



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: TWI Ltd

ADDRESS: Granta Park
Great Abington
Cambridge
CB21 6AL

HEAD OF PROVIDER: Aamir Khalid

DATE OF INSPECTION: 18, 20 & 25 January 2022

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- Award of accreditation to be withdrawn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

TWI Limited (TWI/the Provider) is an independent research and technology organisation that provides training to assist with the understanding the problems in the manufacture, construction and management of components, and the use of materials particularly in maximising the performance of welding, joining and allied processes.

TWI, formally called the Welding Institute, was established in London on 5 February 1923. It is established as a company limited by guarantee. TWI Training (the Provider) is part of TWI's Global Training and Technology Division.

The TWI head office is currently located in Granta Park, Cambridge. The Provider has training centres in Cambridge, Middlesbrough, Rotherham and Port Talbot.

The Provider aims to be a world leader in providing solutions to problems in the manufacture, construction and management of whole-life integrity technologies.

The Provider is governed by a Board of six Directors, which reports to an elected council. Members of the Senior management team, including the Centre Manager, the Chief Examiner and the Course Manager, report to the Board on all aspects of the provision and on the quality, relevance and financial viability of all courses. A business support team provides student facing services such as pre-arrival advice and information, enrolment, welfare and similar functions.

TWI operates internationally in many countries, but BAC accreditation only applies to provision in the UK. The Provider closed its Aberdeen facility in September 2021, with the provision being moved to its other UK sites.

2. Brief description of the current provision

TWI provides short-course training in welding, non-destructive testing, plant integrity, underwater inspection and related activities. There are over 90 courses on offer in total. Some training is bespoke to companies and some is open entry. TWI responds to the demand for training from the companies with which it works. Courses are delivered in person and typically vary in duration from two days to three weeks.

Participants sit end-of-course examinations provided by the awarding bodies such as CSWIP (Certification Scheme for Personnel), BGAS (British Gas) and BINDT (British Institute of Non-Destructive Testing). TWI has an arrangement with Cranfield University whereby participants completing Cranfield University's Master of Science (MSc) in Welding achieve TWI certification. TWI has also developed links with the University of Teesside, which allow credits on its Higher National Certificate courses for TWI participants.

A number of courses use blended learning with the aspects relating to theory being delivered online. Attendance face to face is required for practical work and assessments.

Participants attend TWI's courses from the United Kingdom (UK) and a very small minority come from other parts of the world, including the Middle East, the Far East and Africa. The UK participants are employees of companies such as British Gas and Rolls Royce and are usually working at a specialist or high level within the company. Participants also come from other parts of the world to study specialist courses, such as the underwater courses offered in Middlesbrough.

There were seven courses running at the time of the inspection, with 23 participants attending at the various centres in the UK. Most of the participants were male. There are no participants enrolled under the age of 18.

Courses are repeated on a regular basis, the frequency being determined by market demand. Entry requirements for all courses are set by the awarding bodies.

3. Inspection process

The inspection was carried out online by one inspector over three days. Meetings were held with the UK Group Manager, the Quality Team Manager, the Human Resources (HR) Manager, Marketing Manager, Programme Managers, trainers, participants and administrative staff. Virtual tours of the Port Talbot, Cambridge, Rotherham and Middlesbrough sites were undertaken. Observations of the training also took place. Documentation and electronic data storage systems were reviewed. TWI staff cooperated well with the inspector throughout the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	20–21 & 26 May 2009
Interim	1–2 July 2010
Supplementary	3 August 2010
Spot Check	12 May 2011
Supplementary	22 May 2012
Re-accreditation	21–23 May 2013
Interim	17 June 2015
Re-accreditation	6 & 12–13 June 2017
Interim	26 Sept 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<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 clear, up-to-date, well-documented and effective management structure. The relationship of the Provider to other groups within the Provider's organisation is clearly documented and well disseminated.

