CIBN.

The Institution has recently enhanced the ELTP course by introducing a specialized Retail Track curriculum integrating all nine modules of the CRIB Level 1 certification program, provided by the RBI. The RBI modules include Introduction to Retail Banking, Ethics & Compliance, Retail Banking Business Models, Customer Management, Sales Management, Marketing, Retail Banking Products and Services, and Operations and Retail Credit Risk. Consequently, the Retail Track now consists of 29 subject modules, while the Graduate Track comprises 33 modules.

The Bank assigns graduates on the ELTP course to either the Retail Track or the Graduate Track. All learners who successfully complete the ELTP are offered employment opportunities with the Bank.

In addition, the Institution offers a professional development course for employees of the Bank. The Professional Certification Training Programme (PCTP) leads to CIBN certification and to ACIB status and certification to support career progression. Upon successfully finishing the Professional Certification Training Programme (PCTP), participants receive the highest level of exemption from the CIBN. This exemption allows them to undertake only six exams to attain professional banking certification, granting them ACIB status. It also offers Continuing Professional Development (CPD) opportunities for existing staff within the Institution.

At the time of the inspection, there were 312 learners enrolled on the ELTP course, which has a maximum capacity of 500. The majority of learners are female. There are no learners under the age of 18. The majority of learners are from Nigeria, with other countries represented being Cameroon, the Democratic Republic of the Congo, Guinea, Kenya, and Mozambique.

Admission to the ELTP is by selection. The minimum entry requirement is a second-class honours degree from selected universities. Learners must also pass aptitude tests in literacy, numeracy and critical skills. The maximum age limit is 24 years, or 26 years if the applicant has a postgraduate or law degree.

Recruitment for the ELTP course occurs once a year, and the courses are delivered twice a year.

3. Inspection process

One inspector conducted the inspection remotely over three days. Meetings were held with senior managers from the Bank and the Institution, and with administrative staff, tutors and learners. Observations of teaching and learning were conducted. A scrutiny of documents and systems was conducted, including the Learning Management System (LMS). A virtual tour of the premises took place. The Institution shared information promptly and co-operated extremely well with the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	15–16 May 2018
Interim	26 August 2019

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 institution.

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 institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <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, documented and understood. An organisational chart provides a clear definition of the management structure, including the roles of senior managers, the Head of Group HR and the LAB. It includes clear lines of reporting within the Institution and to the LAB. This results in a clear understanding of the roles within the Institution and how these link to the LAB, which provides oversight of the Institution's operations.

The PD and other senior managers are suitably qualified and experienced. This is demonstrated by the Curricula Vitae (CVs) for the staff that were seen. The CVs are comprehensive and include details of the range of qualifications and experience of senior managers. The information provided by the CVs includes high-level academic qualifications, training qualifications and qualifications in HR. Senior managers have extensive experience in the banking sector.

Evidence from meetings with senior managers demonstrates that they have a clear understanding and comprehensive knowledge of their responsibilities in ensuring the effective management of the Institution. Learner pass and satisfaction rates are high, and the Institution has achieved an award for Best Banking Academy by the Chartered Institute of Bankers (Nigeria) for eight consecutive years, since 2016. This demonstrates the highly effective management of the Institution and the very positive outcomes for learners.

The Institution uses a range of effective communication mechanisms, including e-mail, telephone, social media and formal and informal meetings. The PD has an open-door policy for all staff and tutors. Evidence from staff and tutor meetings confirms that communication is excellent and that they feel well informed and supported in their roles. Inspection findings confirmed this view. This contributes to the very effective management of the Institution.

2. The administration of the institution is effective

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|-----|--|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <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 institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of the Institution is effective. Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. Administrators' CVs and personal records were available for scrutiny. CVs are comprehensive and include a range of qualifications and experience related to the role. All administrators have a range of appropriate, high-level qualifications, and some administrators have degrees in business administration. They have a minimum of five years' experience in education administration. Evidence from meetings with the administration team demonstrates that its members have a clear and comprehensive understanding of their roles and responsibilities.

The Institution has a sufficient number of administrators. Each administrator is responsible for an average of three or four classes and approximately 100 learners. This works well. Evidence from the meeting with the administrators demonstrates that they are well informed about the needs of the learners and the tutors allocated to them. Evidence from the tutor and learner meetings demonstrates that the Institution's response to meet the administrative and support needs of the Institution's staff and learners is prompt and very effective. This results in the smooth running of the Institution.

Job descriptions are available for each member of the administrative team. These are clear, comprehensive and well developed and include the role played in supporting the PD. The job descriptions provide the administrative staff with a range of information on what is expected of them. Evidence from meetings with administrators shows that they clearly understand the role they play in supporting the PD, resulting in very effective and efficient support for senior managers.

Policies, procedures and the documentation associated with the administrative systems are well communicated and accessible in the trainee handbook and on the LMS. The policies and procedures cover a range of appropriate functions at the Institution. They provide staff and learners with information on the aim of each policy and how it will be implemented.

Information on policies, procedures and systems is discussed at induction for staff, learners and tutors. The information includes details about the examination portal on the LMS. Evidence from staff, tutor and learner meetings demonstrates that the information has been disseminated effectively. Scrutiny of paperwork shows that information is clear, comprehensive, regularly reviewed and documented in meeting notes. The paperwork includes system improvements, such as improved security of the examination portal. This results in effective documentation and dissemination, and learners and staff being well informed about the role and purpose of each policy.

