

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Reaccreditation Inspection

**ORGANISATION:** Glasgow Maritime Academy

**ADDRESS:** 101 Abercromby Business Centre  
279 Abercromby Street  
Glasgow  
G40 2DD

**HEAD OF ORGANISATION:** Captain Vinil Gupta

**DATE OF INSPECTION:** 20 - 21 June 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 27 July 2017

### 1. Background to the organisation

Glasgow Maritime Academy (GMA/the Academy) is a small private training provider offering short accredited courses leading to marine qualifications. It was established on 8 February 2013 and enjoyed a period of steady growth until the end of 2016, since which time it has seen a downturn in student numbers arising from increased international competition. GMA is a limited liability partnership, comprising the Director and his wife. The Director's wife plays no active role in the company and, therefore, the Board of Directors no longer operates.

It is located on one floor of a business centre in central Glasgow.

GMA aims to be the best maritime college in the world, offering a range of courses in niche markets. The focus on niche markets has arisen because many overseas training providers are now accredited to offer basic qualifications and can do so more cheaply than GMA.

### 2. Brief description of the current provision

GMA offers a range of marine courses, which are awarded by the Marine Coastguard Authority (MCA) and Nautical Institute. It also offers a course that prepares participants for MCA oral examinations. At the time of the inspection, the Academy was running courses in Human Element Leadership and Management (HELM), Ship Lifting Equipment and Accessories Inspection (SLEAC), Ship Safety Officer, MCA Orals - Deck and MCA Orals - Engine.

During the week of the inspection, there were 30 participants, all over the age of 18 and male. The majority of participants are from the United Kingdom (UK), seven are from India and one each from New Zealand and Poland. With the exception of MCA Orals, which is a 30 day course, all courses are of two to five days' duration and are provided whenever there is a demand. A course may run with only one participant. Over the past 12 months, 1838 participants have attended courses in GMA.

### 3. Inspection process

The inspection was conducted over two days by one inspector. Meetings were held with the Director, a group of eight participants, a group of five teachers and the three administrative staff. Four lessons were observed and the full range of GMA documentation reviewed. All documentation requested was made available electronically and the Director and all staff participated helpfully in the inspection.

### 4. Inspection history:

Inspection type	Date
Full Accreditation	24 - 25 April 2013
Interim	7 July 2014

## PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the provider.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

- |     |   |   |
|-----|---|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

A clear organisation chart accurately reflects the staff roles that exist at GMA. The Director has a good combination of nautical and educational experience. The Director is a thoughtful and innovative leader and is effectively driving the development of good systems and responding to changing market conditions by moving into niche markets.

Annual staff meetings, dealing with a range of appropriate academic and administrative, topics, are held and minuted. As a small institution, informal communication is widely used and is effective

#### 2. The administration of the provider is effective

- |     |   |   |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider.     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

GMA makes very good use of appropriate technology for most aspects of its administration and data management.

The administrative staff understand their roles and execute them efficiently. They do not have detailed written job descriptions.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

All teaching staff have extensive nautical experience. This was regarded, by participants, as one of the main reasons why they consider the quality of GMA courses to be very good.

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

- 4.1 Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**
- 
- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants.  Yes  No  NA
- 
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.  Yes  No  NA
- 
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.  Yes  No  NA
- 
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA

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

#### Comments

Entry requirements follow awarding bodies' requirements. These are made clear on GMA's website. Applicants must scan qualification documents and submit these with their on-line applications.

Enquiries are made by e-mail or telephone and are dealt with by the Training Coordinator, who sends dates and on-line booking instructions to candidates.

All applications are automatically copied to the Director, who will support the Training Coordinator with responses as necessary. Applicants who are not sponsored by companies pay the full fees before enrolment. No overseas agents are used.

6. **There is an appropriate policy on participant attendance and effective procedures and systems to enforce it**
- 
- 6.1 There is a clear and published policy on participant attendance and punctuality.  Yes  No
- 
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.  Yes  No  NA
- 
- 6.3 Participant absences are followed up promptly and appropriate action taken.  Yes  No

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

#### Comments

Full attendance is mandatory for all MCA's courses. There is no specific attendance policy for MCA Orals. However, participants are paying for the course and are highly motivated to pass the oral so attendance rates are very high.