Senior managers, and all other staff, are well- and suitably qualified. They are clear about their responsibilities and carry them out effectively.

The Provider is clear about differing internal reporting and dissemination structures to be used for operations, product delivery and security issues. Clarity on reporting and dissemination structures is good practice and ensures effective communication.

The Provider's mission and goals are clearly stated. All relevant stakeholders are aware of these and are actively engaged in their implementation and regular review.

Financial and risk management planning are core elements of the Provider's annual strategy review process. The outcomes are formally recorded in a written document. This constitutes an effective mechanism to manage risks.

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.	<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 provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administrative team is of a suitable size. All staff are well qualified to meet the Provider's requirements. Staff understand their job descriptions and their roles and responsibilities well. As a result, the Provider's courses are effectively administered for the benefit of the participants.

The support available to management is clearly defined and documented. Structural diagrams, job descriptions and specific procedures are used to describe the Provider's administrative systems. These are regularly updated to ensure the administration continues to be appropriate. This allows management to be effective, well informed and responsive.

Data collection and collation systems are effective in supporting the administration of the Provider. An effective and comprehensive intranet allows all authorised staff to access, interrogate and update relevant data.

Suitable personal records for both participants and staff are well maintained. These are updated on a regular basis. Access to data is restricted to those who need it. This is suitable and provides the necessary data security.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff.

Staff recruitment makes good use of competency requirements and related assessment documents. These are detailed in a recruitment and training procedure document and provide a robust recruitment process.

Staff are required to provide copies of their qualifications upon appointment. This provides confidence in the appointment of staff who will meet the Provider's requirements.

All staff are subject to regular appraisal that includes peer and management observations. Appraisals are used to identify development needs, providing effective, tailored staff development. Staff view the appraisal process as supportive and effective in meeting their personal development needs.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<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 comprehensive and accurate website that provides clarity on location, premises, resources and facilities that are available to participants taking a specific course.

Links to certifying bodies provide full syllabus details. This is an appropriate and effective mechanism to ensure participants are clear about the course content and certification.

Key policies are readily available via the website, allowing participants to make informed decisions about the suitability of the Provider 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgment on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The process of admission to a course, through the use of a suitable application form, allows potential participants to be well informed about the course and its entry requirements, and for any initial questions to be answered. This approach is suitable, and participants confirmed that it works well. Inspection findings confirm this.

Publicity material is detailed and comprehensive. Enquiries about the proposed study are promptly dealt with by administrators, with reference to trainers if necessary. Participants confirmed the effectiveness and efficiency of the admissions process.

Participants with special educational needs self-identify via the enrolment form. Members of the business support team then discuss with the participant how their needs can be met. This process is appropriate and has worked well when it has been used.

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

Course attendance requirements are determined by the certifying body, and participants are made aware of these during induction to the course.

All participants are required to sign an attendance sheet for every session, with overall attendance and punctuality being monitored by administrative staff.

Follow-up action is taken as necessary by an interview with the participant. Support is available to participants who require it. This by discussion with the business support team to agree how best to provide suitable support. This personalised and tailored support is appropriate and effective.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.3 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.4 | The feedback is reviewed by management and appropriate action is taken. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.5 | There is a mechanism for reporting to the participants what the provider has done in response to their feedback. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.7 | Action plans are implemented and regularly reviewed with outcomes reported to management. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

Comments

The Provider's quality team has responsibility for all aspects of quality monitoring and management and makes use of effective and comprehensive procedures in this regard. This is appropriate in providing confidence that appropriate standards are being achieved and maintained.

Participants are surveyed after each course and the results are analysed and reviewed. Wider feedback is taken from employers, awarding bodies and professional bodies. Regular staff meetings are used as a mechanism to take feedback from both trainers and administrative staff. This is in addition to feedback from annual appraisals.

Annual action plans are developed and implemented in response to feedback, ensuring quality enhancement.

Actions taken in response to feedback are reported to participants via Programme Managers. Participants confirmed that this works well.

