BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Glasgow Maritime Academy

ADDRESS: 101 Abercromby Business Centre

                                                  279 Abercromby Street

                                                  Glasgow

                                                  G40 2DD

HEAD OF PROVIDER: Captain Vinil Gupta

DATE OF INSPECTION: 3–6 & 7 December 2021

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☐ Award of accreditation to be withdrawn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: 24 March 2022

1. Background to the provider

Glasgow Maritime Academy (GMA/the Provider) was established in 2013. It is a small private training organisation offering a range of short, accredited courses leading to professional and specialised marine qualifications.

GMA is located within a modern business centre in central Glasgow and currently occupies the first floor and the basement. The first floor is used for administrative offices, staff rooms, training rooms, inclusive of an advanced Navigation Bridge Simulator, and recreation areas. The basement is a practical workshop space for programmes that require physical simulation resources.

The Provider consists of a group of highly qualified Master Mariners who formed GMA in response to a growing industry need for a high-quality training establishment. They aim to provide high-quality training at competitive prices with the most contemporary teaching methods available in the industry.

GMA is a limited liability partnership, comprising the Managing Director and Director. The Director holds a non-executive role in the company. The Managing Director, who leads all aspects of the organisation, is supported by four Curriculum Managers, a small team of Course Leaders, full- and part-time Trainers, a Training Co-ordinator, and an Administrator. The Provider also outsources the management of human resources and health and safety.

Since the previous inspection in 2019, the Provider has made significant changes to its programme delivery and now offers a wide range of online courses. It has invested in advanced digital technologies to allow for high-quality professional remote delivery.

2. Brief description of the current provision

GMA offers a range of marine courses, which are awarded by the Marine Coastguard Authority (MCA), the Nautical Institute (NI) and the Department for Transport (DfT). It also offers courses that prepare participants for MCA oral examinations for Deck, Engine, Yachts and Fishing subject areas.

The courses are delivered both in person and online and are scheduled across the calendar year. Course duration ranges from one day to four weeks.

At the time of the inspection, the Provider was delivering in-person courses in Navigation Aids, Equipment and Simulation Training (NAEST) at management level, an Approved Engine course, and a Medical Care Onboard Ships course.

The Provider was also delivering online courses in Deck Officer Oral Examination preparation, Human Element Leadership and Management (HELM), Company Security Officer, High Voltage at operational level and Liquefied Natural Gas (LNG) as a Fuel training. All the courses being delivered are accredited by the MCA and NI.

At the time of the inspection, there were 54 participants registered, all over the age of 18, male and from the UK. Over the past 12 months, 378 participants have attended in-person and online courses with GMA. The head office premises have a maximum capacity of 108 participants and each course has a maximum capacity that is defined by course regulators. These range from six to 32 participants, depending on the specialist area of the programmes and the required access to resources.

GMA's participants are graduates who are already employed in the marine industry and most of them are referred to the course they are undertaking by their employers.

Enrolment on all courses is scheduled according to participant demand throughout the year. There are no entry requirements for any courses, although a thorough discussion takes place with all participants to ensure they fully understand the course expectations.

3. Inspection process

The inspection was conducted online, over two and a half days, by one inspector. Meetings were held with the Managing Director, two Curriculum Managers, the Training Co-ordinator, the Administrator, three Trainers and a group of seven participants. Six training sessions were observed, and a virtual tour of the premises was undertaken. Hard-copy and electronic documentation was scrutinised. All documentation requested was made available and all staff participated helpfully in the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	24–25 April 2013
Interim	7 July 2014
Re-accreditation	20–21 June 2017
Interim	9 July 2019

PART B – JUDGEMENT AND EVIDENCE

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

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy, which includes financial planning, that is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The Provider has a well-defined and documented management structure that is well understood. It includes senior management staff and staff involved with the allocation of training delivery. There have been some recent updates to Administrator and Training Co-ordinator roles, and it would be useful if these were included on the Provider's organisation chart.

The Managing Director and the Curriculum Managers are appropriately qualified and experienced and have a clear vision for the Provider, its staff and its participants, which enables them to manage the organisation effectively. They are supported by a small team of Trainers to form an effective close-working curriculum team.