Trainers complete attendance sheets, which are scanned and stored on-line. There has been very little need to take action on attendance as it is high. While GMA may request some flexibility from MCA for limited unavoidable absence, the normal consequence of absence is that the participant must re-take the course.

7. **The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body.  Yes  No

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

**Comments**

All participants complete an on-line feedback form at the end of their course. The Director automatically receives all feedback by e-mail. The on-line system generates reports that collate participant information and feedback. The system works very efficiently.

The vast majority of participants attend the Academy for a very short period of time and they provide the feedback at the end of their courses. Therefore, there is no need for a formal mechanism to report on the response to the participants. However, if a serious issue is raised, the participants concerned receive an e-mail explaining how the Academy responded.

8. **The provider 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 provider's performance.  Yes  No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed.  Yes  No

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

**Comments**

GMA conducts very effective annual performance reviews, known as Quality Verifications. Each report begins with a review of the action points from the previous Quality Verification, drawing on participant data and feedback. Performance is reviewed against a series of Key Performance Indicators (KPIs) covering enrolments, diversity issues, learner needs and motivation, course planning and administration, quality of teaching and learning, and learner satisfaction.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Programme management is effective

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

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

#### Comments

The Director and curriculum managers are all suitably qualified and experienced.

Each category of training is the responsibility of a named curriculum manager, who will develop courses and materials to a format required by MCA. All course documents must be approved by MCA. Staff can also be deployed flexibly as they can teach more than one curriculum area.

There is a dedicated room for each type of course with only one of the 10 classrooms being treated as multi-purpose.

Teachers report that they have all the resources they need.

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

- |      |   |  |
|------|---|--|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

#### Comments

Courses, including assessments, are designed in line with MCA requirements and must be approved by MCA.

Course documents are clear and succinct summaries of how courses will be delivered. Formative assessment includes questioning, quick quizzes and mock orals.

The opportunities for development of independent learning skills are limited in the two to three day courses. However, participants in the longer MCA Orals courses use the virtual learning environment designed by GMA.

The induction process includes finding out about the backgrounds of the participants so that the trainer can tailor the training to the needs of the individuals. Participants consider this to be one of GMA's strengths.

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

- 11.1 Trainers are appropriately qualified and experienced.  Yes  No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation.  Yes  No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.  Yes  No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.  Yes  No

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

**Comments**

All trainers have undertaken the Train a Trainer course, as required by MCA. The subject knowledge of trainers is good.

Lessons are well organised and teachers make use of a variety of activities. Visual aids are of good quality, although opportunities are sometimes missed to make full use of the resources. Trainers communicate well with their students and draw effectively on their nautical experience.

All lessons involve good participation of the students, through question and answer sessions and practical exercises and case studies. Opportunities are sometimes missed to elicit greater participation through more effective questioning techniques.

The Academy offers extensive continuing professional development including a focus on the enhancement of pedagogical skills.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

**Comments**

Participants and trainers express satisfaction with the resources and materials, which are provided. The Academy has some excellent resources, including a navigation bridge simulator, a high voltage simulator, an oil and gas tanker simulator, an Electronic Chart and Display Information System (ECDIS) simulator and ship's main engine. These resources contribute well to the highly relevant training experience enjoyed by participants.

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

- |      |   |  |
|------|---|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.    | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.                       | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

**Comments**

Course assessment procedures and criteria are defined by MCA and are adhered to strictly by GMA.

For MCA Orals, participants are assessed through mock examinations prior to taking the MCA examination and given feedback on their performance. Participants confirm that they are well informed about assessment requirements. Participants undertake regular on-line formative assessments and get feedback on performance. They reported that on-going feedback from teachers is very helpful.

Additional support, such as English classes or video lessons, is provided to those participants who face challenges with particular topics.

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

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

**Comments**

All courses lead to awards, which are accredited by MCA. In the case of MCA Orals, GMA does not conduct the assessment and award the qualification. However, it monitors the success of participants and offers free additional training to those who fail the oral examinations.