A comprehensive and suitable annual report includes a performance review and action plan. This is disseminated to management and others to provide effective performance enhancement. The report and action plans are then formally considered by Programme managers in regular meetings with trainers. Changes are then made to programme delivery ensuring action plans are effectively implemented.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.2 | Training sessions are timetabled and rooms are allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The competences required to be an effective Programme Manager are clearly defined and described. The competences are used effectively in recruitment to ensure that the role holder has the necessary skills and qualifications to be effective.

Programme Managers are responsible for the allocation of both suitable staff and rooms to the courses. The trainers and participants confirmed that this works well.

Course delivery is monitored by the Provider's quality team by teaching observation, participant and employer feedback. This ensures consistency of delivery.

All teaching material is approved by the certifying body in relation to its quality and standards. The approval process ensures that adequate material and facilities are available to all trainers.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 which meet the needs of their employers. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. Course content is determined by the certifying body based on advice from its industrial committee.

Course delivery structures are also determined by the certifying bodies. Following the certifying body structures ensures a consistent focus on course objectives is achieved

The quality and standards of the course material are approved by the certifying body and delivery is effectively monitored by means of course delivery observations and participant feedback. Teaching observations undertaken confirmed a strong focus on the course objectives and the formal assessments to be undertaken

Self-study and self-assessment are integral to the courses, ensuring the appropriate development of independent learning skills.

Participants study as part of a clear professional development path. The syllabus, as defined by the certifying body, reflects this professional development path and ensures that the course's planning and design meet participants' development needs.

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 allow them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers are all suitably professionally qualified both within their discipline, and pedagogically.

The trainers' Continuing Professional Development (CPD) needs are determined by means of the performance appraisals carried out with the trainers. The need for CPD is also identified by the Provider when consideration is given to how the course delivery meets and will continue to meet the needs of the participants and the certifying bodies.

This method of identifying CPD needs is effective and, together with participant feedback, ensures that the course delivery is continually enhanced.

Effective teaching takes place using an interactive approach. Formal delivery of the content is achieved using pre-prepared material. This is supplemented with both open and closed questions to participants, and discussion of their answers. Formative assessments are used on a regular basis to provide feedback to both participants and trainers. This ensures participants different needs are met as well as their active participation.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.4	Participants 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
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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

Courses include a schedule of assessments, the procedures and criteria for which are provided in advance to participants and trainers. The schedule of assessments is determined by the certifying bodies and the details of the assessments are made available to the participants through the relevant websites. This ensures that participants and trainers are well informed.

Ongoing assessments of participants' progress, that appropriately reflect the content and standards of final assessments, are carried out to determine how well participants are progressing. The outcomes of these assessments are used well to provide effective formal and informal feedback to participants.

The assessments also allow trainers to identify those participants who are making insufficient progress. Those failing to make adequate progress are counselled and given appropriate support by trainers. This process works well and is effective in ensuring that participants meet their goals from attending their chosen course.

Trainers are available outside formally scheduled hours for discussions as necessary and are able, therefore, to provide high-quality support to participants.

All assessments are carried out on the Provider's premises and there is clear guidance displayed in all the rooms that are used for assessments to discourage cheating and plagiarism. Should plagiarism be identified, the awarding body's procedures are followed.

Realistic deadlines are set and effectively communicated appropriately to participants and effective action is taken if deadlines are missed.

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

The Provider offers awards from recognised awarding bodies, and consequently the awards are subject to external review and accreditation.

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

The arrangements for the administration of examinations, to meet the awarding bodies' requirements, are effectively managed by an Examination Manager. The arrangements are made based on both the policies of the awarding body and the Provider's policies.

- 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

Both examiners and trainers are available for discussions with participants about further study and careers.

There is also suitable information about career progression on the Provider's website. The information on the website includes links to the websites of the awarding bodies.

