

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Osborne Training Services

ADDRESS: Atley Way
North Nelson Industrial Estate
Cramlington
Northumberland
NE23 1WA

HEAD OF ORGANISATION: Mr Rahul Hazra

DATE OF INSPECTION: 12-13 December 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- Accreditation to be withdrawn.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: 8 February 2018

PART A - INTRODUCTION

1. Background to the organisation

Osborne Training Services (OTS/the Provider) is a company within the Osborne Engineering Group Limited (OEG). OEG commenced trading in 1984 as a white metal bearing repair and manufacturing facility. OTS was established as a subsidiary of OEG in 2007 to administer the training aspect of the business. OEG is part of the Masood Group of companies, which includes Turbine Services Limited (Ltd) and Masood John Brown. OTS provides training services for these members of the Masood Group, including their customers and staff. OTS has training centres in the United Kingdom (UK) and Dubai. British Accreditation Council (BAC) accreditation is for the UK centre only.

The OTS UK Centre (the Provider) occupies part of the ground floor of the OEG building on the Nelson industrial estate on the outskirts of Cramlington, Northumberland.

The Group Head is based in Dubai. Management of the Provider's operation is undertaken by the Lead Technical Trainer.

The Provider's vision statement is to aspire to be in a leading global market position by delivering world-class engineering training services, reinforcing world-wide corporate alliances and upholding top-tier quality and ethical standards.

2. Brief description of the current provision

The Provider offers accredited and unaccredited courses. Its accredited courses are the National Examination Board in Occupational Safety and Health's (NEBOSH), general certificate, fire certificate, construction certificate, oil and gas certificate and the general diploma, the Institute of Leadership and Management's (ILM) level three award in leadership and management, the Institute of Occupational Safety and Health's (IOSH) Managing Safely and Working Safely and a short course in power generation leading to City and Guilds certification. All courses are of a short-term nature and are less than 26 weeks in duration. The NEBOSH general diploma is offered on a distance learning basis.

The Provider's unaccredited courses relate to the power generation and oil and gas industries and are in the areas of mechanical and electrical engineering, controls and instrumentation and leadership and management.

At the time of the inspection, there were four participants enrolled on the Provider's courses. The majority of participants are male and from the UK. Participants are also recruited from overseas, in particular the Middle East. There are at present no international students. The Provider does not recruit any participants under the age of 18. The Provider's maximum capacity is 40 participants at any one time.

The Provider mostly sells its courses to client companies. The client companies determine which of its employees attend the courses. The Provider occasionally recruits individual participants. Clients include British Petroleum, Rheinisch-Westfälisches Elektrizitätswerk AG, Canadian Natural Resources, Exxon Mobil, Total and Crofton Refinery. Courses have been conducted for trainees from the UK, several other European countries, Iraq, South Korea, Kazakhstan and Pakistan. The Provider has a partnership with Newcastle College, through which it provides a single course in Power Generation, which is accredited by the City and Guilds of the London Institute.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with senior managers, the member of staff temporarily responsible for human resources and training staff. There was also a meeting with participants. Observation of teaching was undertaken and the inspector was able to scrutinise various documentation.

4. Inspection history:

Inspection type	Date
Full Accreditation	9-10 December 2009
Interim	8 February 2011

Re-accreditation

27-28 February 2014

Interim

2 February 2016

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

There is a clear management structure.

The Lead Technical Trainer, who manages the Provider's services, reports to the Group Technical Services Director who is based in Dubai. The Group Technical Services Director is available by electronic means and visits about eight times per year including attending board meetings at the premises occupied by the Provider. As a result, the Lead Technical Trainer has considerable autonomy on course provision and delivery and is able to respond quickly to client requirements.

Channels of communication are 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

Most of the administration duties are carried out by the Lead Technical Trainer, who is supported by a full-time trainer and the receptionist, who is also undertaking some human resource (HR) management duties while the HR post holder is absent. The administration is effectively carried out. If demand for courses increases, it is likely that it will be necessary for dedicated administrative support to be employed.

The current data collection and collation systems are satisfactory and effective at present, given the low volume of courses provided. However, the Lead Technical Trainer is working with two systems running together. As a result, it is difficult to quickly locate documentation and it would be beneficial if the data systems in use are consolidated to enable better organisation of electronic data.

There is expansive and appropriate office space available.

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 effective systems for the recruitment of staff, including the associate trainers who are employed on a part-time consultancy basis.

