

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Re-accreditation Inspection

NAME OF PROVIDER: Ray Procter Group

ADDRESS: Druidale Farm
Druidale
Ballaugh
Isle of Man
IM7 5JA

HEAD OF PROVIDER: Mr Ray Procter

DATE OF INSPECTION: 11-12 September 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 29 November 2018

1. Background to the provider

Ray Procter Group Limited (the Provider) is a privately-owned organisation and limited company, founded in 2016 by its current Managing Director. In 2015, when the Provider was last inspected, its name was Fearnley Procter Well Engineering Competency Limited (FPWEC). In April 2016, Ray Procter Group Limited purchased FPWEC.

Ray Procter Group provides technical training and mentoring to international clients in Well Engineering. All training courses are part-time and delivered online, in the United Kingdom (UK) and the Isle of Man (IOM). Subject areas include Well Construction, Well Completion, Well Intervention and Well Integrity.

The Managing Director is supported by the Technical Director and the Marketing Director. In addition, the Managing Director has a full-time administrator. Training instructors and mentors are all members of the internal team and are experienced, practicing Well Engineers.

Ray Procter Group aims to provide all learners who are enrolled on a training programme with a high-end experience delivered by internationally recognised trainers to prepare them for professional careers in the Well Engineering industry.

The Provider has one main office based on the IOM, which is mainly accessed by the Managing Director and Administrator. Other staff are based on the IOM and in the UK and work remotely. All learners' mentoring and some of the training takes place online. The face-to-face training takes place in the UK and on the IOM.

The Provider is in the process of being accredited with the Energy Institute (EI), which is a chartered professional membership body for the energy industry.

2. Brief description of the current provision

Ray Procter Group offers professional training programmes in Well Engineering, over a period of one and two years, to learners, who are graduates and employed engineers with leading international companies in the oil and gas industries. Most learners are referred to the Provider by their employer, which is the client. However, training programmes are also open to direct applicants. The Provider has a capacity of 100 learners based on the number of mentors. The majority of learners are expected to undertake a two-year training programme with an examination to conclude the training programme. There are two opportunities per year for learners to register for the examination sessions.

All training programmes combine online and face-to-face learning methods and assessments. Face-to-face training complements online learning and self-study connecting the mentor and the engineers for periods of intense mentoring across the programme duration. Training programmes include a broad range of modules within the subject areas of Well Construction, Well Completion, Well Intervention and Well Integrity. All modules are written and assessed by the Provider. Bespoke training and assessment are also offered and these are based on individual clients' needs.

At the time of the inspection, 45 male and female learners were enrolled on two-year online training programmes. From the 45 online learners enrolled, nine learners, of whom two were female and seven male, were present for a face-to-face training programme during the inspection. The face-to-face training programme is a preparation week of tutorials to support learners with revision sessions for a three-day competency examination in Well Engineering. The competency examination is written and assessed by the Provider. Learners were from the UK, Australia, Malaysia, Denmark and Germany and were supported by two trainers, one of whom is also a mentor.

The Provider operates on a continuous enrolment basis. Successful enrolment is based on previous learning, subject experience and the needs of the client.

3. Inspection process

The inspection was carried out, over two days by one inspector. Meetings took place with the Director, one trainer/mentor, the Marketing and Information Technology (IT) Manager and the learners. A online video conference interview also took place with the Administrator. The inspection took place in Aberdeen at a hotel that was being used for the tutorial training programme and examination sessions. A tour of the premises was carried out and a range of training sessions running during the inspection were observed. The head office was not inspected. Various documentation was scrutinised by means of hard copy records, electronic files and the website. The availability of the information provided to the inspector was good and the organisation co-operated very well with the inspector throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	29-30 November 2013
Interim	4 February 2015

PART B - JUDGMENT AND EVIDENCE

The following judgments 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="checkbox"/> Yes	<input type="checkbox"/> No
1.2	Senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	Senior managers have an understanding of the special requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	There are clear channels of communication between the management and staff, especially those working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a clearly defined management structure that is documented through an organisation chart that clearly states the staff hierarchy and job roles. This has been updated in a temporary format for the purpose of the inspection to reflect recent changes in the organisation structure and internal teams. It would be useful if the changes were updated on the formal organisation chart to ensure that a correct representation of all staff is formally recorded.

