

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: International School of Aerospace NDT

ADDRESS: Unit 9
Hurricane Way
Norwich Airport
Norwich
NR6 6EZ

HEAD OF ORGANISATION: Mr Simon Wright

DATE OF INSPECTION: 12 - 13 January 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 23 March 2017

1. Background to the organisation

The International School of Aerospace NDT Ltd (ISA) was founded in 1995 to train people in the aerospace industry about the theory and practice of non-destructive testing (NDT). Training began in 1996 for United Kingdom (UK) and overseas participants. In May 2016 there was a change of ownership.

ISA is a small private company limited by shares. The majority shareholder is now Morgan Ward Ltd, a larger provider of NDT in the aerospace industry. The Managing Director of Morgan Ward Ltd is also the ISA's Managing Director. The other two shareholders both work for ISA as the School Manager and the Chief Instructor. The School Manager is responsible for the day-to-day operation of ISA while the Chief Instructor is responsible for programme delivery. These posts are supported by an administrator, who also has responsibility for the reception area. Other duties are shared and identified in the quality manual.

Based at Norwich airport, the premises include a practical workshop, X-ray room, dark room, theory teaching room, practical test teaching room, photocopying room, secure examination materials storeroom, participant relaxation room, kitchen and offices.

While the same range of programmes continue to be offered as previously, the new owners have provided the investment to acquire vital new NDT equipment and introduce a new quality management system to meet awarding body and other requirements. ISA also aims to refurbish the premises and facilities as part of their improvement plan. These works are expected to be completed by July 2017.

In addition, ISA aims to increase participant numbers for all the programmes offered and intends that more programmes will be delivered off-site at the premises of clients. This should provide savings for clients on the transport and accommodation costs associated with studying in the UK. ISA was awaiting confirmation for six off-site sessions at the time of the inspection, including two in Scotland. ISA also plans to expand its consultancy role to provide NDT advice and support to new and existing clients. While these areas for development have been established, actual targets to be achieved are currently being identified.

2. Brief description of the current provision

ISA offers seven NDT programmes that are scheduled up to six times a year for delivery in Norwich. A further six programmes may be offered on an occasional or bespoke basis. While aimed principally at professionals in the aerospace industry, other participants also attend where NDT is required.

The seven main NDT programmes offered at Levels one, two and three are eddy current, magnetic particle, penetrant, radiographic, thermographic, ultrasonic and ultrasonic phased array inspections. Also offered up to Level two are aircraft wheel inspection, bondmaster operation, radiographic film interpretation, management appreciation of NDT, overview of NDT, and recertification examination programmes. All programmes are between two days and ten days in length.

There were four male participants on the eddy current inspection programme. They were from the UK and Ukraine. A total of 29 participants were enrolled on all programmes, at the time of the inspection. In addition to the UK and Ukraine, participants have been recruited from Indonesia, Jordan, Nigeria, Qatar, Saudi Arabia, Turkey and Uzbekistan. The large majority of delegates are male and all are aged over 18 years.

The large majority of programmes are led by the Chief Instructor. These are delivered through formal lectures using 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 one and a half days. A tour of the premises was completed and two sessions of the eddy current inspection programme were observed. Meetings were held with the School Manager, Chief Instructor and all four programme participants. The Managing Director was not present during the inspection. Documentation covering all aspects of provision was readily available and scrutinised. Co-operation from ISA's staff was excellent throughout the inspection process.

4. Inspection history:

Inspection type	Date
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Full Accreditation	7 - 8 April 2009
Interim	9 June 2010
Spot Check	5 April 2011
Re-accreditation	12 - 13 June 2013
Interim	21 May 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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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

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

Comments

The new quality manual clearly identifies the management structure and key responsibilities. The relationship with Morgan Ward Ltd also provides access to other expertise, personnel and resources if required.

Channels of communication are mainly verbal and by email which is appropriate for a provider of this size. The quality manual specifies that management meetings for the shareholders must be held at least twice a year and staff meetings on a monthly basis. These meetings are documented, though not all the staff meetings have been held owing to staff being unavailable.

2. The administration of the provider is effective

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The small size of the administration team is sufficient for the effective day-to-day running of the provider. This should be kept under review if participant numbers increase as planned and workload increases.

The quality manual identifies key responsibilities and work instructions, that are used to guide staff activities. While this meets present needs, the provider should ensure that all such information is adapted and tailored to develop more personalised job descriptions as the organisation evolves. This will help provide clarity, avoid duplication and support staff development activities.