This support provided is suitable to meet the participants' needs, given that the majority of participants are undertaking training as part of their employment.

INSPECTION AREA – PARTICIPANT WELFARE

- 16. Participants receive welfare support appropriate to their age, background and circumstances**
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- 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
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- 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
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- 16.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
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- 16.5 The provider has policies to avoid discrimination and a procedure for dealing with an abusive behaviour, including cyberbullying, and these are effectively implemented. Yes No
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- 16.6 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults that are regularly reviewed. Yes No NA
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- 16.7 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No
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- 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 Provider's business support team has extensive experience of providing participant welfare and acts as the focus for participant welfare issues. This was confirmed as effective by participants and is suitable and works well.

Prior to arrival participants are provided with information and advice by email as well as links to the certifying body's websites for detailed information. This appropriate and effective.

Upon arrival, a comprehensive induction is provided for all participants. This is carried out by the trainers and ensures that the participants are well informed about their programme of study and the support available.

Participants are issued with a contact number for out-of-hours and emergency support. Any out-of-hours emergencies are well managed via the main Provider's telephone number. Participants are made aware of this number.

Clear, appropriate and well-understood policies on discrimination and abusive behaviour are in place and implemented appropriately in order to ensure a safe environment.

The Provider has a suitable policy and risk assessment in place to protect participants from the risks associated with radicalisation and extremism. Senior staff have undertaken suitable training in the risks relating to radicalisation.

16.7 However, not all staff have completed the radicalisation training to ensure that all instances of possible radicalisation are effectively identified.

All participants are required to accept the Provider's terms and conditions, which include appropriate use of electronic media. This ensures that participants are aware of the Provider's policy in this regard as well as a Code of Conduct. Codes of conduct for staff are available on the Provider's intranet.

Accessible emergency contact details for participants are captured from the enrolment form, allowing next of kin to be contacted quickly and easily at all times.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All participants are provided with detailed joining instructions. International participants are mature professionals, who require limited additional specific support.

Specific requests or questions from international participants are managed effectively on an individual basis. For the very small minority of international participants involved, the advice and guidance provided to international participants is, therefore, appropriate and effective.

Specific support to accommodate cultural or religious needs is provided on an individual basis by the business support team. This approach works well and is appropriate to meet participants' needs.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.2 | Participants have access to a fair complaints procedure, of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.3 | Participants are advised of BAC's complaints procedure. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Terms and conditions are fair and reasonable and include clearly stated and appropriate cooling-off and refund policies.

A suitable complaints procedure is clearly referenced within the Terms and Conditions participants agree to.

18.3 Participants are not made aware of the BAC's 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 reinspection 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

As all courses are short, typically of one week's duration, there is little time for formal social or leisure activities. However, relevant information on local facilities is made available if requested. This meets the participants' needs.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has secure tenure of all its premises in Port Talbot, Cambridge, Rotherham and Middlesbrough, ensuring their long-term availability.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	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

The Provider has modern, high-quality, clean and well-equipped buildings at all the sites. They are well maintained and have secure access arrangements in place.

Visitors are provided with general guidance and specific hazardous areas are clearly marked. Access is restricted to those who are suitably trained or who are accompanied at all times by a qualified staff member. This is augmented by suitable access control. This is effective in ensuring health and safety requirements are met.

Signage is appropriate throughout the premises and notice boards are effectively used to provide statutory notices in addition to information about the particular area of the premises.

There is good circulation space, appropriate toilet facilities and effective heating and ventilation.

As a result, the premises provide a pleasant and suitable environment for working and study.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<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

Training areas, both classrooms and practical workshop areas, provide good accommodation for the courses. They are well and appropriately equipped to support effective learning. The laboratory and practical facilities include multiple rooms supporting different non-destructive testing (NDT) techniques and an underwater inspection diving tank. These are all suitably equipped to meet the standards of the certifying body.

The teaching areas are also used for assessment. Sufficient space is available to ensure that assessments are securely carried out and that no plagiarism or cheating can take place.