The Managing Director and senior staff are highly qualified and experienced and hold a clear vision for the organisation. The Managing Director is very supportive of the team and works hard to ensure all staffing needs are met. The senior staff are highly committed and support the Managing Director well to ensure training instructors, mentors and learners are fully supported prior, during and post programme delivery. All roles and responsibilities are understood and are clearly documented in job descriptions and terms and conditions within contracts for all full, part-time and freelance staff.

The Managing Director, Technical Director and Marketing Director work closely together to design, implement and maintain the online, self-study and face-to-face training programmes. This results in a secure and standardised programme of learning materials and assessment methods.

Channels of communication between the management and staff are regular via face-to-face meetings, telephone calls and e-mails. All communications are up-to-date and effectively recorded by means of online meeting schedules, agendas, minutes and action plans.

2. The administration of online, distance and blended learning is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	Offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	The administrative support available to the management and learners is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.5	Policies, procedures and systems are well documented and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Data collection and collation systems are effective including the logging of tutor and learner submissions	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	Learner and tutor records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.9	Satisfactory procedures are in place for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The full time Administrator is well qualified, experienced and provides all the necessary administration support to the Managing Director, Training Instructors, Mentors and learners. In addition, online administration support and technical support are also available for all staff and learners. Training instructors and learners stated that this was highly effective and inspection findings confirmed this view.

The size of the administration team is effective for the number of staff and learners prior, during and post programme delivery. It is also sufficient for the day-to-day administration of the Provider.

The Provider has one main office based on the IOM. This is mainly accessed by the Managing Director and Administrator and can also be used for staff meetings. The Administrator also works remotely and confirmed that this is an effective approach and meets the requirements of her job role.

The Administrator has a clear job description and clearly defined terms and conditions in her contract of employment. Training instructors, mentors and learners confirmed they were fully aware of the administrative support available to them.

The Provider has up-to-date policies regarding staff responsibilities, inclusive of administrative support through a staff handbook securely stored on the organisation's internal network. All staff have access to these policies.

Data collection and collation systems are effective. Systems are inclusive of learner profiles, learner feedback reports and progress reports. Policies have been reviewed to comply with the new General Data Protection Regulation (GDPR).

The Provider has a comprehensive and secure system in place to protect the data of all staff and learners. A full demonstration and access were permitted at the time of inspection and this was highly effective in demonstrating the high priority that compliance has for the Provider.

The Provider has excellent online, secure systems in place for the administration, implementation and management of formative and summative assessment, including examinations. A full demonstration was provided and this was highly effective to demonstrate the detailed and up-to-date records that are available for audit at any time.

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 administrative staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has detailed recruitment policies in place. These include detailed terms and conditions for all staff. All Continuous Professional Development (CPD) is regularly monitored by the Managing Director. This includes reviewing and updating curricula vitae (CVs) and professional training records at least annually.

The Provider has a clearly identified area on their secure internal network system to store staff information, regarding experience and the verification of qualifications, securely. The Managing Director verifies all staff experience and qualifications prior to employment contracts being issued.

Performance of staff is monitored by the Managing Director using appropriate and relevant systems. Examples are reviewing the online platform communications with learners, observing training and mentor sessions and reviewing assessment feedback. These processes would be clearer if they were formally scheduled and documented.

4. Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered

- | | | | |
|-----|---|---|-----------------------------|
| 4.1 | The website and other publicity material give an accurate description of the online, distance and blended learning courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | All advertising materials and images provide an accurate description of any training offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has good publicity material for all its training programmes. This includes high quality printed materials, the website, digital promotions, published client lists, client feedback and learners' destination success stories. All resources are reviewed and updated on a regular basis by the Managing Director and more recently the newly appointed Marketing Director resulting in a continuously improving system.

All online materials are of a professional standard and include accurate representations of the Provider and the services offered, training programmes and assessment details. Some printed materials require further review to ensure they are consistent with the online materials and do not include details of the previous training provision prior to the formation of the Ray Procter Group Limited.