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

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

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

Comments

The staff handbook and quality manual contain information concerning employment and performance management. Appropriate procedures are in place for staff recruitment, equal opportunities and training and development. The staff disciplinary procedure, grievance procedure and performance capability procedure are also included.

The system for reviewing the annual performance of staff is scheduled to be completed within the first year of operation under the new management by May 2017.

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

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

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

Comments

Whilst the website and other publicity material contain accurate information, ISA should routinely review its content to ensure it is always complete and that there are no discrepancies.

In addition, ISA should consider introducing a publishing policy to ensure all material is scrutinised and approved in order to eliminate errors before publication.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**
- | | | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|-------------------------------------|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

Applications are made through the website or by submission of the initial enquiry form. Entry requirements are flexible but the large majority of participants have some professional experience linked to the programme of their choice.

Completion of the initial enquiry form and customer order acknowledgment form helps ensure that stakeholder and participant requirements are identified and met. Stakeholders are required to approve the customer order acknowledgment form.

The administrator manages the application process usually responding to enquiries within 24 hours. The School Manager reviews applications on a weekly basis.

6. **There is an appropriate policy on participant attendance and effective procedures and systems to enforce it**
- | | | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|--------------------------|
| 6.1 | There is a clear and published policy on participant attendance and punctuality. | <input type="radio"/> Yes | <input checked="" type="radio"/> No | |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

A register is taken in the morning. These registers are stored securely and are available for scrutiny. As a result, attendance is well monitored.

6.1 The provider must publish a policy on attendance and punctuality so the requirements are made explicit to participants.

6.2 The provider must also ensure a register is completed for the afternoon session. +

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

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

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

Comments

Feedback is routinely collected from participants using an appropriate feedback form. The forms have previously been initially reviewed by the Chief Instructor but the provider has decided that in future the School Manager will take this responsibility. The forms are then reviewed at management meetings.

7.1 Feedback must also be collected from other stakeholders such as the employers in order that a wider range of opinion about the provision can be identified.

ISA should consider how the data collected can be then statistically analysed and presented to identify more clearly, for example, strengths and areas for improvement in the different services and programmes provided. The statistical data could then be used for marketing and other purposes.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

The quality manual specifies the procedure for monitoring and reviewing all aspects of ISA's performance. This is due to be completed by May 2017.

Currently, progress is monitored in management meetings and action plans are recorded in the minutes of those meetings. Additionally, action plans are generated by any form of non-compliance related to the academic provision. It is intended that an independent external consultant will conduct the review to provide an increased level of objectivity.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <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 trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The School Manager and Chief Instructor work very closely together to ensure participants have a consistent learning experience. The Chief Instructor worked for the previous owners of ISA and has provided a level of stability and consistency during the change of ownership.

A detailed inventory exists of resources used for testing purposes in both preparatory and examination conditions. An annual check on the resources is conducted to identify any changes to the resources that may affect test outcomes.

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

- | | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Detailed curriculum plans provide suitable clarity and a focus on both the theoretical and practical elements to be delivered in each programme. The curriculum plans should be reviewed at least annually to ensure they remain compliant with any changing requirements from the awarding body or industry. This process should be recorded.

The initial enquiry form and customer order acknowledgment form identify what is to be delivered in each programme. Employers are required to approve what is identified but do have the opportunity to request that any additional relevant content also be delivered. This system helps to ensure that client requirements are well met and client satisfaction is promoted.

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

- 11.1 Trainers are appropriately qualified and experienced. Yes No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

Trainers are highly qualified, skilled and experienced.

11.3 Peer appraisal observations have been introduced, which is good practice. Classroom appraisal observations are yet to be completed. Success criteria for the lesson observations must also be identified and shared with those involved in the process.

Training strategies are effective. The questioning techniques, used by trainers, could be developed further. This could include, for example, more detailed questioning to individual participants or questions requiring feedback following group discussion. This would help identify more clearly exactly what participants have understood and where any gaps in their knowledge or understanding might be, which can then be addressed.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

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

- | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

A series of four progress tests and a final progress test are used to ensure participants are fully prepared for the official certification examination in each programme. The system is thorough and helps ensure that participants are ready to succeed at the required level. A specific theory examination is also set and required for certification. The provision of comprehensive, continuous feedback underpins the system.

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

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

Comments

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

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

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

Comments

All programmes meet industry requirements and participants attend as directed by their employers.

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

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

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

Comments _____

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider 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 _____

The participants confirmed that the initial registration and course information they received was sufficient for their needs. Some local information is provided at induction but participants would benefit from a greater range and depth of information being made available. This might include, for example, more detailed cultural, leisure, entertainment and transport information. The provision of this type of information might help participants gain more from their stay in the UK.