The members of the curriculum team are highly committed and assist the Managing Director and Curriculum Managers effectively to ensure that all staff and participants are fully supported prior to and during course delivery.

All staff roles and reporting hierarchies are clearly documented for full- and part-time staff, and this ensures that all responsibilities are well understood across all levels of the Provider. The job descriptions of the Administrator and Training Co-ordinator roles should be reviewed to ensure these reflect their current responsibilities arising from the recent update.

There are effective channels of communication between the management and staff. Formal curriculum meetings that include all staff are scheduled at least monthly, and additional smaller team meetings are scheduled at least weekly. Meetings are also supported by more regular telephone calls and e-mails. All communications are effectively recorded and disseminated to ensure there is an audit trail of decisions made.

The Provider's written statement of its mission and goals is communicated to all stakeholders and effectively implemented by the Director and curriculum team. This is inclusive of an effectively implemented risk management strategy, which is regularly reviewed by the Director and Curriculum Managers.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

The Provider has a qualified and experienced Administrator and a Training Co-ordinator, who have overall responsibility for the administration of the organisation. Both roles are also supported by a trainer who provides curriculum-level support. They work closely with the Managing Director to oversee the consistency of the administration process from initial application to course completion.

The size of the administrative team is sufficient for the number of staff and participants and ensures the effective day-to-day administration of the Provider. Administrative responsibilities are clearly identified and understood by all staff.

There are clear policies covering administrative procedures and systems. These are reviewed annually by the Managing Director. The policies are also included in the staff handbook and disseminated to staff during their induction. They are accessible to all staff through the Provider's secure online system.

Data collection and collation systems are effective. Policies have been reviewed and updated and the Managing Director has undertaken recent training to ensure that there is full compliance with all date collection policies and regulations.

All administrative records are stored on a secure central database system and updated as appropriate, including staff and participant information. The database system ensures that all staff have efficient access to up-to-date records and documentation. As a result, there are highly effective administrative procedures in place to support staff and participants and ensure the efficient day-to-day running of the Provider.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No ☐ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

The Managing Director oversees the recruitment of all teaching and learning staff and the Provider uses a leading UK agency for the recruitment of administrative staff. The Provider has detailed and appropriate staff recruitment policies. These include policies on legal checks, academic references and verification of qualifications for all staff.

The recruitment of all staff is dependent on their academic qualifications and experience within their subject specialisms. Staff experience and qualifications are appropriately verified by the Managing Director prior to employment contracts being issued.

All in-person trainers also work as online trainers. They have previously undergone a face-to-face interview prior to employment.

The Provider has a structured annual performance review process for all staff. The outcomes of the review process are recorded as part of the staff annual appraisal. The appraisal process is effectively documented. For trainers, this includes ongoing peer observations and at least one scheduled training session observation from the Managing Director during each programme delivered. Asa result, the trainers understand what they do well and what they need to improve. The outcomes of the observations are not formally recorded.

The performance of all staff is reviewed by the Managing Director. Feedback on staff performance is communicated to staff in review meetings as part of the annual appraisal process. The process includes the identification of Continuing Professional Development (CPD) needs. CPD and any other identified support are overseen by the Managing Director.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
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
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

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

Comments

The Provider's online and digital promotional materials provide an accurate depiction of the method of delivery, location, premises, facilities, resources and programmes offered. The Provider's website is well maintained and has been updated to include all the programmes offered online.

The information provided prior to, and at the start of programmes is relevant, accurate and up to date. The Provider also produces detailed participant information packs for all its training programmes.

The Provider's website provides access to relevant policies and associated information.

As a result, prospective participants have access to good information to enable them to make informed choices about the most relevant course to meet their needs.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No

5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

The Provider undertakes research across the industry to ensure that it offers training programmes that are current and meet participants' needs. Effective systems are in place to ensure participant feedback is continuously requested to ensure GMA's training programmes are meeting participants' expectations.