INSPECTION AREA - TEACHING, LEARNING AND ACHIEVEMENT

5. Management of the programme is effective

- | | | | |
|-----|--|---|-----------------------------|
| 5.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and achievement and management of the tutor body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | The provider has a sufficient number of qualified tutors to give individualized instructional service to each learner. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3 | The provider has a robust tutor recruitment system which is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face interview using a suitable online communication platform. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

5.5	Realistic deadlines are set and communicated well in advance to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	Learners have appropriate access to tutors for learning support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Managing Director is highly qualified and experienced in online, distance and blended learning. He is responsible for managing all training instructors and mentors. The Technical Director also has some responsibility for learning, training, achievement and management of the online and face-to-face elements of the training programmes.

The Provider has a sufficient number of qualified training instructors and mentors to allow sufficient individual support to be provided to all learners. The Provider has a maximum of 100 learners enrolled at any one time to ensure the staff can manage and facilitate this effectively.

The Provider has a robust training instructor and mentor recruitment system to ensure a high-quality service and safe environment for learners. The recruitment process for all training instructors and mentors includes a face-to-face interview with the Managing Director.

Training instructors and mentors are regularly monitored to ensure the allocation of staff to training programmes is effective and provides a consistent learning experience. All the delivery of training programmes is also monitored to ensure that the expected quality standards are met.

Learners are informed of programme details through clear joining instructions sent to them by the Administrator. These also include assessment dates that are planned well in advance of learners enrolling on a training programme. Once learners are enrolled they have secure access to an online learning platform, which is used to communicate deadlines for assessments and other related activities that may be time bound. Meetings with learners confirmed that they are well informed of all deadlines.

The Provider has planned and implemented a comprehensive range of delivery methods within training programmes that meet learners' and clients' needs based on industry standards. This includes a combination of self-directed remote learning, supported online learning modules, face-to-face training and face-to-face examination preparation. Resources are provided in hard copy and digital formats and learners confirmed that this approach is effective.

Training programme content is regularly updated based on reviews of every completed programme. In addition, training programmes may be tailored to the needs of the client or industry demand. The Provider records learners

progress through a comprehensive online logging system that allows analysed data to be reported to the learners' employers on a monthly basis. The Provider has received positive feedback on this system from clients.

Training programmes are sufficiently comprehensive for learners to achieve the stated programme objectives and content is supported by relevant research and practice. Learners are provided with reading lists and other links to further reading through the online learning platform. The reading is appropriate for the level of learning required. Most learners commented that the course materials are good but that some can become out dated quite quickly, not clearly referenced or inaccessible. A regular review of online sources would be beneficial to check their validity and to make revisions as required.

Training instructors are required to submit all plans and details of the related resources to the Managing Director for review. This allows for the review of the required teaching and learning resources in line with the training programme aims, objectives, learner needs and client needs. This requirement is clearly outlined in the staff contract Terms and Conditions.

Training programmes have formative assessment embedded and assessment is effectively communicated via the online learning platform. Summative assessment takes place by means of an examination at the end of the training programme. Learners are awarded a pass, merit or distinction grade upon completion of the examination. There is a formal marking scheme in place that is devised by the Managing Director and Technical Director. Although learners are aware of the pass grade percentages, they are unclear of the grade boundaries for merit and distinction grades.

The Provider uses an appropriate assessment strategy to write assessments, examination papers and marking schemes. This is determined by the module subject and required competency. There are two examination assessment windows each year and the examination papers are reviewed and scrutinised by internal subject experts prior to being released to learners. The Provider also includes clients, where applicable, within the development of assessments with highly positive outcomes.

The Provider has a strict approach to plagiarism, which is effectively supported by an appropriate policy. This is closely monitored in preparation for and during examination windows. All learners must sign a declaration, to the effect that they have not used plagiarised material, for all assessments and examinations.

Learners have a nominated contact in their place of employment. In addition, they have appropriate access to any learning support needs through the online learning platform. Support may be academic or pastoral. Support in face-to-face sessions is also available through the training instructors and mentors and can be in the form of additional training sessions, additional resources or additional activities.

