

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** IMechE Engineering Training Solutions

**ADDRESS:** Engineering Training Centre  
4 Europa View  
Sheffield Business Park  
Sheffield  
S9 1XH

**HEAD OF INSTITUTION:** Mr Mark Dowell

**DATE OF INSPECTION:** 7-8 March 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 25 May 2017

### 1. Background to the institution

IMechE Engineering Training Solutions Limited (ETS/the Institution) was founded in 1985, as Ruane Technical Services Limited. In 1998, it changed its name to Argyll-Ruane Ltd (ARL). ARL was acquired by the Institution of Mechanical Engineers (IMechE) in 2012 and the name changed to IMechE ETS in June 2016. ETS is a private limited company, which operates as a wholly owned subsidiary of IMechE and has its own Managing Director and staffing structure.

The Managing Director oversees all aspects of the Institution, including the teaching, examinations, administration, finance, marketing, business development, customer services and facilities. The previous training centre in Halesowen closed in February 2016 and the purpose-built facilities in Sheffield now provide the base for training activities. These facilities provide generous space for teaching in both the theoretical and practical elements of the programmes offered, as well as space for administration, examination, storage and relaxation purposes.

ETS provides training, certification and consultancy services in inspection and non-destructive testing (NDT). The training programmes offered are relevant to a number of key industries including, for example, onshore and offshore oil and gas, nuclear, renewables, aerospace, marine, defence and manufacturing. In addition, ETS holds Authorised Qualifying Body status with the British Institute of Non-Destructive Testing (BINDT).

The Institution's vision is to improve the world, through engineering, by inspiring the next generation, developing professional engineers and setting the agenda. Currently, ETS aims to increase student numbers, following a reduction as a result of the recent slump in the oil and gas industry.

### 2. Brief description of the current provision

ETS offers training in all the major NDT and inspection methods, from Level 1 to Level 3, in internationally recognised central and employer based certification schemes. This includes programmes in cathodic protection, ultrasonic testing, ultrasonic phased array, radiographic testing, magnetic particle testing, eddy current testing, penetrant testing and visual testing. ETS is also the approved training provider for the Institute of Corrosion (ICorr).

A total of 65 programmes are available to be run in 2017. These are divided into 44 programmes, which are scheduled for delivery between two and ten times during the year and a further 21 programmes, for which details are available on request. Programmes are between one and 15 days in length, although the vast majority are between two and five days. The NDT/Inspection Training programmes run for 26 weeks.

During the inspection, there were five programmes being delivered to 15 male students. The programmes were Penetrant Testing Level 2, Ultrasonic Testing Level 2, Ultrasonic Time of Flight Diffraction (TOFD) Level 2, Visual Testing Level 2 and Eddy Current (Welds) Level 1.

Student recruitment is aimed principally at professionals working for companies in the various key industries, although students are also able to enrol in a private capacity. Generally, the vast majority of the students are male. Those students from overseas are predominantly from Malaysia where ETS currently focuses its recruitment. During 2016, ETS trained 1,186 students and provided examinations for a further 676 students in the United Kingdom. All students are over 18 years of age.

Programme delivery is either through formal lectures using interactive white boards, slides, laptops, text books and study guides or practical sessions using the testing equipment and associated resources.

### 3. Inspection process

The inspection was conducted by one inspector over two days. A tour of the premises was completed and four teaching sessions were observed. Meetings were held with the Quality Manager, Courses and Examinations Manager and Facilities Coordinator. The inspector also held meetings with six students and three non-management staff. Documentation covering all aspects of provision was made available and was scrutinised. Co-operation from ETS staff was good during the inspection process.

#### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	10 February 2009
Full Accreditation	2 March 2009
Interim	18 - 19 March 2010
Re-accreditation	26 - 27 March 2013
Interim	14 April 2015
Supplementary	16 December 2015

## 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 institution.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

- |     |  |   |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The management structure and job roles are clearly identified in the Operations Manual.

The channels of communication are clear and effective. There is a monthly communications meeting for all staff, a monthly board meeting for senior managers and an annual management review meeting. ETS also provides key information for staff through the Staff Matters section on the company intranet.

#### 2. The administration of the institution is effective

- |     |  |   |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.            | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution.        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Staff are issued with suitable job descriptions and contracts. However, not all job descriptions and appraisal forms are signed and dated as required.

A comprehensive quality management system details appropriate policies, procedures and systems. However, not all staff are fully aware of the complaints policy and other policies affecting their employment. As a result, staff may not be aware that confidential information should always be stored securely.

Data collection and collation systems provide accurate statistics and enable ETS to monitor and review changes and developments on a monthly and annual basis.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

Staff induction is thorough and staff value the support provided, the training opportunities available and the appraisal system's effectiveness. A programme is under development to enhance staff morale, through participation in social and charitable events.