There are no formal entry requirements for any training programme. However, there are detailed course descriptions on the Provider's website. These clearly state what participants can achieve at the end of each programme and how courses can contribute to professional development within the industry. All courses are delivered in English and participants are advised of the required level of English prior to enrolment.

A formal application process ensures that participants provide all required information before enrolling. This is verified at registration and prior to commencing any programme. The Training Co-ordinator also arranges further communication between the prospective participant and members of the training team if required.

Applicants are provided with sufficient information to enable them to make an informed judgement about the suitability of the training programmes offered by the Provider. There are also opportunities to discuss programmes and their delivery methods prior to registration with the training team. The Provider produces detailed programme information packs that include training agendas, module information, required resources, learning aims and session plans.

All applications and general enquiries are responded to promptly by the Training Co-ordinator and Administrator. The Managing Director also communicates regularly with the training team, including holding meetings to ensure that all stakeholders have received appropriate information on their training programmes.

The Provider has effective systems to identify participants who have special educational needs and disabilities and who may require additional learning support or other assistance. Participants have a range of opportunities to disclose any specific needs prior to enrolment and while undertaking their training programme.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA

6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

There is an appropriate, clear and published policy on participant attendance and punctuality. The policy is communicated to participants prior to any training programme commencing and also at induction and within the participant handbook.

Attendance registers and records are maintained using the Provider's secure central administrative system. Attendance and punctuality are reviewed as part of each programme evaluation by the Curriculum Managers.

The Trainers and Administrator are responsible for monitoring participant attendance and following up on any absences promptly. Online and in-person attendance absences are reported by trainers to the Administrator daily or per session, so appropriate action can be taken and recorded.

7.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☐ Yes ☒ No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	☐ Yes ☒ No

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

Comments

The Provider's programme evaluation process is used effectively as a tool to monitor all aspects of the Provider's performance. The review process considers both staff and participant feedback.

The Provider has clearly set out an approach to obtaining feedback from participants. All participants are requested to complete a questionnaire at the end of each programme. In addition, group discussions with the trainers take place during each programme's delivery to check participant satisfaction.

The training provision is also regularly reviewed by the senior management team. Trainers request feedback and the Curriculum Managers analyse all participant feedback on completion of every programme that falls within their remit. Any follow-up actions are reported on at staff meetings, and documented, inclusive of a review by the Managing Director.

The responses to feedback are fed back to participants during delivery and after the programmes have been completed using in-person and online communication methods.

These effective systems and processes ensure that the Provider works with stakeholders to monitor its own standards and to drive improvements across all aspects of the training provision.

The Provider produces a number of separate reports at least annually to review its aims, intentions and progress,

7.6 7.7 There is no single annual report that collates the results of the Provider's performance reviews, including an analysis of data, participant feedback and action plans.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all the provision.	☒ Yes ☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes ☐ No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes ☐ No

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

Comments

A small team of experienced and well-qualified Curriculum Managers effectively manages all aspects of the curriculum, teaching, learning and assessment. This results in very effective management of both in-person and online learning.

Timetables are carefully planned with consideration of the method of delivery, equipment requirements, duration and participant needs.

The allocation of trainers to courses is carried out systematically. It is effective in ensuring that participants receive a consistent and specialised learning experience, with trainers appropriately allocated based on their expertise and experience. Training delivery is also effectively monitored. These processes result in the highly effective delivery of training and learning, high pass rates and high rates of participant satisfaction.

Course content and materials are regularly reviewed and this is a key activity in the quality cycle. The outcomes of needs analysis exercises that are undertaken with all stakeholders are used to review current provision, ensuring course content and support materials accurately reflect current knowledge and practice. This results in high-quality courses that meet the needs of stakeholders.

The course management systems and processes are supported by appropriate policies to ensure all staff follow a consistent approach and participants receive a high-quality learning experience.

Policies include those relating to the effective acquisition of training resources. The policies ensure that all trainers have access to the appropriate quantity and quality of resources throughout the course delivery, which benefits all participants.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☒ Yes ☐ No ☐ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

All programmes are carefully planned and designed to reflect participant needs and industry specialist areas. They are regularly reviewed and updated to support their continuing currency.