A policy on unfair discrimination, harassment and bullying is featured as part of the induction process. This appears in a document detailing key information that participants and visitors are required to sign after issue.

18. **International participants are provided with specific advice and assistance**

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

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

Comments

18.1 Whilst international participants receive some information before their arrival in the United Kingdom (UK), including assistance with finding accommodation and applying for a visa. However, ISA must ensure that international participants receive advice in advance that prepares them more fully for their stay in the UK. This might include, for example, advice regarding UK laws, culture, health services, insurance, transport, climate, clothing and currency.

19. **The fair treatment of participants is ensured**

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

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

Comments

A fair complaints procedure is made available to participants and this is communicated to students at induction. This procedure would benefit from being reviewed so that an informal stage of resolution and an appeals stage are clearly identified. This would improve clarity and effectiveness when required.

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

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

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

Comments

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

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

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

Comments _____

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments _____

INSPECTION AREA - PREMISES AND FACILITIES

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

- 23.1 The provider has secure tenure on its premises. Yes No NA
- 23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

ISA's lease is due to expire in August 2017. Evidence was presented to the inspector to confirm that negotiations are being conducted with the landlord to sign a new lease. It was expected that this would be completed by mid-February 2017. ISA should ensure a lease is signed and that premises are secured to avoid any disruption to programme delivery.

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

- 24.1 Access to the premises is appropriately restricted and secured. Yes No
- 24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA
- 24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

The administrator acts as the receptionist and is located at the entrance to the premises. This provides security in terms of access to the building though ISA should consider ensuring access is routinely restricted on the limited occasions when the administrator is not present.

Signage is good throughout the premises. Radiation signage is clear in the appropriate areas and staff and participants wear radiation monitors when required. However, though there is a clear company sign on the external wall of the premises it is easily obscured by parked vehicles. ISA would benefit from having a company sign at the front edge of the forecourt to enable visitors to identify the premises more easily.

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

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

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

Comments

Considerable investment has been made to improve the resources available. This includes a range of appropriate equipment including new eddy current test sets and probes and radiography equipment.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

Laptops are provided for participants if required and there is good wireless provision throughout the premises.

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

A new, comprehensive quality manual has been introduced.

Channels of communication are very effective.

Appropriate policies and procedures for employment and performance management are available in the staff handbook.

Completion of the initial enquiry form and customer order acknowledgment form helps ensure stakeholder and participant needs are effectively identified and met.

Actions required	Priority H/M/L
6.1 The provider must publish a policy on attendance and punctuality so the requirements are made explicit to participants.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
6.2 A register must also be completed for the afternoon session.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.1 Feedback must also be collected from other stakeholders such as the employers in order that a wider range of opinion about the provision can be identified.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

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

Employers have the opportunity to request that any additional relevant content also be delivered within each programme.

Trainers are highly qualified, skilled and experienced.

Peer appraisal observations have been introduced.

The progress test system is thorough and comprehensive.

Actions required	Priority H/M/L
11.3 Classroom appraisal observations must be completed. Success criteria for the appraisal observations must also be identified and shared with those involved in the process.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

Participants are well supported according to their needs and speak very highly of the level of care they receive.

Actions required	Priority H/M/L
18.1 The provider must ensure international participants receive advice in advance that prepares them more fully for their stay in the UK.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Considerable investment has been made to improve the resources available.

Safety precautions, such as the radiation signage and wearing of dosimetry badges, are given priority.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The provider should ensure that all relevant quality manual and work instruction information is adapted and tailored to develop more personalised job descriptions as the organisation evolves.

The provider should routinely review the content of the website and other publicity material to ensure it is always complete and that there are no discrepancies.

The provider should consider introducing a publishing policy to ensure all material is scrutinised and approved in order to eliminate errors before publication.

The provider should consider how feedback data can be statistically analysed and presented to identify more clearly, for example, strengths and areas for improvement in the different services and programmes provided.

Curriculum plans should be reviewed at least annually to ensure they remain compliant with any changing requirements from the awarding body or industry. This process should be recorded.

The provider should consider how the questioning techniques used by trainers in classes should be developed further.

Participants would benefit from a greater range and depth of local information being made available.

The complaints procedure would benefit from being reviewed to identify the stages more clearly.

ISA should ensure a lease is signed and that premises are secured to avoid any disruption to programme delivery.

The provider should consider ensuring access to the premises is routinely restricted when the administrator is not present.

The provider would benefit from having a company sign at the front edge of the forecourt to enable visitors to identify the premises more easily.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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