6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

- | | | | |
|-----|--|---|--|
| 6.1 | Tutors are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.4 | The appraisal procedures for tutors incorporate regular monitoring of tutor feedback. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 6.5 | Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Training instructors and mentors are highly qualified in the subject and associated disciplines. They are also practicing engineers. This ensures that the learning materials and communication with learners are up-to-date to reflect industry demands.

Training instructors and mentors have a good knowledge of Information and Communication Technologies (ICT) and the programmes they are required to use. They have all been trained on the Provider's online learning platforms. This ensures regular online communication and feedback to learners. There is an allocated team to respond to online queries from learners and they are also competent with the use of ICT and the online learning platforms.

6.4 Online and face-to-face communication with learners is monitored by the Managing Director. However, this is not documented in any appraisal procedure.

Staff CVs and recruitment checks confirm that all training instructors and mentors are appropriately trained. The Continuing Professional Development (CPD) expectation in the staff handbook is not sufficiently clear.

7. **Tutors respond to the individual learning needs of learners**

- | | | | |
|-----|--|---|-----------------------------|
| 7.1 | The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | Tutors employ effective strategies to check learners' understanding of concepts and programme content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.5 | Learners are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Managing Director and Technical Director are highly committed to meeting the individual needs of learners. This is evident from capping enrolments at a maximum level based on the allocation of learners to mentors and the planning of the face-to-face training programmes. Meetings with learners confirmed this is effective for all methods of learning involved in the programmes.

Most learners are referred to programmes by their employer. All learners have a client contact who is based in their workplace. Learners are provided with clear joining instructions prior to enrolment to clarify the expectation of self-study required. Independent learning is then continuously encouraged and is effectively facilitated and supported by mentors and training instructors.

The development of learner profiles allows for training instructors and mentors to respond effectively to different learning needs to allow for appropriate delivery approaches and assessment design.

Training instructors and mentors employ effective strategies to check learners' understanding of concepts and programme content using online assessments and differentiated training approaches for face-to-face sessions. All plans for training programmes are submitted to the Managing Director and Technical Director for review and feedback prior to being released to learners. Meetings with the Technical Director, learners and lesson observations confirmed this is effective and well recorded.

Learners are made aware of the necessary level of digital literacy required to follow the training programmes by signing a Learning Agreement. This is communicated and explained to learners by the client contact in their workplace. All learning agreements are reviewed by the Managing Director and securely stored by the Administrator.

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

8.1	Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
8.2	Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
8.3	Learners are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
8.4	Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
8.5	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

Joining instructions are sent to all learners prior to enrolment. These are communicated through the Provider and the client contact in the learner’s workplace. The joining instructions include the assessment schedules and the programme delivery plans.

All learners complete an online learning log and this is accessed by mentors to track progress and implement any intervention such as support from the Provider or the learner’s employer. Monthly progress reports are sent to the client contact to secure this process.

Learners are informed of their progress and targeted achievement by the online learning log and online feedback. This is also confirmed in the monthly progress reports sent to the client contacts. Meetings with learners and examples of client feedback confirmed this is effective.

Additional support is identified by the online learning log and any requests from learners directly to the client contact or mentors. Learners confirmed that online requests are responded to promptly and as expected. The Managing Director personally offers support to learners online or by telephone as does the Technical Director if needed. In cases where there is a common request from more than one learner, additional support modules or training are implemented.

Feedback is given to individual learners on a regular basis using the online learning platform. Learners also receive feedback from their client contact based on the monthly progress reports. For face-to-face training programmes, individual feedback is also provided, on a daily basis, to learners. Learners confirmed this is supportive, developmental and meets their needs.

9. Assessments are designed to support and encourage the learning process, as well as to monitor and establish the level of ability acquired by the learner

9.1	Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
9.2	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Managing Director and Technical Director design all assessments, which include formative online and summative paper-based examinations. Content and assessment objective and criteria are reviewed for every assessment and no assessment is used more than once. Where possible, clients are also consulted regarding the writing and reviewing of assessment materials and this has proved positive to ensure learners are assessed on an up-to-date knowledge base.

All formative assessments have clear links to the programme modules and summative assessments. All assessments are clearly mapped to resources, reading lists and additional learning. The online learning platform clearly demonstrates this process. For paper-based summative assessments, learners can access past papers to prepare them for the examination.