Evidence from the LMS as well as from reports and administrator meetings supports the fact that data collection and collation are conducted through the LMS, and that regular useful reports are generated and disseminated. The data that is collected is rigorously maintained and timely, and reports for previous years are retained to allow trend analysis.

3. The institution employs appropriate staff

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|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Staff recruitment policies and procedures are developed by the HR team at Access Bank. These identify how staff are recruited and how they will be supported throughout their employment, including in career development and appraisals. Evidence from staff meetings demonstrates that staff are fully aware of the recruitment policies and procedures and how they can be supported in their career with the Bank.

Policies and procedures are clear, comprehensive, well developed and well communicated. They include entry requirements, verification of qualifications and experience, notice periods and CPD opportunities. The policies and procedures are available online and are included in staff handbooks. This results in effective processes to recruit staff and ensures that staff are clear about the expectations of them in the workplace and support for their continuing employment.

Staff folders show that all qualifications and experience had been verified before employment. Verification is rigorous, and staff are not placed in post until all checks have been completed. This results in appropriate staff being employed for their roles.

Appraisal records show that there is an appropriate system to regularly review staff performance. Well-kept records are available. Staff have an annual appraisal that identifies targets for improvement and the support available. Good performance is recognised and can result in a recommendation for promotion. Staff engage in self-assessment to inform their appraisal discussions. Performance is formally reviewed every six months.

Evidence from the meeting with the PD indicates that, in addition to the formal performance reviews, informal performance management is conducted by providing regular feedback to staff. The outcomes of meetings with staff indicate that this process is valued by staff and they find it very beneficial. This results in effective performance management and the ongoing improvement of staff in their roles.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date, and accurate description of the institution and its curriculum

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|-----|---|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

- Met Partially Met Not Met

Comments

Printed and electronic publicity material includes text and high-quality images that provide accurate information on the Institution's location and premises and detailed information on facilities, resources and the services offered.

Evidence from quarterly course reviews shows that the information is regularly reviewed to ensure that it is up to date. This results in learners having access to accurate and comprehensive information that effectively informs their decision-making.

5. The institution takes reasonable care to recruit and enrol suitable learners for its courses

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|-----|--|---|--|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that learners meet the entry requirements, and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

5.5 Learners receive a proper initial assessment, which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA

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

Comments

The Institution takes reasonable care to recruit and enrol suitable learners for its courses. Evidence from recruitment information shows that entry requirements are set at an appropriate level. A second-class honours degree is required for entry to the higher-level courses. Potential learners are informed about the additional requirements of completion of aptitude tests and formal interviews.

Prior to application, the information about the entry requirements is communicated to prospective learners through the website during the recruitment drive and by representatives of the Bank, where potential learners come from outside Nigeria. It is also contained in course information provided by the Institution. The information provided is clear, comprehensive and informative, and evidence from the learner meeting demonstrated that learners were fully informed about the entry requirements prior to application. This results in effective communication of entry requirements to learners to inform their decision-making in applying for the course.

Potential learners complete an application form, which allows for the verification of all qualifications. They also complete aptitude tests in literacy, numeracy and critical skills, which require a score of at least 50 per cent across all areas to pass. There are two sets of interview panels, including one with senior managers. Selection is based on the highest performing candidates.

Learners are briefed on the demands of the ELTP course in a variety of ways. The information that is provided to learners during the recruitment drive identifies the nature and requirements of the course. Potential applicants can also speak to the PD or a member of the administrative team if they have any questions or need additional information. Evidence from a meeting with the PD showed that international learners are briefed by Bank representatives in their home countries.

The information provided is clear and comprehensive and effectively informs learners of the academic and personal demands of the course. Evidence from the learner meeting confirmed that clear and comprehensive information is provided to learners and that they are well informed. This results in learners being well informed about the demands of the course.

The Institution does not make use of overseas recruitment agents.

Evidence from the meeting with the PD and senior managers in the Bank indicates that an appropriate initial assessment is used to confirm learners' ability to complete the course. Information is used from the application form, interviews and the results of aptitude tests. Written and oral assessments of the personal development modules in the first two weeks of the course identify any language issues. Before the course begins, learners with underdeveloped language skills are offered an immersive English language programme to ensure that their language skills are not a barrier to achievement.

Data shows that there is a high completion rate, and course withdrawal information does not identify academic capability or language competency as barriers to completion. Therefore, there is evidence that these arrangements result in an effective initial assessment that provides comprehensive information and evidence of learners' capability to complete the course. The initial assessment is also effective in identifying any additional support needs.

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

6.1 There is an appropriate, clear and published policy on learner attendance and punctuality. Yes No

6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. Yes No

6.3 Learner absences are followed up promptly and appropriate action is taken. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a policy and set of procedures that clearly identify the strict expectations of learners with regard to learner attendance and punctuality. The policy and procedures are published in the trainee handbook and form part of the induction programme. The information is clear and comprehensive, informing learners of the expectations of attending every session and the consequences of not abiding by the policy, including possible removal from the course.

