

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Reaccreditation Inspection

**ORGANISATION:** TWI

**ADDRESS:** Granta Park  
Great Abington  
Cambridge  
CB21 6AL

**HEAD OF ORGANISATION:** Dr Christoph Wiesner

**DATE OF INSPECTION:** 6 & 12-13 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- Accreditation to be withdrawn.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**

TWI Limited (TWI/the Provider) is an independent research and technology organisation. It is a world leader in providing solutions to problems in the manufacture, construction and management of whole life integrity technologies. A large proportion of the activities of TWI involves training. TWI is established as a company limited by guarantee. It is governed by a board of six directors. TWI's courses are reviewed regularly by a Management Education Review Committee (MERC) and the Certification Scheme for Welding Inspection Personnel (CSWIP). Senior management report to the board of directors, through MERC and CSWIP, on all aspects of the provision and, in particular, on the quality, relevance and financial viability of all courses. Global teams come together to develop new products to be delivered in the United Kingdom (UK) and internationally. TWI has also developed links with Brunel University and the Open University.

Apart from Cambridge, where the head office is located, TWI has other centres in the UK including in Aberdeen, Port Talbot and Middlesbrough. It also operates regional offices and venues in Central Asia, India, the Middle East, Africa, South East Asia, Australia and China and the United States of America (USA), Canada and Mexico. BAC only accredits the operations in the UK.

**2. Brief description of the current provision**

TWI provides short course training to candidates in welding, non-destructive testing, plant integrity, underwater inspection and related activities. In total there are over 90 courses on offer. Some training offered is bespoke to companies and some is open entry. Courses typically vary in duration from two days to three weeks.

Candidates sit end-of-course examinations provided by the awarding bodies. The awarding bodies are the Certification Scheme for Welding and Inspection Personnel (CSWIP) and the Personal Certification for Non-destructive Testing of the British Institute of Non-Destructive Testing. TWI works closely with CSWIP in the administration and management of examinations and assessments.

Candidates can also undertake the welding diploma of the International Institute of Welding and the European Federation of Welding. TWI have a partnership with the Open University who give credits for courses delivered by TWI. TWI are seeking agreement with Lancaster, Brunel, Teesside and Cranfield Universities to develop similar arrangements.

Candidates from the UK and from other parts of the world attend TWI's courses. The UK students are employees of companies such as British Gas and Rolls Royce and are usually working at a specialist or high level within the company. Students also come from other parts of the world to study specialist courses such as the underwater courses offered in Middlesbrough. There are no students under the age of 18.

**3. Inspection process**

The inspection was conducted by one inspector over three days. One day was spent at the Middlesbrough centre and two days at Great Abington, Cambridge. Meetings were held with the Centre Manager, the Regional Facilities Support Manager, an information technology (IT) administrator and students and teachers at Middlesbrough. At Great Abington, meetings were held with the Quality Systems and Operational Support Manager, the courses administrator, an IT administrator, the Marketing and Publicity Manager, the Chief Examiner, an examiner, a Curriculum Manager, the Product Development Manager and teachers and students. The inspector also observed four lessons, visited classrooms, workshops and other facilities at both centres.

**4. Inspection history:**

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	20–21 May 2009 Middlesbrough
Full Accreditation	20 May 2009 Aberdeen, 26 May 2009 Abington
Interim	1 July 2010 Middlesbrough, 2 July 2010 Abington
Interim	3 August 2010 Aberdeen
Spot Check	12 May 2011 Middlesbrough

Supplementary

22 May 2012 Abington

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Re-accreditation

21-23 May 2013 Abington

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Interim

17 June 2015

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## 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

All staff interviewed understand the structure of the organisation. Senior managers interviewed clearly understand their roles. Some have worked at TWI for many years and have developed their roles over that time.

There are effective policies and procedures in place and regular team meetings, in which issues are discussed, contribute to the development of the business. Although there have been some changes at senior management level in the organisation, this is not disruptive or holding up the successful operation of the business.

#### 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

Administrators understand well the nature of the business. They are able to effectively manage their roles through the peaks and troughs in the volume of work.

Some administrative staff have been given the opportunity to develop new expertise during their work with the company.

Administrative staff see TWI as a proactive and positive organisation.

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**

There are relevant policies and procedures in place to employ appropriate staff. Qualifications are effectively checked and verified. There are one, three and six month reviews with employment being confirmed after six months.