Participants receive detailed course materials at the beginning of their programmes, including all assessment schedules and deadlines. This results in participants being well informed of their assessment deadlines, enabling them to manage course requirements and work very effectively.

Delivery methods and programme design are highly effective, and courses are either online or delivered in person. The Provider continuously reviews its resources in line with industry standards and works hard to ensure participants have access to the latest resources to aid their professional development. In addition, the Provider has invested in advanced digital technologies to ensure online delivery is of the highest standard.

Instruction methods include small-group and independent study, with individual support and access to self-learning activities with well-designed assignment briefs and study guides. The courses are designed so that participants are encouraged and enabled to develop independent learning skills.

All online training sessions and most in-person sessions are recorded and made available to all participants. This results in high pass rates for participants and high levels of achievement of course objectives and learning outcomes.

10.	**Trainers are suitable for the courses to which they are allocated and are effective in their delivery**	
10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Trainers are very well qualified and have extensive experience in their subject areas and in delivering in-person programmes. Trainers are also current practitioners and are appropriately supported in their CPD and have been recently trained in delivering online learning. The training included the employment of effective strategies to ensure all participants are involved and that their understanding is regularly checked.

Trainers have excellent knowledge and experience, which they use well to deliver courses very effectively. Trainers have very effective pedagogic skills, delivering high-quality sessions with clear and instructive communication skills. This results in the delivery of high-quality training sessions.

Trainers are experienced in understanding the use and application of policies that apply to the participants' learning experience. They are well informed about participants' needs and backgrounds, which they accommodate appropriately in their teaching delivery and in checking participants' understanding.

Trainers are very confident in using a range of online technology that supports the effective delivery of teaching and learning. This results in a high-quality learning experience for all participants.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☒ Yes ☐ No ☐ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☒ Yes ☐ No ☐ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☒ Yes ☐ No ☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes ☐ No ☐ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☒ Yes ☐ No ☐ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☒ Yes ☐ No ☐ NA

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

Comments

All programmes include a comprehensive schedule of assessments, which is provided to participants in the course information packs before the start of their programme of study. This results in participants and trainers being well informed about formative assessment requirements and final submission deadlines.

Formative assessments are well planned and are comprehensively aligned with all assessment criteria and learning outcomes. Effective formative assessment planning supports the achievement of summative assessment. This results in clear information for participants and trainers on the role and purpose of assessment plans in meeting the standards of the intended professional assessment.

Well-developed, comprehensive and standardised grading and marking policies ensure that all participants have access to a fair and transparent framework that informs the outcome of their grades. Effective monitoring ensures that participants receive the outcomes of their formative assessments in a timely manner.

Rigorous monitoring of progress and assessment outcomes results in timely intervention that supports progress and achievement for all participants.

An effective monitoring and tracking system enables participants to understand their progress towards their target level of achievement. This results in participants being well informed of their progress.

Regular reviews of progress and achievement enable the provision of effective additional advice and guidance on alternative courses. Although rare, this allows participants to be directed to more appropriate courses of study, where appropriate.

An effective feedback format provides comprehensive information on how formative assessment content meets learning outcomes and assessment criteria. Participants receive very effective feedback that informs them of their strengths and areas to improve and is constructive and informative. This results in participants being aware of their progress and which skills and knowledge need further development. In addition, participants also have access to trainers outside scheduled classes.

An effective monitoring and tracking system is used well to identify participants' responses to deadlines. Prompt action is taken if deadlines are not met. This results in trainers intervening appropriately to ensure participants make good progress.

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12.   The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

13.	There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods	
13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

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

Comments

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

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☐ NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	☐ Yes ☐ No ☐ NA

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

Comments

15. **There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☐ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes ☐ No ☐ NA

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

Comments

INSPECTION AREA – PARTICIPANT WELFARE

16. **Participants receive welfare support appropriate to their age, background and circumstances**

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

The Training Co-ordinator is responsible for participant welfare for both in-person and online training programmes. The Training Co-ordinator is supported by experienced Curriculum Mangers, who are all trained to provide information, advice and guidance, as well as other, relevant pastoral support.