Staff personnel files are currently kept by the IMechE Human Resources (HR) department in London. However, these will be transferred later in 2017 and managed by a new member of the HR staff, who will be based in Sheffield.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.  Yes  No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.  Yes  No

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

**Comments**

ETS provides accurate information on the nature and requirements of each course. This information is routinely issued to employers. However, it is not consistently provided directly to students. The provision of this information is under review and it would ensure that students are fully briefed and prepared for their course before it begins.

ETS works with an agent in Malaysia to identify and recruit students to study in the UK. This is a long-standing arrangement and communication is effective and carried out through face-to-face meetings, which are held both in the UK and Malaysia. However, the Institution is not always fully aware of the exact information provided to students and not all information provided has been systematically approved by the Institution.

The agent is responsible for providing an initial assessment test for students. However, opportunities are missed to better use the outcomes of initial assessment to identify students' learning needs and preferred learning styles in order to plan each programme to meet those needs and to reinforce this with the students when they arrive at the Institution.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No  NA
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.  Yes  No  NA
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

**Comments**

6.1 The hours required for training are provided in the programme documentation. However, ETS has not published a policy on student attendance and punctuality. Nevertheless, because of the type of training offered, levels of attendance and punctuality are good.

6.2 Registers are taken regularly but not always on a daily basis for each session.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

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

**Comments**

There is a good system of collecting student feedback and the feedback is effectively analysed.

The collection of other stakeholder feedback is under review and a corporate training partnership is being developed that is intended to promote a closer working relationship between ETS and other employers.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

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

**Comments**

The annual audit of the quality system is thorough. Clear actions are identified in the minutes of the quality management review meeting.

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## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

- |     |   |   |
|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

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### 10. The courses are planned and delivered in ways that enable students to succeed

- |      |  |   |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

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All courses have a very detailed structure, which complies with awarding body requirements. An effective approach to the delivery of theory courses is employed. This combines the use of a testing book in the relevant subject, a homework book and a product technology book.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Teachers are appropriately qualified and experienced.  Yes  No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.  Yes  No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  Yes  No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Teachers employ effective strategies to involve all students 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 highly qualified, skilled and experienced. Students rate the quality of teaching very highly.

Delivery of courses is dynamic and uses a variety of questioning techniques to check student understanding. Students are consequently fully engaged and involved in their learning, responding well to the pace and focused style of the trainers.

All trainers are observed by management at least once per year, which is in line with BINDT requirements. Peer observations are planned to be introduced from September 2017 and train-the-trainer sessions have been held. Further progress can be made in exploring additional ways to identify and share good practice in terms of training techniques and activities used in the training.

The trainers respond well to the needs of the students.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

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

**Comments**

Excellent testing and other resources are available. Students would benefit from having access to written resources, through an on-line portal. This would also help save on unnecessary costs and be more environmentally friendly.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.  Yes  No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No

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

**Comments**

The recently introduced student assessment software is used effectively to identify student progress and record completed sample tasks and grades along with relevant notes. Due to the recent introduction of this software, plans are in place to develop its use further, for example to identify and appropriately support high achievers.

Thorough and effective verbal feedback is provided in class. Useful written feedback is provided on theory reports and practical test papers.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.  Yes  No  NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.  Yes  No  NA

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

**Comments**

Whilst ETS does not itself have a formal agreement with a recognised UK degree-awarding body, students can advance to take NDT degrees, which are validated by the University of Northampton through a partnership with BINDT.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA

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

Comments \_\_\_\_\_

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.  Yes  No  NA

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

Comments \_\_\_\_\_

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

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to 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

Comments \_\_\_\_\_

## INSPECTION AREA - STUDENT WELFARE

### 18. Students receive pastoral support appropriate to their age, background and circumstances

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No
- 18.2 Students receive appropriate advice before arrival.  Yes  No
- 18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

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

#### Comments

18.3 There is a lack of clarity regarding the contents of the induction programme. Some students reported that it may not have been delivered fully.

Suitable policies are in place to avoid discrimination and to deal with abusive behaviour. However, these policies are not included in the Student Handbook to ensure that all students are aware of them.

### 19. International students are provided with specific advice and assistance

- 19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK.  Yes  No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study.  Yes  No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.  Yes  No

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

#### Comments

19.2 There is a lack of clarity regarding the contents of the induction programme for international students, which diminishes its effectiveness.