Learners are advised that they need to apply for an exemption before any absence. Evidence from the meeting with learners shows that they are made aware that the expectations of attendance and punctuality are linked to expectations in employment. This fact is regularly promoted throughout the course.

Accurate and secure records of attendance and punctuality at each session are kept for all learners. Learners use an electronic card system. This records their attendance and time of arrival in class. This system results in very accurate and secure records of attendance and punctuality. Evidence from the administrator meetings and a review of the LMS shows that attendance and punctuality records are reviewed daily and weekly by administrators. Reports are sent to the PD. These identify attendance and punctuality by learner and class, enabling a timely focus on attendance and a prompt response to any non-attendance.

Evidence from the LMS makes it clear that learner absences are followed up daily and collated weekly. Attendance and punctuality are analysed on an individual and class basis. Evidence shows that learners are withdrawn after one incident of non-attendance unless they have applied for an exemption. This results in very high levels of attendance and punctuality.

7. The institution regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary

7.1	The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	The feedback is reviewed by management, and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the learner 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 Institution regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary. There is a range of regular formal and informal mechanisms for obtaining feedback. Learners provide formal feedback after each class and at the end of each module. This includes feedback on teaching, learning and assessment, support and resources. Class representatives meet with the PD every two weeks to provide feedback. Informal notes that were scrutinised demonstrate a focus on evaluating the quality of the learner experience, including in respect of the performance of the tutor.

Learners are also asked to provide formal feedback at the end of the course. If a learner leaves a course before the finish, they are invited to a formal exit interview to provide feedback. The feedback covers all aspects of the learner experience. Learners confirm that they value the opportunity to provide feedback, and their responses are, therefore, well considered and informative. They are encouraged to provide feedback on all aspects of provision. Evidence from meeting with senior managers in the Bank shows that learners are also asked for feedback after graduation. This feedback covers all aspects of the learner journey. All the feedback evidence is identified and discussed in course

reviews. It is clear from meeting with senior managers that there is a strong commitment to gathering and using feedback to improve the learner experience for the next cohort.

A formal annual staff satisfaction survey is conducted by the HR department at the Bank. The surveys identify feedback on training, support and facilities. Staff are also encouraged to provide informal feedback at regular meetings with the PD. Evidence from staff meetings identified that staff are satisfied with the steps taken to obtain their feedback, which covers all aspects of the Institution and value the opportunity to do so. They also confirmed that feedback is requested at staff meetings and recorded in meeting notes. Informal feedback is evidenced on a social media platform. The staff feedback that was reviewed was constructive and helpful.

Informal and formal feedback from learners is recorded on the LMS and analysed frequently by managers. Evidence of its recording and analysis is found in meeting notes and in formal reports that cover all aspects of the learner experience, including teaching, support, resources and facilities. Evidence of the learners' end-of-session feedback that includes their ratings of the tutors is also available. This feedback is collated and used to inform reports for the PD, course reviews and the tutor validation process. The collation of a range of learner feedback as well as its subsequent review effectively inform management decision-making to improve the learner experience. The feedback is also used as part of a performance review of each cohort of learners. These processes result in rapid improvement of the learner and staff experience. Data reports and evidence from learner and staff meetings show high levels of satisfaction.

There are appropriate mechanisms for reporting on the Institution's response to the feedback received. Evidence gathered from staff and learner meetings demonstrates that staff and learners are very satisfied with the Institution's response to their feedback. Learners are informed of the Institution's response to their feedback through a range of mechanisms, including social media platforms, the LMS and class representatives.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

8.1	There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Reports are compiled at least annually that present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has good systems to monitor and review all aspects of its provision. Meetings with senior managers indicate that the Bank produces a five-year plan as well as annual plans. The plans include outcomes from quarterly course performance reports that the PD produces as well as financial data.

An annual self-evaluation report is produced. This includes a range of data, including on teaching and learning and attendance and withdrawal rates. Strengths and areas to improve are identified. The report is detailed and constructive and includes key targets for improvement. End-of-course reviews are used to evaluate and review all aspects of the course and in turn inform self-evaluation and contribute to the Bank's annual and five-year plans.

Course reviews are attended by the PD, administration staff and tutors, enabling a rigorous review of performance. Course reviews show that evidence is rigorously evaluated and that suggestions for improvement are recorded. The LAB meets quarterly to review course performance data and evidence. The PD attends these meetings. This results in very effective systems to monitor and review the Institution's performance and contributes very effectively to continuous improvement.

All aspects of the Institution's performance are discussed at quarterly LAB meetings. Meetings with senior managers from the Bank confirmed this process is effective and that it informs continuous improvement. For example, the introduction of the immersive English language programme was done as a result of feedback. There are therefore effective mechanisms for gathering learners' and stakeholders' views and acting on them appropriately.

Evidence from the annual self-evaluation report and the LAB quarterly and annual reports demonstrates that a wide range of data is used for analysis. As well as data from stakeholder feedback, the data also includes attendance and retention rates, examination results, that are collected and collated daily and/or weekly, and completion data. Learner pass and satisfaction rates are high. The data collected is robust and comprehensive. It can be used to generate reports on individual learners and classes. This results in the PD and the tutors being able to take swift action to support learners, where necessary.