Participants also receive effective advice and guidance from their trainer, which ensures that they are well supported on their training programme. The Curriculum Managers also provide all participants with detailed Information, advice and guidance prior to any programme commencing.

The Training Co-ordinator responds to any enquiries efficiently and promptly by means of e-mail or telephone call prior to participants applying or registering for a training programme.

All participants receive an induction either prior to, or as part of the first session of any training programme. This is a standardised activity that can be amended to suit the participants' requirements and the delivery method. The induction activity is welcoming, engaging and informative. It includes relevant and appropriate information, including about participants' expected behaviour and health and safety.

All participants are provided with contact details for the Training Co-ordinator and their trainer should they require support or assistance, including an emergency contact number outside normal working hours.

The Provider's policies and procedures clearly state that abusive behaviour, including cyberbullying, is not tolerated. All participants receive a participant handbook that includes all the policies to ensure that participants are aware that any discriminatory or abusive behaviour is unacceptable.

A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. This is inclusive of a risk assessment for the prevention of radicalisation and extremism. All staff that have direct contact with participants have received recent training on how to protect participants from the dangers of radicalisation and extremism.

The Provider has a suitable e-policy that includes participants' safe and responsible use of social media and digital devices, such as mobile telephones, tablets and cameras.

The Provider securely stores contact details for all participants for online and in-person training. Participants attending in-person training also provide a next-of-kin contact. All relevant staff can access this information.

17.   International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☐ Yes ☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☐ Yes ☐ No
17.3	Information and advice specific to international participants continues to be available throughout their course of study.	☐ Yes ☐ No
17.4	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

In-person training participants are from the UK only.

18.	**The fair treatment of participants is ensured**	
18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes　☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes　☐ No
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes　☐ No ☐ NA

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

Comments

There is a fair and transparent enrolment procedure for all in-person and online training programmes. Participants are provided with clear contractual terms and conditions that are signed and dated. There is an appropriate refund policy in place.

Participants have access to a fair complaints procedure, about which they are informed as part of the induction. The complaints procedure is also accessible from the Provider's website and includes clear reference to the BAC complaints procedure.

19.	**Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**	
19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☐ Yes　☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes　☐ No ☐ NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☐ Yes　☐ No
19.4	A level of supervision is provided that meets the needs of participants.	☐ Yes　☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes　☐ No ☐ NA

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

Comments

20.	**The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**	
20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No
20.2	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
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	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

21.	**Participants have access to an appropriate social programme and information on leisure activities in the local area**	
21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

The Managing Director and curriculum team provide all participants with appropriate information regarding opportunities or events that may be of interest based on their academic and subject interests. These could be in the local area for in-person participants or via online access for all participants. Staff and participants confirmed the excellent available subscriptions to online video resources that are current and of high relevance for anyone interested in career development in the marine industries.

INSPECTION AREA – PREMISES AND FACILITIES

22.	**The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**	
22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No

22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☐ Yes ☐ No ☒ NA

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

Comments

The Provider has secure tenure agreements for its head office premises.

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

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The head office premises provide a safe, secure and clean environment for staff. There is appropriate secure access to the head office through the main building reception area on the ground floor. The Provider's offices are located on the first floor of the building and practical teaching areas are in the basement. There is stair and lift access.

General guidance on health and safety is provided to staff and visitors on arrival and all visitors are requested to sign in and are issued with a visitor badge. There are clear notices and signage regarding fire and other health and safety procedures throughout the building on the ground floor to ensure the safety of all visitors.

The facilities are spacious, effectively maintained and clean. They provide very good circulation space for the number of staff accommodated and to receive visitors. There are appropriately located toilet facilities throughout the premises that are clean and maintained daily, when open and in operation.

There is good heating and ventilation in all rooms and training areas.

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

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	☒ Yes ☐ No

24.3	There are facilities suitable for conducting the assessments required for each course.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider has access to training rooms on the first floor and basement that can easily accommodate various numbers of participants and trainers, depending on the set-up of the rooms. There are additional, smaller rooms that can be used for meetings if needed.