As a result, the training facilities provide a high-quality learning environment.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants and trainers have access to sufficient space for private work or study. All delivery sites have participant break-out areas in addition to a canteen. These provide suitable spaces for individual study or discussions with trainers.

Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink. Canteens at all the premises are well equipped and clean.

Large, open-plan offices provide each staff member with a desk and appropriate administrative support facilities. Additional small meeting rooms are available as required. The facilities meet the needs of participants, trainers and administrative staff.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The delivery of blended learning has been undertaken by the Provider for some time and is well established. Online elements are effectively used to provide theoretical learning in advance of on-site practical study. Senior managers are competent and experienced in managing the online provision.

No monitoring or logging of online submission is undertaken, as all assessment is done on the Provider's premises. As a result, the Provider is able 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.

All blended learning is delivered by a trainer who effectively supports participants academically, monitors their progress and ensures there are no online risks, including relating to cyberbullying.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Experienced programme managers are responsible for the delivery of all elements of a course, both those delivered online and onsite. The delivery covers staffing, resources and assessment. Having programme managers managing the delivery works well and ensures consistency.

The Provider has a sufficient number of qualified online trainers and, therefore, participants are allocated to an experienced trainer who provides suitable individual support. Any questions and issues that are raised are promptly and efficiently responded to.

All online learning material and its delivery are approved and externally verified by the awarding body. As a result, the course objectives are well met through the delivery methods and the learning resources are suitable and effective.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Participants undertake online theoretical sessions before attending the on-site sessions. The same trainers, who understand the special challenges and demands of online, distance and blended learning, deliver both elements. This allows for the effective integration of the two elements of the course and effective online learning.

Mentoring by experienced trainers is used to ensure that trainers unfamiliar with online learning develop the necessary skills. They provide practical support and formative feedback to as necessary.

The annual performance appraisal of the trainers includes peer observation of teaching, both online and in person. Additionally, there is a review of participant feedback about the effectiveness of the training. This provides an appropriate monitoring mechanism of the quality of the feedback provided to participants to ensure it is appropriate.

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

All communication with potential participants is online. Additionally, participants are required to use the Provider's website as part of the course application process. All participants are mature professionals who are required to be digitally literate by the nature of their profession. These inherently ensure that participants have the necessary digital literacy for successful study.

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 that 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

Participants are provided with an induction that includes instructions and suggestions about the effective use of online learning and the IT facilities available. Participants confirmed that they found the online learning to be well organised and comprehensive. Inspection findings confirm this.

Trainers or member of the business support team provide appropriate support to resolve any online learning issues. This works well, with issues being responded to promptly.

Whilst limited peer interaction takes place during the blended learning sessions, the on-site element of a course provides a suitable opportunity for interaction, is encouraged and enjoyed by participants.

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 online learning mechanisms and technology are approved by the awarding bodies. This provides a robust check on the appropriateness and accessibility of the technology.

The Provider has a well-developed IT system that is well supported by a dedicated IT team that provides high-quality support to all users.

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

Close working relationships with awarding bodies and employers ensure highly relevant provision.
The highly experienced and well-qualified staff are fully supportive and committed to the business.
Annual staff performance appraisals are effective and supportive, with appropriate staff development support.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Trainers are highly experienced and well qualified.
There are well-resourced teaching facilities.
The workshops and laboratory areas are of high quality.

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

PARTICIPANT WELFARE

Provider's strengths

All trainers and other staff are responsive to participants' welfare and support needs.
Participants are well supported on an individual basis.

Actions required	Priority H/M/L
16.7 All staff must undertake appropriate training regarding the protection of participants against the risks of radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
18.3 The Provider must ensure that all participants are made aware of BAC's complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The Provider has high-quality teaching facilities.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Blended learning is used effectively to provide a well-integrated learning experience. Participants' needs are well supported by the blended learning approach.	
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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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