Action plans are implemented and regularly reviewed, with outcomes reported to the management. Appropriate actions are recorded in minutes of meetings and on the self-evaluation report. These actions are used to inform action plans. This results in the effective use of collated, rigorous data to review the Institution's quarterly and annual performance and monitor the actions taken to drive improvement.

Evidence from action plans shows that actions are promptly implemented, reviewed every three months, and reported to the LAB. Action plans are of a high quality and demonstrate very effective use of data analysis to inform improvement actions and support a culture of continuous improvement.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	The allocation of tutors to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a suitably qualified and experienced academic manager with responsibility for teaching, learning and assessment. The PD's CV indicates that she is well qualified and experienced for the role. Her academic qualifications are at a high level, appropriate and include a training qualification. The PD has extensive experience of managing academic courses and significant vocational experience of working in the banking industry.

Classes are timetabled and rooms allocated appropriately for the courses offered. The timetable includes all the courses that are being delivered. It is comprehensive and includes the name of the tutor, class times and room name. The timetable shows that consideration is given to the number of learners in the class when rooms are allocated.

Timetables and CVs show that tutors are allocated to courses that they are qualified and sufficiently experienced to teach. Tutors are allocated for the whole course. If cover arrangements are required, tutors with similar qualifications and experience are allocated to the course. This results in a consistent learning experience for learners. Evidence from the learner meeting demonstrates that learners value the quality of the tutors allocated to their classes.

The policy and procedures associated with the course review process include a regular review of course materials and resources to ensure that these are current and of a high quality. The course review process includes a structure for the review process, aspects to be reviewed, including learning resources, and has input from the PD, tutors and administration staff. Tutors are able to request any additional resources that are required.

10. The courses are planned and delivered in ways that enable learners to succeed

10.1	Courses are designed and delivered in ways that allow learners to develop the knowledge and skills that will be required to achieve the stated learning outcomes or for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.4	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.6	The academic or professional backgrounds and particular needs of learners are considered in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are planned and delivered in ways that enable learners to succeed. Tutor course guides provide evidence of how courses are designed and delivered to ensure that the intended learning outcomes are met and achievement maximised in examinations. The tutor course guides are well developed and comprehensive. They include an overview of sessions, including learning outcomes, and have a clear focus on knowledge and skills.

The associated resources include presentation slides, teaching materials, including case studies, and a wide range of additional physical and online resources that are focused on supporting learner progress and the successful completion of examinations. The guides have been quality assured and standardised by the PD. This results in a high standard of planning and assessment and supports high pass rates in module and course achievement.

There is no awarding body involved in the Institution’s lessons or assessments.

Delivery of the ELTP initially focuses on personal development modules to build confidence, professional behaviour, skills and resilience. Assessment is conducted through self- and peer-assessment tasks. Core modules are subsequently delivered, and examinations occur weekly, starting in week three. ELTP tutorials offer learners additional support if required. Evidence of formative assessment plans in the course guides demonstrates how these will support learners to succeed in multiple-choice module examinations and the self- and peer-assessment of the personal development modules.

Formative assessment is regular and rigorous. It includes case studies to develop learners’ critical thinking skills and timed quizzes that develop time-management and multiple-choice skills, including understanding the questions and

learning techniques to adopt for multiple-choice examinations. Learners report that they feel very well prepared for their examinations. There is very effective planning of formative assessment to support learners' examination success.

Tutor and learner course guides show how learners are encouraged to further develop independent learning skills. The guides consider that learners are graduates and already have skills in independent learning. The guides show a clear focus on the expectations for independent study outside the classroom to prepare for classes. The use of case studies in the classroom encourages learners use independent research to complete the task. This results in effective strategies to further develop learners' independent learning skills.

Timely examination schedules are published in advance and are available in the learner handbooks and on the LMS. Schedules are available to learners at the start of the course. The administration team sends reminders of the weekly schedule of examinations. Evidence from the learner meeting confirms that learners are well informed about the examination schedule and are able to plan study time effectively.

Observations of teaching and learning show how tutors take into consideration learners' academic and professional backgrounds and any particular needs they may have. Tutors deliver to a high academic standard as they are aware that all learners are graduates. They are also aware that learners are not graduates in banking and so ensure that the pace, language and clarity of communication enable learners to understand what is being taught. The culture in the classroom reflects the professional expectations of working in the Bank, including being task focused, completing tasks on time and behaving in a respectful and professional manner at all times.

Learners are expected to produce work of a high standard and to take responsibility for their own progress. This includes being expected to request support when required. When asked, tutors provide additional support outside the classroom. Evidence from the learner meeting confirms that learners feel that support is accessible, regular and useful. This results in learners acquiring the knowledge and skills required for examination success and their professional roles and achieving high pass rates.

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

11.1	Tutors are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Tutors have a level of subject knowledge and pedagogic and communicative skills that allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	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

This standard is judged to be:

Met Partially Met Not Met

Comments

CVs show that tutors are appropriately qualified and experienced. All tutors have a higher-level degree in their subject area, and a large minority have a doctorate. Tutors have at least five years' experience of teaching and all have extensive vocational experience in their area of expertise within the banking industry. This results in learners benefiting from very well-qualified and experienced tutors. Evidence from the learner meeting confirms this.