The training rooms are well equipped and allow for effective delivery of a range of training methods, including practical workshops. The Provider effectively supports participants by providing all resources required for the programmes, such as Information Communication Technology (ICT), audio visual equipment, interactive whiteboards and projectors.

All training rooms can be used for formative assessments and are appropriate for this purpose.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Participants have access to a sufficient number of suitable workspaces at the head office premises if required.

Staff and participants have access to suitable additional facilities at the head office, including office space for staff, communal break areas and private meeting rooms.

Staff are supported while they deliver training and have access to lockable offices and secure storage. All training rooms are secure, allowing participants to safely store personal belongings.

The administrator's office is also situated at the head office and is of a good size for the Administrator and Training Co-ordinator.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No

26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes ☐ No

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

Comments

The Provider has a suitable management structure in place to manage, staff and administer online courses. The Managing Director has undertaken extensive research regarding effective online delivery methods, inclusive of pilot delivery of online sessions prior to enrolling any participants.

There is a data collection policy that clearly outlines how the Provider seeks to protect personal data of employees, members, suppliers and other individuals for business purposes. The policy is inclusive of the name and contact details of the Data Protection Officer (DPO). The DPO is responsible for training staff regarding data collection and collation systems and is also responsible for monitoring the storage of data.

There are effective processes in place that enable the Provider to verify the identity of participants. Participant data is securely stored on the Provider's online database, which includes application and registration details. The Training Co-ordinator oversees all course registrations and liaises with the Curriculum Managers to confirm attendance lists for each training course and individual training sessions and for the timely submission of work.

Each training session of any online programme has an electronic register taken by the Trainer and is accessible to the Training Co-ordinator. Although absences are rare, this allows the Training Co-ordinator to contact any absent participants efficiently.

All course content is reviewed by the Curriculum Managers, including checking that all resources such as video footage or external internet links are safe and appropriate for participants prior to any online delivery.

Participants are only required to attend pre-booked online sessions to which they are invited and with trainers present, and therefore no attendance or other monitoring is required outside these sessions. Additional appropriate processes are in place to manage the risk assessment of online course delivery.

27.   Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	☒ Yes ☐ No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	☒ Yes ☐ No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes ☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☒ Yes ☐ No ☐ NA

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

Comments

The Managing Director leads all online course management and is appropriately supported by the Curriculum Managers. The Curriculum Managers are also trainers.

The Provider has a bank of part-time trainers who can be deployed for any training course. All staff involved in training are suitably qualified and experienced within their fields of expertise. They have all undertaken training, making use of the Provider's online applications that are used for delivery. This ensures training programmes are delivered to a high-quality standard.

The Managing Director ensures that all participants on courses have a consistent learning experience by allocating a small number of trainers per course. Trainers are subject experts and also experienced in pastoral support. They work with the Managing Director to ensure varied delivery methods are used to enhance the online learning experience and to ensure all participants are engaged and responsive.

The Managing Director currently monitors all online training sessions, including trainers' performance and participant feedback. Performance monitoring and participant feedback inform staff appraisals and future delivery.

All training courses have clear delivery plans in place to reflect course objectives and intended learning outcomes. These are clearly documented and are sufficiently detailed.

The Managing Director works closely with the Curriculum Managers and trainers to standardise the online programmes and content. The content is coherent and inclusive of a range of learning resources, such as trainer-led sessions, break-out sessions for group work, video footage and the use of online voting polls. This range of methods ensures that participants receive a varied and interactive learning experience.

Training programmes vary in duration and some courses require pre-reading or additional work to be undertaken independently between sessions. All instructions for the use of additional study materials are clear and accessible.

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28. Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

Trainers clearly demonstrate a valid understanding of the special challenges and demands of the delivery of online training courses. As the delivery of online training courses is new to the Provider, staff have worked hard to research effective approaches and analyse training needs. This ensures that the programmes are fit for purpose for the subjects and method of delivery.

All trainers are employed full- or part time and also have other roles with the Provider. Most trainers have been with the Provider for at least five years, and therefore have a good understanding of the Provider's ethos and values.

Trainers are experienced with in-person delivery and have recently undertaken appropriate training in online delivery.