There is an effective system for reviewing the performance of staff. Therefore, the Lead Technical Trainer is able to identify what further skills and staff development is required to deliver the training effectively.

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

Changes that had been made to the company website resulted in a reduced level of inquiries for courses. Consequently, the website has undergone amendments designed to enable greater public awareness of the course provision. As a result, the Provider's services are more prominent when internet searches are carried out and the Provider is, therefore, gradually increasing its public exposure.

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

Most participants on courses are selected by the Provider's client companies. Some overseas clients request the Provider to carry out a pre-course assessment of its intended participants' technical and English language skills. Most, however, simply send their employees to attend 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. 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

A robust system of recording attendance is used. Class registers are taken by the trainer and participants are required to sign in and out each day at reception. This is in accordance with the published policy on attendance. As a result, attendance is appropriately monitored and the Provider is able to provide accurate information on course attendance to its clients.

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

Appropriate mechanisms are used to obtain feedback from the participants. Although there is very little recorded negative feedback from participants, where possible, the feedback questionnaire should be administered by someone other than the trainer in order to ensure that helpful constructive feedback is always provided.

The feedback is reviewed by the Lead Technical Trainer and the trainer who undertook the training session. Where constructive developmental feedback is given, the Lead Technical Trainer goes back to the participant, who has supplied the feedback, to investigate further. The impact of this is that courses are amended or the content is re-ordered to address the deficiency. However, any proposed action is not systematically recorded.

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

A useful spreadsheet is used to record the annual results relating to accredited courses. However, the spreadsheet does not include total referrals or the overall pass rate, which would enhance its benefit as a performance assessment tool for the management.

The feedback from participants and clients is reviewed and comments are included in meeting notes. Appropriate action is taken in response to the feedback although it is not systematically recorded and does not make use of formal action plans. An example of a response to feedback is the recognition of the need to provide more technical facilities to enable participants to gain greater practical experience while undertaking the technically orientated courses, which, in turn, would make the courses offered more attractive to potential clients. This informal performance review process meets the Provider's current needs, given the reduced demand for courses.

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. Yes No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No
- 9.3 The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. Yes No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. Yes No

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

Comments

The Lead Technical Trainer is well qualified for the delivery of the engineering courses. The Provider has delegated responsibility to this post holder to make decisions up to an agreed level and this ensures that course delivery takes place in an effective manner.

The delivery of the accredited courses is consistent as the material is provided by the awarding body. The unaccredited courses are developed so that they address the particular issues required by the client. The feedback from the participants and clients is used to monitor the performance on unaccredited courses.

The acquisition of teaching and learning resources is undertaken by the Lead Technical Trainer, who has appropriate delegated power to obtain resources up to a financial limit. Anything that is required, which is outside this limit, must be supported by a business case, which is presented to the senior management. As a result, the general operation of those courses which do not require expensive equipment or materials works effectively. New courses which need expensive equipment or materials may not be affordable at present.

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

The design of the content of unaccredited courses draws on the staff's experience of the oil and gas industry and their networking with clients to ascertain what the clients' specific needs are. This, together with reviews from published documentation of new techniques and equipment, enables the content of courses to remain current and the Provider to continuously develop its understanding of the needs of the industry.

Appropriate formative assessments form part of the delivery and are an integral part of the accredited course material. In the training sessions, participants are encouraged to ask questions and the trainers use good questioning techniques and effectively recap what has been covered on a daily basis. The effect of this is that participants remain focused on the course objectives.

Some accredited courses include practice assessments as part of the material to help participants recognise the style of questions that they will face in the final assessment.

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

Classroom observations are carried out and helpful feedback is provided to the trainer. This leads to improvements in delivery. This system meets the current needs of the Provider. However, the process is not undertaken in a regular systematic way. Much of the course delivery overseas is carried out by associate trainers and, in these cases, classroom observation is not feasible.

The job descriptions for the Electrical Instructor and the Instrumentation Instructor refer to the possession of previous training delivery experience being an advantage. However, this is not stated in the job description for the Mechanical Instructor, although such experience is taken into account in recruitment.

The associate trainers are very well qualified and experienced. However, they have not undertaken any specific staff development in relation to teaching methods. While the teaching delivery is effective and covers up-to-date matters and includes relevant practical examples provided by the trainer and the participants, such staff development would encourage continuous improvement.

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

Appropriate resources and materials for the courses are provided. A good example is the availability of a jet aircraft engine, a diesel engine and a generator in the workshop. This enables the trainers to show participants the functioning parts of the engines rather than simply relying on audio visual material.