Observations of teaching and learning show that tutors have high levels of subject knowledge. This is used very well to support learning and understanding. Tutors are able to provide very good examples of working in the banking industry and to explain key concepts clearly and confidently. Communication skills are good, and the use of a range of effective pedagogic skills allows for the effective delivery of module content. This includes the use of instructor-led training, group and individual work, and questioning techniques.

There is a range of evidence to show how tutors' performance is appraised and monitored. Tutor validation records are available and securely stored. Tutors have to attend a validation appraisal process every two years. This includes a 360-degree appraisal by peers and the PD, outcomes of learner satisfaction data and examination results, and their own self-assessment. The process also includes micro-teaching to assess the standard of teaching skills and subject knowledge.

Regular classroom observations are conducted by tutors and are part of a peer observation framework that enables the sharing of best practice within the team. In addition, the PD informally observes the same classes in order to check the quality of the observers. Outcomes of observations and the validation appraisal are kept by the tutors. Tutors are expected to ensure that all improvements are made.

Tutor feedback confirms that tutors recognise their responsibilities for continual improvement and actively ensure that they take the necessary actions to advance their practice. Consequently, learner satisfaction rates for teaching and learning are high. Observations of teaching and learning, that were carried out during the inspection, confirm that teaching and learning are good. This results in a culture of self-improvement and a team responsibility to continually improve the learner experience.

Evidence of peer-to-peer learning and personal development records is available from tutors. Tutors are mandated to access and record all CPD undertaken within each academic year. This includes personal research, peer observation, and internal and external training. For example, internal training has included delivery of online learning, the use of online resources in the classroom and, more recently, the use of Artificial Intelligence (AI) tools to enhance teaching and learning. Personal development records are not currently collated centrally, which would enable more effective monitoring of the impact of CPD on pedagogic techniques.

Observations of teaching and learning and tutor course guides demonstrate how tutors consider the different learning needs and styles of learners. Tutors ensure that the pace of learning is appropriate and use a range of visual and written materials. Individual and group work is planned and used to accommodate how learners prefer to learn the module content, particularly for the personal development modules. Tutors identify peer support in the classroom and provide one-to-one support where appropriate. This results in all learners being supported in the learning process.

From the classroom observations carried out as part of the inspection, tutors engage learners and check their learning and understanding in the session through good questioning. Question and answer techniques and end-of-session assessments are used effectively to measure learning and understanding.

Case studies, online quizzes and video resources are used well to engage learners in the learning process. Case studies are current and contextualised to the Nigerian banking system. This supports the engagement of learners in the subject material. Learners are expected to read the session content and look at materials before the class. This enables effective engagement in the lesson content as learners are well prepared. This is demonstrated in learners' good levels of subject knowledge in response to questions.

12. The institution provides learners and tutors with access to appropriate resources and materials for study

This standard is judged to be:

Met Partially Met Not Met

Comments

Evidence from learner study guides shows that all learners have access to a range of appropriate physical and digital study resources. All learners have a laptop and are provided with a comprehensive set of resources, including a study guide, learner manual, presentation slides, and examination and assessment information.

In addition, practice questions are included to raise awareness of the type of questions used in the examination.

Resources are quality assured by the PD. Resources and materials are reviewed at the end of each course as part of the course review process. This results in learners having access to comprehensive, current and high-quality resources.

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

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Learners are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.5	Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.6	Oral and written 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	
13.7	Learners have appropriate access outside class time to tutors for academic support.	<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

Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored. The learner handbooks and study guides include information on examination procedures, accessing the examination portal and how to appeal against examination outcomes, including in relation to time limits. Information is also provided on the potential impact of failing an examination and the opportunities to re-sit. The handbooks and study guides are provided to learners at the beginning of their programme of study. This results in learners being well informed about the examination process and procedures in a timely way. The meeting with learners confirmed this.

All examination outcomes are published on the LMS. Meetings with learners and tutors demonstrate that they have timely access to published data and examination outcomes. Learners are informed of how marks are allocated and are provided with a moving average score update weekly. The updates include information on how the average score relates to their targeted level of achievement.

Learners are encouraged to take responsibility for checking and understanding their progress. Evidence from the tutor meeting shows that tutors monitor examination results and promptly respond and intervene if learners are not making the expected progress. Evidence from the learner meeting confirmed this to be the case. This results in effective progress monitoring and prompt intervention for learners who are not making the expected progress. Pass rates are high as a result.

The induction programme, study guides and learner handbooks all include statements on cheating and plagiarism. This includes information on withdrawing learners from the course if they are found to have cheated or plagiarised their work. The information is clear and comprehensive. Reports provide evidence of where learners have been withdrawn as a consequence of cheating and include a review of how this happened. As a result of these reports, improvements have been made to the LMS examination portal. This results in the effective management of, and response to cases of cheating and/or plagiarism.

Discussions that took place in the meeting with the PD as well as the tutor meeting demonstrated that learners are provided with a range of support mechanisms if they are not making good progress. Learners can watch recorded sessions, have one-to-one meetings with a tutor and receive support for personal issues from the support team and/or the PD. Learners report that support is very effective. This contributes to high pass rates.