There are currently no assessments set by an awarding body.

INSPECTION AREA – LEARNER SUPPORT

10. The enrolment process is comprehensive, transparent and supportive to applicants

- | | | | |
|------|---|---|-----------------------------|
| 10.1 | Applicants are provided with enough information to enable them to make a judgement on their suitability for the course and the delivery methods and can discuss any concerns before enrolment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Enrolment and application documentation is easily accessible and simple to complete and submit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Learners are given advance information about course requirements and equipment for succeeding in the programme. The provider takes reasonable steps to ensure that learners accepted for enrolment meet these requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.6 | After enrolment, the applicant has the benefit of a stated cooling off period during which they can cancel the enrolment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.7 | Learners are made aware of the language proficiency needed to study on and complete the programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Most learners are referred to the training programmes by their employers. Learners have a client contact in their workplace who liaises between the Provider and learners. Joining instructions are provided for all training programmes. These are detailed documents and include information about delivery methods and assessment. Learners confirmed they received sufficient information prior to enrolment and this is meeting their expectations.

Application forms are completed for all training programmes, learners are supported with this process by the client contact in their workplace. Examples of completed applications and e-mail communications from the client contact to the Provider confirmed this process is effective.

All learners receive a live online or face-to-face induction from the Administrator. This is a standardised process that includes all information regarding required resources, expected attendance and assessments. Learners have the opportunity to ask questions and receive further information. In addition, previous qualifications are verified by the client contact prior to the induction stage. Records of qualification checks are sent to the Administrator.

The client contact is responsible for any payment arrangements with the Provider. The Administrator maintains secure and detailed records of payment details per client and their learners. This process is secured by contracts to the client that clearly outlines the Provider's Terms and Conditions regarding fee payments and refunds.

It is a pre-requisite that all learners are graduates within the subject area and have employment within the industry. The Provider informs learners, prior to enrolment, that their qualifications and experience will be checked by the Provider, in most cases this will already be verified by the client contact. This is confirmed in the Learner Agreement.

Most learners enrol on a two-year training programme. The client contact supports learners who may want to withdraw or postpone their learning or assessments. This is then discussed with the Provider and an appropriate action plan is put in place.

All learners are taught and assessed in English. English qualifications are checked by learners' employers as this is a pre-requisite of their employment contract. English is the standard language used in the industry and the learners' workplace.

11. Services provided meet the reasonable needs of learners

11.1	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Staff are available to assist learners to resolve issues of a general and/or technological nature. All enquiries from learners are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The provider ensures that learners understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	The provider supports and encourages peer-interaction through a variety of communication channels including social media.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Learners who are unable to make satisfactory progress through the programme are encouraged to continue and supported to achieve a satisfactory outcome wherever possible or offered an alternative programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Learners have access to a fair complaints procedure of which they are informed in writing at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	Learners are advised of BAC's complaints procedure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All learners receive clear instructions to support them to access the online learning platform and associated resources required for self-study. This includes an online learning log, clear links to online modules and assessments. These can be accessed at any time through the client contact.

The Provider provides learners with technical support on a daily basis, seven days a week. Technical support can be requested by raising an incident through a specified e-mail inbox. Learners confirmed that technical issues are responded to and resolved promptly.

As part of the joining instructions, learners are given guidance on how to access technical support and are supported with any ICT system requirements. Information is also provided during the induction.

The Provider encourages peer-interaction through social media and online forums and learners confirmed that they are aware that these are available. Learners commented positively that these channels are useful for module discussions and sharing experiences.

Learners are supported by their client contact in their workplace to ensure they are progressing as expected. The Provider offers further support as requested by the client contact or individual learners. Monthly progress reports record this process in sufficient detail. This process is inclusive of any additional support needs or alternative arrangements.

Learners are informed of the appropriate complaints procedure in the joining instructions and induction. This is also clearly stated on the online learning platform. Induction information is provided to learners in hard copy.

11.7 The British Accreditation Council (BAC) complaints procedure is not clearly stated in the joining instructions, induction or on the online learning platform. Learners confirmed that they were not aware how to complain to BAC.