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

Assessments are built in to course timetables and participants are made aware of them from the outset. Additional time is provided to participants who are perceived to be making insufficient progress. In addition, participants are encouraged to engage in discussion of the course content in plenary sessions. Consequently, participants are able to consolidate their understanding by reference to these peer group discussions, which may continue outside the formal training sessions.

The contact details of the trainer are made available to participants whose courses extend beyond two weeks. This also applies to the ILM accredited course in leadership and management, where delivery is only for one week but participants then have six months to complete an assignment.

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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

The Provider does not make any claims about the level of its unaccredited mechanical and electrical engineering, controls and instrumentation and leadership and management courses relative to the Regulated Qualification Framework (RQF). The courses and consequent assessments are bespoke and agreed by client companies, which accept the level of the courses as satisfying their particular needs.

There is clear evidence of clients continuing to send employees to the Provider's courses. It is clear that the Provider continues to satisfy the needs of its clients by amending course content and delivery and, thereby, ensuring that its courses are relevant and fit for purpose.

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

The requirements of the awarding bodies in respect of the security of assessments are fully complied with.

There are effective systems in place for the assessment of participants undertaking unaccredited awards and there is a clear appeals procedure in place.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

Participants receive clear guidance, before the commencement of a course. This guidance provides relevant information on the location of the premises and on the surrounding area. At the commencement of the course, participants receive a comprehensive induction pack. As a result, participants are clear about the demands of attending the course and what facilities are available in the local area.

The NEBOSH diploma is delivered by distance learning as the course is delivered over a six month period. Support is provided on demand, mostly by telephone, on an individual basis. In addition, the Provider runs revision days in advance of the assessment. The result of this is to effectively build up the participants' confidence prior to the assessment.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

International participants receive the same comprehensive induction as those from the UK. This meets their needs effectively.

If participants are found to have a low level of English language capability, the pace of the course delivery is appropriately adapted and the course delivery may extend into the evening. Participants with limited English language skills are therefore able to obtain the required benefit from the course.

The Provider has made appropriate prayer facilities available for 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedures. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The terms and conditions applying to the courses are clearly stated and there is an appropriate tiered refund arrangement in place to deal with cancellations.

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. | <input type="radio"/> Yes <input type="radio"/> No |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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. | <input type="radio"/> Yes <input type="radio"/> No |
| 20.4 | A level of supervision is provided appropriate to the needs of participants. | <input type="radio"/> Yes <input type="radio"/> No |
| 20.5 | Separate accommodation blocks are provided for participants under 18. | <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

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

All participants are mature adults and there is very limited demand for social activities to be provided. However, appropriate extensive information on local leisure activities is made available.

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

The premises are secured under an appropriate lease agreement.

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

A receptionist greets people entering the building and requires them to sign in.

The training facilities are well equipped and the toilet facilities are sufficient.

The whole building is clean and well decorated. Signage inside and outside the building is adequate.

There is plenty of circulation space and the heating and ventilation in all rooms in the building are adequate.

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

Classrooms and learning areas are well equipped and adequate in size and this provides for a comfortable learning environment.

The premises are suitable for conducting assessments and the arrangements are monitored regularly by the awarding bodies.

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

There are good facilities for private study and recreation and the whole building has wireless coverage.

The accommodation for staff and participants is spacious.

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

Long established training provider with a good reputation for delivery of quality courses.

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

Robust training provision with the availability of good practical examples and equipment such as the jet engine and generator, which are used well for practical demonstration purposes.

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

PARTICIPANT WELFARE

Provider's strengths

Provision of good support to participants out-of-hours, particularly for those undertaking courses of more than two weeks' duration.

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

Excellent training facilities with capacity for expansion.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The data systems should be consolidated to enable better organisation of electronic data.

Where possible, the feedback questionnaire should be administered by someone other than the trainer in order to ensure that helpful constructive feedback is provided.

It is recommended that a systematic record of intended action is maintained as a result of participant feedback.

The spreadsheet showing annual results relating to accredited courses provided should be amended to identify total referrals and the overall pass rate.

A systematic way of recording action plans and action taken following receipt of participant and client feedback and course reviews should be developed and implemented.

Classroom observation should be carried out in a regular and systematic way.

The job description for the Mechanical Instructor should be consistent in wording with that for the Electrical Instructor and the Instrumentation Instructor.

Appropriate in-house staff development in teaching techniques should be offered to associate trainers.

COMPLIANCE WITH STATUTORY REQUIREMENTS