Evidence from multiple-choice examinations and the learner meeting showed that learners are provided with effective written feedback. Feedback clarifies why an answer was incorrect. Learners said that the written feedback is appropriately focused and provides suggestions on how to improve examination outcomes at re-sit. Learners confirmed that feedback is constructive and helpful. Observations of teaching and learning showed feedback being provided during class activities. The feedback is constructive and helpful in developing learners' understanding and correcting their knowledge of the subject area. Spoken and written feedback is focused on improvement and is therefore effective.

There are also effective mechanisms in place to enable contact between learners and tutors outside the classroom. Learners are able to contact tutors outside the classroom using social media platforms and e-mail. Learners can also access one-to-one meetings with tutors outside the classroom. Learners report that this contact is prompt, supportive, constructive and highly valued.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

14.1	For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.2	For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.3	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.4	For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards

15.1	There is a clear statement of the level claimed and evidence that learners who receive the award meet the stated requirements for that level.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.3	External moderators are involved in the assessment process where appropriate.	<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

The Institution's ELTP course is recognised by CIBN. The standards and level of the curriculum modules have been developed in alignment with the CIBN syllabus, ensuring that graduates are eligible to receive the highest level of exemptions granted by CIBN for ACIB certification.

The level claimed and the evidence required, including for exemptions from CIBN examinations to attain Associate of the ACIB certification, are clearly identified to learners at the recruitment fair, in the learner handbook and at induction.

On successful completion of the training and internship stages of the ELTP, learners progress to the ACIB certification phase. CIBN allows exemptions from its qualifications, thus reducing the number of examination passes required to attain ACIB certification. Data shows that all learners are employed after successfully completing the course. The vocational training programme is therefore very effective and the rates of progression to employment are excellent.

The ELTP course is accredited by CIBN for exemptions into its professional banking qualifications. Therefore, there is appropriate external input into the assessment process where appropriate.

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

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA

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

Comments

There are satisfactory procedures for the administration of examinations and other means of assessment. There is no external awarding body. For the Institution's internal award, there is a variety of systems to ensure examination security. Evidence of this includes an updated list that identifies learners who are eligible to take the examination. In addition, administrators confirmed that all learners have a personal identification code and password, which are provided to invigilators at the time of the examination.

Evidence of an electronically generated examination seating schedule ensures that learners from the same class are not seated together. Additionally, LMS-generated examination questions are assigned to learners to ensure that learners who are sitting next to each other do not have the same examination questions. Two external invigilators are assigned to each examination room.

Learners are informed that they have five days to appeal their allocated marks. There are clear procedures for doing this, which are communicated in the learner handbook and at induction. Tutors also remind learners of this before the examination takes place. This results in effective systems to guarantee examination security and provides learners with appropriate procedures to appeal their marks.

17. There is appropriate provision of advice for learners intending to proceed to employment or higher/further education

17.1 Learners have access to advice from an appropriate staff member on further study and career opportunities. Yes No

17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Evidence from the meeting with the PD demonstrated that learners have access to the PD for advice on further study and career opportunities. The PD is very experienced, specifically in the banking industry, and able to provide up-to-date industry information that benefits learners.

The PD can access additional advice and guidance from the HR department at the Bank to respond to additional enquiries from learners.

As a result, learners are highly satisfied with the effective advice and support arrangements to help inform their future career choices.

The Institution does not offer courses preparing learners for higher education.

INSPECTION AREA - LEARNER WELFARE

18. Learners receive pastoral support appropriate to their age, background, and circumstances

18.1	There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	Learners receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Learners receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Learners are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The PD is responsible for learner welfare. Information on her CV shows that the PD is very experienced in managing learner welfare and has qualifications in HR, coaching and Neuro-Linguistic Programming (NLP). The PD is accessible to learners, and evidence from the learner meeting confirms this. This results in the effective management of learner welfare and support. Learners are highly satisfied with the support provided.

A written procedure identifies what is available to learners before arrival. Learners are sent a welcome e-mail, which includes contact details. The e-mail also provides information on the course, an outline of what to expect on arrival and expected behaviours. Learners are also invited to speak to the administrative team or PD for additional information.

The induction process is comprehensive and includes information on courses, the examination schedule, timetables, code of conduct and support arrangements. The induction also covers appeals and complaints procedures and appropriate policies, such as the attendance policy. Learners also receive the learner handbook and study guide. The handbook and guides are comprehensive and informative and provide detailed information on all aspects of the learner journey. Evidence from the learner meeting confirms the provision of an effective induction programme that provides comprehensive information on the course.

The learner handbook includes a contact number that learners can use for out-of-hours and emergency support.

The learner handbook contains an anti-discrimination policy and a clear procedure for dealing with bullying or harassment.

The Institution does not enrol any learners under the age of 18.

A clear and well-developed policy on protecting learners from the dangers associated with radicalisation and extremism is contained in the learner and staff handbooks. Training records show that all staff have completed appropriate training in preventing radicalisation and extremism. An appropriate risk assessment has been developed to

identify the level of risk to the Institution. These effective arrangements protect learners from the risks associated with radicalisation and extremism.

19. International learners are provided with specific advice and assistance

- | | | | |
|------|---|---|-----------------------------|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international learners continue to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | Provision of support considers cultural and religious considerations. Where possible, learners have access to speakers of their own first language. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Evidence from the learner meeting, which included international learners, identifies that information and advice are provided while learners are in their home country by representatives of Access Bank subsidiaries who have a comprehensive understanding of the course and the nature of the learners' stay in Nigeria.