12. Course materials are appropriate to the medium of delivery and are effective

- | | | | |
|------|---|---|-----------------------------|
| 12.1 | Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.2 | Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.3 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.4 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.5 | The provider makes effective provisions for learners to access conventional and online resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Training programmes have a comprehensive range of online learning materials clearly linked to each module. Learners have access to support from a mentor throughout their study of any online module.

Face-to-face training materials are clearly presented and linked to modules and assessment methods.

All training programme materials are written and internally verified by subject experts, all of whom are practicing engineers. Where possible, clients are also included in this process. This ensures an accurate reflection of current industry practice.

Training programmes are designed by the Managing Director who is a subject expert. Teaching and learning methodologies are then planned to best reflect the subject and knowledge required. Training approaches and resources are wide ranging and effective depending on the type of learning, for example, online or face-to-face. Both examples were observed during the inspection to confirm this is effective.

Learners have 24-hour access to online training materials. Face-to-face materials are sent to learners prior to any training event. These are inclusive of any preparation tasks. Learners confirmed that access to resources is good and meets their expectations.

13. The technology used to deliver the programmes is fit for purpose and effective

- | | | | |
|------|---|---|-----------------------------|
| 13.1 | The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 | The provider has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has designed and implemented a comprehensive online learning platform, which has been developed by experts in eLearning technology. The system provides efficient access to all training programme modules, resources, assessments and learner feedback. The online learner log allows for all details of learners' interaction with self-study and mentors to be recorded. Monthly progress records are sent to the client contact for each learner.

All staff and learners have technical support on a daily basis, seven days a week. Technical support can be requested by raising an incident through a specified e-mail inbox. Staff and learners confirmed that technical issues are responded to and resolved promptly.

INSPECTION AREA – MANAGEMENT OF QUALITY

14. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuing improvement

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Managing Director undertakes regular reviews of the training programme performance, relationships with clients, staff performance and learners' progress using the online learning platform. Detailed analysis reports are generated from the online learning platform and these are highly effective in identifying strengths and weaknesses in the Provider's performance.

14.2 Although there is a good system in place for review, this process is not complied into any annual report or action plan.

Reports generated from the online learning platform include analysis of learner and client feedback, retention, achievement, examination results and completion rates.

14.4 Although there is a good system in place for review, there are no formally recorded action plans completed.

15. Learner progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate

15.1	Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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This standard is judged to be:

Met Partially Met Not Met NA

Comments

Learners complete a learning log through the online learning platform. This also logs learners' access, assessments and achievement.

Monthly progress reports, that are generated from the learning log, are sent to the client contact for each learner. This process allows for any learners requiring support or intervention to be efficiently identified and action plans put in place.

16. The provider has a means of accessing and monitoring the views of learners and other stakeholders and takes appropriate action where necessary

- | | | | |
|------|--|---|-----------------------------|
| 16.1 | The provider has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.2 | The feedback is regularly reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.3 | There is a mechanism for ensuring learners know what action has been taken as a result of their feedback. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.4 | Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners and clients provide feedback to the Provider by means of feedback forms and the online learning platform. In addition, clients and learners frequently provide additional positive feedback based on their experiences and achievements.

Feedback is requested throughout the training programmes and at the end of modules and examinations. The Managing Director reviews all feedback to inform the future planning of delivery and assessment writing.

Learners are informed of how their feedback is used at the induction. Meetings with learners confirmed that they are satisfied with the process. In addition, learners also stated that they can provide feedback at any time through the client contact.

17. There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 17.1 | There is a clear statement of the level claimed relative to the RQF where applicable and evidence that learners who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | External moderators are involved in the assessment process if appropriate to the level or programme being studied. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

- | | | | | |
|------|---|---|-----------------------------|--|
| 18.1 | Evidence is provided that the requirements of the relevant awarding bodies in terms of examination security and administration are complied with. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 18.2 | For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.3 | The provider has processes through which the provider verifies that the learner who registers in the programme is the same learner who participates in and completes and receives the credit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Provider only delivers training programmes that result in a Certificate of Completion. This certification is highly recognised across the industry and ensures required competencies in the subject have been demonstrated and achieved by the learner.