All staff, including online trainers, receive an annual performance appraisal from the Managing Director. This is a formal and documented process. The appraisal includes feedback on their performance, participants' feedback and any identified CPD needs.

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

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No

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

Comments

The enrolment process is sufficiently detailed and clearly documented.

Initial communications clearly state the level of digital literacy required for any training programme. Information regarding the expected level of digital literacy is also communicated as part of the marketing information.

All required joining instructions and technical requirements are included in the welcome e-mail.

Participants are required to test their technical devices prior to the start date of any courses and are supported by administrative and technical support staff as needed.

30. Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes ☐ No
30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.	☒ Yes ☐ No
30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.	☒ Yes ☐ No

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

Comments

The Provider has effective systems in place to ensure participants are well informed and supported regarding the required study methods for the online courses. All participants receive a standardised induction at the start of their programme. This is supported by a programme handbook.

The programme handbooks are comprehensive and include instructions and suggestions on how to study using the Provider's choice of online applications.

Participants are supported by a range of appropriate staff, including a technician, throughout their online courses and outside the scheduled sessions as needed. Participants confirm that all enquires are handled promptly and sympathetically.

Participants are advised in the welcome e-mail of the technical system requirements prior to any training programme commencing. Technical support guidance is also provided to enable the effective use of the online application that is used for the training delivery and can be further supported by telephone guidance. This approach ensures all participants are well prepared.

The online training courses, regardless of duration, encourage participants to network and share good practice during and outside the training sessions. This interaction makes use of an appropriate method such as a monitored social media channel. Participants confirm that this is a positive and well-received aspect of the courses.

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

31.1	The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.	☒ Yes ☐ No
31.2	The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No

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

Comments

The Provider is using a reputable and common online application to deliver training courses. The Provider is registered as a business user of the application and the Managing Director leads on the scheduling of online training courses.

The Managing Director has delivered training to all the trainers and has created support guidance for the online application. This guidance has been provided to all staff and participants.

The Provider has also introduced an online simulation resource, promoting a creative, industry-standard learning environment for participants. This is a highly effective resource that optimises interactive of participants.
All staff involved in the administration and delivery of the training courses have sufficient knowledge to provide technical support to participants. In addition, there is an experienced Information Technology (IT) technician who can be contacted during or outside programme delivery times.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

All staff are extremely passionate and committed to providing an excellent service to participants.
The Provider collaborates with key industry organisations to ensure training programmes are current, and participant focused.
The Provider produces detailed programme information packs that include training agendas, module information, required resources, learning aims and session plans.

Actions required	Priority H/M/L
7.6 A single report must be compiled at least annually that includes the results of the Provider's performance reviews and an analysis of appropriate data, including participant feedback and action plans.	☐ High ☒ Medium ☐ Low
7.7 Action plans must be implemented and regularly reviewed, with outcomes reported to management.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Delivery approaches support participants to build confidence and technical skills, and to widen their subject knowledge by interacting with others from a broad range of experiences.
GMA has provided staff and participants with highly effective training using the latest technologies to enable a high standard of online teaching and learning.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

The Provider supports and encourages safe participant interaction through a variety of methods that allow effective networking and sharing of good practice to enhance participants' professional development.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

The Provider has modern and spacious head office premises which effectively promote a creative, industry-standard learning environment for participants.

Actions required	Priority H/M/L

None	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Online training programmes have been planned in detail to ensure that a range of excellent interactive delivery methods is used.

Online training sessions are well paced to ensure participants are engaged and responsive, including through the use of effective and appropriate resources.

Technical support is excellent, and the Provider has effective strategies to ensure that staff and participants have appropriate access to online learning resources and are well supported.

Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT
To be reviewed at the next inspection

It is recommended that the Provider's organisation chart is updated to reflect the recent change to the administration team.

The Provider should review the job descriptions of the Administrator and Training Co-ordinator roles to ensure these reflect administrative responsibilities.

It is recommended that the Managing Director implements a formal system to document the outcomes of all training session observations.

COMPLIANCE WITH STATUTORY REQUIREMENTS