Procedures for international learners confirmed that, before travelling to Nigeria, they receive comprehensive information about their stay, including information on the accommodation as well as written information on the course, including the code of conduct and expectations of behaviour. The international learners are also met at the airport on arrival, by the Institution's staff. Evidence from learners demonstrates that they are highly satisfied with these arrangements and find them suitably supportive. The comprehensive information and support provided ensure that learners feel welcome and well informed.

The welcome card that learners receive on arrival identifies the essential contact details they may need. The presentation slides used for international learners show that they are provided with an appropriate induction that identifies course information and includes details of customs and practices in Nigeria. They are provided with comprehensive, clear information on transport and the local area. Feedback from international learners is very positive, and they feel very well supported throughout their stay. This results in effective arrangements to support learners in transitioning to a new country.

The PD and administrative team are available to provide specific ongoing advice and guidance throughout the learners' course of study.

Evidence from social media groups and the planned social activities for international learners indicates that peer interaction is actively promoted, particularly for those from Francophone or Portuguese-speaking backgrounds. Social media groups and organised activities allow access to other learners who speak the same first language.

Provision of support considers cultural and religious considerations. Prayer facilities are available in the accommodation and training premises. The training premises provide easy access to a mosque. Christian learners have a space for joint worship in the accommodation, and a bus takes learners to church on a Sunday.

Evidence from the learner meeting identifies that learners feel very well supported in accessing speakers of their first language and that cultural and religious needs are met. Thus, international learners are supported to use their first language and social and cultural practices are given appropriate consideration.

20. The fair treatment of learners is ensured

- | | | | |
|------|---|---|-----------------------------|
| 20.1 | Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

20.2	Learners have access to a fair complaints procedure, of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	Learners are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Evidence relating to the recruitment of learners shows that the recruitment process is clearly identified during the recruitment fair. Learners are formally offered places after a rigorous recruitment process.

The Bank pays all fees, including course and accommodation fees. Therefore, course contractual terms and conditions do not apply. However, the recruitment process is clear and fair, ensuring that all candidates have an equal chance to succeed. This includes the availability of an English language immersion programme prior to recruitment, if required.

The Institution has a complaints procedure. This covers general complaints and appeals against assessment decisions. The complaints policy is fair and appropriate and includes escalation steps. Learners are informed of the complaints procedure in writing in the learner handbook and at induction.

Evidence that learners are advised of BAC's complaints procedure is in the learner handbook and identified in the induction presentation slides.

21. Where residential accommodation is offered, it is fit for purpose, well maintained, and appropriately supervised

21.1	Any residential accommodation is clean, safe and of a standard that is adequate to the needs of learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	Any residential accommodation is open to inspection by the appropriate authorities.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.3	A level of supervision is provided that is appropriate to the needs of learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The accommodation, where international learners stay, is clean and of a good standard. Evidence from a meeting with the PD identifies that a dedicated security team ensures the safety of learners in the accommodation, and dedicated cleaning staff ensure good standards of cleanliness there.

The general resource management team is responsible for managing the accommodation and ensuring that the accommodation is of a good standard for learners before arrival and during their stay. E-mail evidence shows that the administration team monitors the standard of accommodation and oversees its management.

Evidence from the learner meeting confirms that learners are happy with the accommodation, that they feel secure, and that the accommodation is clean and well maintained. The accommodation is of a good standard and provides a safe and secure environment for international learners.

There is no public authority responsible for inspecting such premises in Nigeria.

The Institution employs a matron, who supervises and supports learners. Evidence from the learner meeting confirms that they value the role of the matron and that the level of supervision meets their needs.

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

22.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.4	Appropriate advice and support are given to both hosts and learners before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.5	Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

23. The institution provides an appropriate social programme for learners and information on leisure activities in the area

23.1	Learners are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The social programme is responsive to the needs and wishes of learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	<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

A list of activities for international learners shows a range of regular social activities that enhance learners' cultural experience of Nigeria and enjoyment during their stay. These include trips to art galleries and conservation centres. At the end of the course, learners from Nigeria and international learners have a full day of social activities. This includes picnics, beach trips and visits to places of interest.

There are class groups set up on a social media platform and these are used to ask learners what social activities they would like to participate in. The choice of trips and/or activities is communicated back to learners through a social media platform.

The choice of social activities is not limited to a learner's ability to pay as the Institution supports trips and activities financially. If a trip is organised, for example to the beach, the matron provides supervision to ensure the safety of learners.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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24.2	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
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This standard is judged to be: Met Partially Met Not Met

Comments

The Institution has secure tenure on its premises. One of the training premises is owned by the Institution and there is secure tenure on the other premises according to Nigerian law.

The Institution does not require external premises for academic or non-academic purposes of a temporary or occasional nature.

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

25.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) that are made readily available to learners, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to learners, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.8	There is adequate temperature control and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

Comments

Access to the premises is appropriately restricted and secured. As part of a virtual tour of the premises, access to the premises, through its reception area, by use of an electronic identity card was demonstrated. This results in appropriately restricted and secure access.