A prayer room and washing facilities are available for students, if required.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No
- 20.3 Students are advised of BAC's own complaints procedure.  Yes  No

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

**Comments**

20.2 A complaints procedure has been developed but has not yet been issued to the students.

20.3 Not all students are advised of the BAC complaints procedure at any point during their programme.

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.  Yes  No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.  Yes  No  NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.  Yes  No
- 21.4 A level of supervision is provided appropriate to the needs of students.  Yes  No
- 21.5 Separate accommodation blocks are provided for students under 18.  Yes  No  NA

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

**Comments**

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- |      |  |                           |                          |
|------|--|---------------------------|--------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.                               | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement.  | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.   | <input type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- |      |  |                                      |                          |                                     |
|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 23.2 | The social programme is responsive to the needs and wishes of students.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.                    | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments**

Some useful information is provided to students regarding local events and other leisure activities. Opportunities are missed to provide more information on a wider range of educational, cultural, sporting, religious, recreational and other activities on both the website and in the premises.

The development of a formal social programme, particularly for international students who train for six months, is currently under review. These students would benefit from a suitable programme of local and, where possible, national activities being introduced as soon as possible.

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**INSPECTION AREA - PREMISES AND FACILITIES**

**24. The institution has secure possession of and access to its premises**

24.1 The institution has secure tenure on its premises.  Yes  No  NA

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

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

**Comments**

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**25. The premises provide a safe, secure and clean environment for students and staff**

25.1 Access to the premises is appropriately restricted and secured.  Yes  No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.  Yes  No  NA

25.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

25.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

25.8 There is adequate heating and ventilation in all rooms.  Yes  No

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

**Comments**

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All visitors are issued with a health and safety leaflet on arrival.

ETS uses contract cleaners and the premises are maintained to a very high standard. All teaching rooms have air-conditioning with individual room controls.

**26. Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

Maximum numbers are specified for the various training rooms available. The theory training rooms are equipped to a very high standard with, for example, interactive boards and Information Technology (IT) facilities. The practical rooms have all the necessary testing equipment.

**27. There are appropriate additional facilities for students and staff**

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No

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

**Comments**

There is no library but suitable materials are made available to students by the trainers.

A kitchen is available for staff and students. There is ample space for relaxation. Lockers are also available using a returnable deposit.

**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

#### Institution's strengths

The management structure and job roles are clearly identified.

The channels of communication are clear and effective.

A comprehensive quality management system details appropriate policies, procedures and systems.

Staff induction, support, training opportunities and the appraisal system are well regarded.

There is a good system of collecting student feedback.

There is a thorough annual audit of the quality system. Actions are identified in the quality management review meeting minutes.

Actions required	Priority H/M/L
6.1 ETS must publish a clear policy on student attendance and punctuality so the requirements are clear to all staff and students.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
6.2 A register must be taken at each session so that attendance is systematically documented and the records are complete.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Detailed curriculum plans provide suitable clarity and focus for both the theoretical and practical elements to be delivered effectively in each programme.

Trainers are highly qualified, skilled and experienced. The students interviewed rated the quality of teaching very highly.

The student assessment software, which was recently introduced, is used very effectively.

Thorough and effective verbal and written feedback is provided to students.

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

## STUDENT WELFARE

### Institution's strengths

A prayer room and washing facilities are available for all students if required.

Actions required	Priority H/M/L
18.3 19.2 The Institution must review and document the contents of the induction programme to ensure it is suitably comprehensive. In addition, the delivery of the induction must be monitored closely to ensure that all students fully benefit from the programme.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
20.2 The complaints procedure must be issued to all students at the start of their programme.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
20.3 All students must be advised of the BAC complaints procedure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## PREMISES AND FACILITIES

### Institution's strengths

The premises are maintained to a very high standard.

The theory training rooms are equipped to a very high standard with, for example, interactive boards and IT facilities. The practical rooms have all the necessary testing equipment.

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

## RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should ensure that all job descriptions and appraisal forms are signed and dated as required.

All staff should be made fully aware of the complaints policy and other policies affecting their employment. This should include ensuring that confidential information is always stored securely.

Information on the nature and requirements of each course should be supplied directly to students.

The Institution should ensure it is fully aware of all the information and materials provided by the agent to potential students.

Results from initial assessment should be used, more fully, to inform training staff in the UK of the ability of each student. The assessment should also allow for the identification of any particular learning needs and learning styles of each student. This information should also be made available to training staff in the UK and used in the planning of each programme.

ETS should continue to explore ways to identify and share good practice in terms of training techniques and activities used in the classroom.

The Institution should consider developing an on-line portal to share resources with students.

The Institution should identify policies relating to discrimination and abusive behaviour and ensure they are communicated to students clearly in the Student Handbook.

The provision of information to students, regarding events and other leisure activities, should be developed to provide information on a wider range of educational, cultural, sporting, religious, recreational and other activities on both the

website and in the premises.

A formal social programme for international students of local and, where possible, national activities should be introduced as soon as possible, particularly for the benefit of international students, who train for six months.

#### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

There are suitably trained fire wardens. However, the Institution should ensure all staff receive regular fire safety training in accordance with the guidance provided by the Health and Safety Executive.