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 relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.   | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

**Comments**

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

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate.  Yes  No  NA
- 16.2 For internal assessment and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.  Yes  No  NA

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

**Comments**

GMA offers examinations for the Scottish Qualification Authority (SQA) as an approved examination centre, as well as conducting summative assessments for MCA and Nautical Institute courses.

**INSPECTION AREA - PARTICIPANT WELFARE**

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.  Yes  No  NA
- 17.2 Participants receive appropriate advice before the start of the programme.  Yes  No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support.  Yes  No  NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.  Yes  No  NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.  Yes  No

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

**Comments**

The Director takes lead responsibility for participant welfare. He is suitably qualified and is accessible to all participants by telephone, e-mail and in person.

The joining letter issued to all participants prior to commencement of studies includes all relevant information.

There is an appropriate induction at the start of each course, based on an induction checklist, which all participants must sign. In addition, there is a participants' andbook, covering safety information, health and other essential services, GMA policies and information about Glasgow and the local environment.

The out-of-hours contact number is included in the participants' handbook, as well as a positive behaviour policy, complaints procedure, and abusive behaviour policy.

The Director requests staff to inform him if any participant shows any signs of extremism. He in turn would inform the relevant authorities.

18. **International participants are provided with specific advice and assistance**

- 18.1 International participants receive appropriate advice before their arrival on travelling to and staying in the UK.  Yes  No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study.  Yes  No
- 18.4 Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language.  Yes  No

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

**Comments**

There is a suitable brochure, which provided relevant information for international participants.

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No
- 19.3 Participants are advised of BAC's own complaints procedures.  Yes  No

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

**Comments**

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

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.  Yes  No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.  Yes  No  NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.  Yes  No
- 20.4 A level of supervision is provided appropriate to the needs of participants.  Yes  No
- 20.5 Separate accommodation blocks are provided for participants under 18.  Yes  No  NA

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

**Comments**

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

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.  Yes  No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.  Yes  No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement.  Yes  No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.  Yes  No

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

**Comments**

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 22.2 The social programme is responsive to the needs and wishes of participants.  Yes  No  NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.  Yes  No  NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

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

**Comments**

Participants are provided with information about leisure opportunities in Glasgow. However, there is no demand from adults, on very short courses, for an organised social programme.

## INSPECTION AREA - PREMISES AND FACILITIES

### 23. The provider has secure possession of and access to its premises

23.1 The provider has secure tenure on its premises.  Yes  No  NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature.  Yes  No  NA

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

#### Comments

### 24. The premises provide a safe, secure and clean environment for participants and staff

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

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

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.  Yes  No  NA

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

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

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

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

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

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

#### Comments

Rooms are clean and in good decorative order. External and internal signage are fit for purpose.

The circulation space is adequate for the small numbers of participants.

Visitors are received in the administrative office.

There are adequate male and female toilets on the same floor as the GMA premises.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No  NA
- 25.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

GMA has ten classrooms, all of which are of an adequate size for GMA's class sizes.

There are specialised classrooms for medical courses, HELM courses, ECDIS courses and high voltage and navigation bridge courses.

Assessments are conducted on-line.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No  NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No  NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No

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

**Comments**

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

The strong and innovative leadership and management, by the Director, results in a clear commitment to quality in all aspects of administration and academic affairs.

The extensive seafaring experience of teaching staff, contributes well to a very relevant training experience.

There is excellent use of effective technology for administration, management and quality assurance.

The administration and data management are effective.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Teaching and learning are strongly related to practical industry situations.

Clear course documentation ensures that teaching and learning are clearly focused on assessment objectives.

The effective and efficient on-line systems of assessment and participant feedback result in the effective monitoring of participants' performance and a responsiveness to participant views.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Responsiveness to individual student needs.

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

### PREMISES AND FACILITIES

#### Provider's strengths

The significant investment in state of the art equipment, ensures that students receive training in line with industry requirements.

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

## **RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

GMA is strongly recommended to develop clear job descriptions for its administrative staff.

It is recommended that GMA continues to focus on the improvement of pedagogical skills, such as questioning techniques and use of visual aids.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**