Learners undertake a final summative examination at the end of the training programme. This is included as part of the Certificate of Completion and learners also receive a separate transcript of their examination results. Prior to the examination, a one week face-to-face tutorial programme is provided. This is highly effective in ensuring facilitated revision with the Mentors. Learners are informed how to appeal against an assessment decision through the online learning platform. The client contact also supports learners with any assessment appeals should they arise.

Learners undertake all summative examinations through face-to-face invigilated sessions. Learners' identification is verified at the face-to-face examination sessions by the Provider's invigilator. Certificates of Completion are further verified by the Provider and the client contact prior to being released to learners.

INSPECTION AREA - FACE-TO-FACE COMPONENT (if applicable)

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

- | | | | | |
|------|--|---|-----------------------------|--|
| 19.1 | The provider has secure tenure on its premises. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 19.2 | Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

All face-to-face training takes place at external training venues, for example, hotels.

All access to external premises is secured by contract. There are up-to-date records of bookings and contracts between the Provider and the external venues. Contracts and agreements are securely stored in hard copy in the Managing Director's office.

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

- | | | | |
|------|--|---|--|
| 20.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 20.4 | General guidance on health and safety is made available to learners, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

20.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

At the time of inspection, the training was taking place at a hotel with excellent access to public transport and parking facilities. The hotel was highly appropriate for the tutorial programme as they were suitable for formal training delivery, group work and independent learning. In addition, staff and learners had access to a Business Support Centre.

The external premises were safe, secure and clean and only accessed by a small team of staff at any time.

Access to the premises and training rooms was appropriately secured and all staff and learners report to the main reception area on the first floor.

The premises and training rooms are maintained in an adequate state of repair, decoration and cleanliness.

The Provider ensures learners have clearly documented information from the training venue that outlines health and safety requirements. All visitors are presented with this information by the training venue. All visitors are also requested to register with the training venue.

There are clear notices regarding fire, health and safety procedures throughout the premises and training rooms.

The facilities at the training venue are spacious and well ventilated. Heating is optional and operated by the training instructors.

There are appropriately allocated toilet facilities across the premises and training rooms that are clean and maintained daily.

21. Training rooms and other learning areas are appropriate for the programmes offered

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

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

Comments

At the time of inspection, the training rooms and other learning areas provided highly effective accommodation for the number of learners enrolled.

Learners also had access to a communal area and private secure study rooms during tutorial sessions if needed and separate areas for refreshment breaks and lunch breaks.

All training rooms are flexible spaces that accommodate training and are suitable for conducting the assessments.

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

- | | | | |
|------|---|---|---|
| 22.1 | There is an appropriate, clear and published policy on learner attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Learner absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

The Provider has a clear attendance policy that outlines the attendance expectations for online learning, self-study and face-to-face training programmes. Learners receive this information in the joining instructions and attendance requirements are further clarified at the induction. Punctuality is also clearly referred to for live online sessions and face-to-face sessions.

Online access by learners is recorded in the learning log and this is reviewed by the Provider at least weekly. For face-to-face sessions, attendance registers are taken by the training instructors and attendance is reported to the Administrator.

Online and face-to-face absences are followed up appropriately by the mentors and training instructors. This process is recorded by the Administrator.

23. There are appropriate additional facilities for learners and staff

- | | | | |
|------|---|---|-----------------------------|
| 23.1 | Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

At the time of the inspection, staff had access to effective additional facilities at the training venue, including a separate reception area, communal break areas and private staff rooms.

Learners also have free access to the training venue internet and, therefore, to the online resource libraries from the Provider. Most learners have their own laptop. However, the training venue can provide access to ICT resources if required.

All training instructors and mentors work remotely and prepare training sessions from home.

The Provider has a communal cafeteria for the use of staff and students.

There are a number of rooms at the training venue that can be booked and used for meetings with staff and learners.

24. Learners attending face-to-face components receive appropriate support

24.1	There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	Learners receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	Learners receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.4	Learners are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all learners safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.7	Effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All learners have access to a mentor for online learning and at least one mentor is available for all face-to-face training sessions. All mentors are suitably qualified to provide advice and guidance.