Evidence from a virtual tour of the premises showed that the premises are clean and well maintained. Appropriate decoration is evident, including pictures and plants. There are many examples of motivational quotes in the corridors, offices and classrooms. This results in a welcoming and appropriate environment for staff and learners.

There are no specific areas of particular hazard in either of the Institution's premises.

There is evidence of posters and signage that provide guidance on health and safety for staff and learners, including on fire safety and first aid. Administrators confirm that they provide guidance to visitors.

There is evidence of a number of signs inside and outside the premises. These signs are well displayed and informative and include, for example, signs showing the entry to the premises, room numbers, floor numbers and toilets. Notice boards in classrooms show general information for learners, such as upcoming events.

Evidence from the virtual tour shows two large offices used by the administrators and large classrooms. A large reception area is available in which to receive visitors. Office and classroom spaces are large and airy and easily accommodate staff and learners.

There are a number of toilet spaces for male and female staff and learners. These are appropriate for the number of people. Toilets are clean and well maintained. Air conditioning is available in classrooms, offices and walkways, and in common areas.

This results in a pleasant, welcoming and safe environment for staff and learners.

26. Training rooms and other learning areas are appropriate for the courses offered

26.1	Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Evidence from the virtual tour of the training rooms and floorplan shows that there are several large training rooms that are of a good size and can accommodate the number of learners and classes planned. There are 13 classrooms for the 13 classes.

The large training rooms have space for tables that can accommodate laptops, notebooks and resources for two learners on each table. There is adequate space to move around the classroom. This results in a pleasant learning environment that facilitates learning effectively.

Evidence from the virtual tour and observations of teaching and learning demonstrates a good standard of equipment for delivering training. This includes wireless connectivity, whiteboards, tutor laptops and large screens for slide presentations and access to online teaching, learning and assessment resources. All learners have access to laptops. This results in access to effective equipment to effectively facilitate the delivery of good-quality teaching, learning and assessment.

Examinations are conducted in classrooms and include the use of external invigilators. Learners access examinations on laptops using the LMS examination portal.

27. There are appropriate additional facilities for learners and staff

27.1	Learners have access to sufficient space and suitable facilities for private study, including library and IT resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.4	Learners and staff have access to storage for personal possessions, where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
27.5	There are individual offices or rooms in which academic staff 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
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

There are appropriate additional facilities for learners and staff. Visual evidence of the residential accommodation shows that international learners have facilities for private study within their rooms and additional common areas. The expectation is that home learners have space in their family or private accommodation where they can study privately. This is explained to learners before arrival on the course.

Learners can also access the cafeteria areas for additional space to study at the end of the day and on Sundays. There is ample space to accommodate groups of learners. All learners have laptops and can access a range of additional resources from the LMS to supplement the comprehensive training materials. This results in appropriate support for private study and Information Technology (IT) resources, including additional resources to enhance and support learning.

The virtual tour showed that teaching staff have access to a large, comfortable lounge that is suitable for relaxation and for the preparation of lessons and marking work. The lounge includes comfortable chairs and large and small tables. This results in a pleasant and appropriate space for teaching staff.

The Institution provides three cafés for staff and learners. Evidence from the virtual tour shows that these are large and well equipped to provide hot and cold food and drinks. Comfortable chairs and tables are provided for relaxation and consuming food and/or drinks. This results in a comfortable, well-resourced space in which to relax or have lunch and coffee breaks.

There is no need for learners and staff to have access to storage for personal possessions, as they keep these with them at all times.

Evidence from the virtual tour showed that there are three rooms available that are suitable for private and staff meetings.

The virtual tour provided good evidence of large and well-equipped administrative offices. Administrative staff have large desks, desktop computers, wireless connectivity, access to photocopying resources and telephones. There are storage units for documents. The rooms are well decorated and include motivational quotes on the walls. This results in a comfortable, well-resourced working environment for the administrative team.

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

Institution's strengths

Highly effective management results in high pass rates, excellent progression to employment for learners and a culture of continuous improvement.

Very effective communication mechanisms result in high satisfaction rates and staff feeling very well informed and supported.

Very good learner feedback mechanisms result in prompt, learner-focused actions that drive improvement of the learner experience.

Highly effective examination processes and procedures result in the effective security of the examination system and confidence in results.

Actions required

Priority H/M/L

None

High Medium Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

A high standard of planning and assessment results in a good standard of teaching and learning and very high pass rates.

Highly qualified, vocationally experienced tutors with very good, relevant knowledge effectively support learners' knowledge, understanding and progress.

Comprehensive and high-quality resources support good progress in learning and high pass rates.

Actions required

Priority H/M/L

None

High Medium Low

LEARNER WELFARE

Institution's strengths

High levels of support ensure that all learners are supported to progress and achieve.

High levels of support for international learners ensure that they feel welcome and supported, enabling them to swiftly settle into their learning programme.

Actions required

Priority H/M/L

None

High Medium Low

PREMISES AND FACILITIES

Institution's strengths

Large, well-resourced classrooms contribute to a very effective learning environment.

Good-quality facilities for staff and learners result in a comfortable and pleasant environment in which to study and work.

Actions required

Priority H/M/L

None High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Institution considers developing systems for the central collation of tutor personal development records.

COMPLIANCE WITH STATUTORY REQUIREMENTS