There is an effective annual performance management or appraisal process. Staff contribute to the creation of their own job targets.

Staff enjoy their jobs and confirm that they have been instrumental in developing their role to support business needs.

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**

The information, for prospective students, on courses and fees is accurate and the website provides an accurate depiction of TWI's premises and facilities.

Some use is made of written publicity materials. They are sometimes sent out to employers and used at exhibitions. However, there is a greater use of the internet with links through to specific information. Targeted information is sent out through social media and e-mail.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.                               | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <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

Great care is taken to ensure that courses are appropriate for prospective students. Appropriate conditions for access apply to all courses. These include evidence of suitability and information regarding existing qualifications and length of experience, which is sometimes verified by line managers. Approval is sometimes required from managers although some students are self-financing.

Prospective students are directed to the website to view up-to-date correct course information and fees. Prospective students are also encouraged to discuss their requirements with administrators and the teachers responsible for the courses.

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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

#### Comments

Students are expected to attend and be punctual. Their attendance is checked on the first day of the course and registers are taken subsequently. Successful completion of the course is dependent on full attendance.

Attendance sheets are used as well as registers to ensure all students, particularly overseas students, are attending for the correct reasons.

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**

There is an anonymised process of student feedback and review. Comments are fed back to the teaching team through the management process and points are acted on appropriately.

Changes to courses brought about by review are communicated to TWI's members through newsletters and updates on the website.

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**

TWI carry out an annual review of performance. Pass rates are monitored by a management results committee, which includes representation from industry. All courses and pass rates are scrutinised in order to check the quality of teaching and content.

TWI delivers courses on behalf of CSWIP and Welding Specialist Practitioner Management Committee (WSPMC) and is audited by them. The International Institute of Welding (IIW) audits courses every two years. The Enhanced Learning Credit Administration Services (ELCAS) audits the courses annually.

## 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

Programme managers effectively monitor the quality of the student experience and allocate appropriate staff and resources to the learning programmes.

### 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

TWI use innovative ways to support their learners to succeed. All students receive the course materials one month before the course.

The excellent research ethos permeates the teaching and learning process.

There is a requirement to complete pre-course work, which is assessed on the first day. Students are given self-study activities to complete in the evenings and these are formatively assessed. Some teachers support evening study-groups.

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**

Trainers are experts in their fields, highly qualified and have experience of industry and higher level research. Many teachers have formal teaching qualifications.

Teachers are regularly observed as part of their appraisal process.

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**

The teaching materials are comprehensive and are of high quality.

An e-learning virtual academy will be in full use by the end of 2017. This will provide greater access to learning resources and allow more flexible and accessible learning.

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**

The outcomes of the evening self-study are assessed the following morning. Self-assessment and peer-assessment are built into the courses so that students can monitor their own progress throughout the course.

The teachers vary their teaching methods and, through on-going assessment, provide personalised learning opportunities for course participants. They are pro-active and flexible in relation to meeting student's needs.

The results turn around time requires improvement.

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**

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 checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input checked="" 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** \_\_\_\_\_

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**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** \_\_\_\_\_

Administrators develop good working and supportive relationships with students and prospective students.

There is good multi-cultural awareness at both centres. For example, international students are able to access halal food.

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**

Administrators deal well with complex issues relating to international students such as issues relating to visas.

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**

The residential block in Cambridge is of a high quality. Students confirm that it enhances their learning experience.

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 \_\_\_\_\_

## 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

Premises are of a very high standard.

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**

The quality of the learning areas, including a diving tank, workshops and classrooms is extremely high. As a result, students experience a unique learning environment.

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

Global brand with internationally recognised qualifications.

Excellent reputation within the industry.

Well qualified, highly competent and committed staff who are motivated to support the development of the business.

Strong customer base with the development of long term relationships with individuals and organisations.

Dedicated teaching, administration and sales and marketing teams.

Flexible to the needs of the industry by continually developing and improving course offering and materials.

Good investment in new IT systems.

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

Highly qualified staff with industrial and research skills.

World-class learning resources.

Excellent use of formative assessment to support student progress.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Willingness of both administrative and teaching staff to go the extra mile to support students, particularly overseas students.

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 outstanding premises and facilities provide unique learning opportunities.  
The on-site accommodation block in Cambridge provides supports an effective campus experience for students.

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

**RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

It is recommended that the Provider implements the proposed improved results turn around time for students as soon as possible.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**