Learners receive detailed joining instructions and training programme plans prior to their arrival at the training venue. Learners confirmed these contained sufficient detail.

Learners receive a live online or face-to-face induction upon enrolment. This includes face-to-face training details. Closer to the time of the face-to-face events, the Provider sends details and plans to the client contact who communicates these to the learners. Details of training events are also posted online for learners to access.

Learners are issued with a contact number, usually of one of the Directors, for out-of-hours and emergency support.

The Provider has effective policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. This is communicated to learners at the induction and confirmed through the Learning Agreement.

Effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism. These are communicated to learners at the induction and confirmed through the Learning Agreement. These are further evidenced by a suitable policy, risk assessments and staff training records.

25. International learners are provided with specific advice and assistance

25.1	International learners receive appropriate advice before their arrival on travelling to and living in the UK.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	International learners receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	Information and advice specific to international learners continues to be available throughout the programme of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

25.4 Provision of support takes into account cultural and religious considerations. Yes No

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

Comments

Learners receive detailed joining instructions and training programme plans prior to their arrival at the training venue. Learners confirmed these contained sufficient detail.

All learners attend a welcome meeting at the start of all face-to-face training events, which includes any matters specific to the local area.

All learners have access to a mentor throughout the face-to-face training events.

The provision of support takes appropriate account of cultural and religious considerations. Meetings with the staff confirmed that this is appropriately considered when planning training events and resources.

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

26.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No

26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated. Yes No NA

26.3 A level of supervision is provided appropriate to the needs of learners. Yes No

26.4 Separate accommodation blocks are provided for learners under 18. Yes No NA

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

Comments

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

27.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the provider and back. Yes No

27.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No

27.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No

27.4 Appropriate advice and support is given to both hosts and learners before and during the placement. Yes No

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

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 Provider is effectively managed and employs highly qualified and experienced mentors and training instructors who are practicing UK and international engineers. This ensures learners have access to an up-to-date knowledge base and valid understanding of the industry's demands.

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

TEACHING, LEARNING AND ACHIEVEMENT

Provider's Strengths

The Provider's clients contribute to assessment writing, which ensures that learners are being prepared for and assessed on current employability skills within the industry.

The Provider has an excellent online system to track learners' progress.

The Provider encourages a professional and independent approach to learning. There was impressive engagement of self-motivated and confident learners throughout the training sessions observed. This provides learners with excellent self-management and transferable skills to apply in future study and careers.

Actions Required	Priority H/M/L
6.4 A documented appraisal procedure must be in place for all staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER SUPPORT

Provider's Strengths

All learners have a client contact in their workplace who liaises between the Provider and the learners. This is an effective role that allows learners and clients to receive regular progress reports.

Learners are provided with technical support on a daily basis, seven days a week. Learners confirmed that technical issues are responded to and resolved promptly.

Actions Required	Priority H/M/L
11.7 The Provider must inform learners of the BAC complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
14.2 Reports must be compiled at least annually to present the results of the Provider's reviews and incorporate action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
14.4 Action plans must be implemented and regularly reviewed, with outcomes reported to the management.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

MANAGEMENT OF QUALITY

Provider's Strengths

The Provider frequently receives positive feedback from clients and learners based on their experiences and achievements. This is excellent evidence of the Provider's commitment to managing the quality of the training programmes.

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

FACE-TO-FACE COMPONENT (if applicable)

Provider's Strengths

The training venues are highly suitable to ensure learners have good access to public transport and parking facilities.

The Provider ensures training venues are suitable for the type of training programme to allow for formal training delivery, group work and independent learning.

Staff and learners have access to a well-resourced Business Support Centre.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Provider updates the formal organisation chart to reflect recent changes to the staff structure.

The Provider should consider a more formal and frequent approach to the monitoring of staff performance.

The Provider should review their publicity material to ensure it does not include details of the previous training provision prior to the establishment of Ray Procter Group Limited.

It is recommended that a regular review of online resources available to learners is undertaken to check validity and make updates as required.

It is recommended that the summative examination assessment grade boundaries are clearly published on the online learning platform so that they are accessible to learners.

The Provider should consider making the staff CPD expectation, in the staff handbook, more detailed and clear.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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