BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT/TEACHING
(Short Course Provider)

PROVIDER: Glasgow Maritime Academy

ADDRESS: 101 Abercromby Business Centre
279 Abercromby Street
Glasgow
G40 2DD

HEAD OF PROVIDER: Captain Vinil Gupta

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 31 October–1 November 2023

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 25 April 2024

PART A – INTRODUCTION

1. Background to the provider

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

The Provider was established in 2013 by a group of highly qualified Master Mariners in response to a growing industry need for a high-quality training establishment.

GMA is located in a modern business centre in central Glasgow and currently occupies the ground and first floors. The first floor is used for administrative offices, staff rooms, training rooms, including an advanced Navigation Bridge Simulator room, and recreation areas. The ground floor is a practical workshop space for programmes that require physical simulation resources. Training courses are delivered on site at the Provider's head office premises and online.

The Provider's aim is to provide high-quality training at competitive prices with the most contemporary teaching methods available in the marine industry.

GMA is a limited liability partnership, comprising the Director and Managing Director. The Director holds a non-executive role in the company. The Managing Director, who leads all aspects of the organisation, is supported by a Quality and Virtual Learning Manager, two Curriculum Managers, a Training Co-ordinator, a team of full- and part-time trainers and an Administrator. The Provider outsources the management of Human Resources (HR) and health and safety.

Since the last full inspection in 2018, the Provider has made some changes to the general staffing structure, recruited some new staff and is also offering some new programmes. However, the senior management structure remains the same.

2. Brief description of the current provision

GMA is an approved training provider of the Marine Coastguard Authority (MCA), the Nautical Institute (NI) and the Department for Transport (DfT). The approval status allows them to deliver short courses with content regulated by each organisation. It also offers courses that prepare participants for MCA oral examinations in the subject areas of deck, engine, yachts, and fishing.

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

At the time of the inspection, the Provider was delivering two in-person courses, the first is called Company Security Officer, and the second course is part 2 of the Approved Engine Course. GMA was also running an online preparatory course for the Deck Officer Oral Examination.

At the time of the inspection, there were 22 full-time participants registered, all over the age of 18. Five participants were attending courses delivered on site and 17 participants were attending online. For the participants attending on site, the majority were male, and all the participants were from the United Kingdom (UK) or Gibraltar. For the participants attending online, all where male with the majority were from the UK. Other countries represented were India and Kuwait.

The head office premises have a maximum capacity of 108 participants. Each course has a maximum capacity that is defined by the course regulators. These range from one to 32 participants, depending on the specialist area of the programmes and the required access to resources.

The participants are graduates who are already employed in the marine industry. The majority are referred to the course they are undertaking by their employers.

Enrolment on all courses is scheduled according to participant demand throughout the year. There are entry requirements for courses as per Merchant Navy Training Board's guidelines. Examples of entry requirements include approved seagoing experience of 12 months or more, six months of bridge watchkeeping sea time supported by testimonials, MCA approved training and other such things. In addition, a thorough discussion takes place with all potential participants to ensure that they fully understand the course expectations.

3.   Inspection process

The inspection was conducted on site at the head office premises over one and a half days, by one inspector. Meetings were held with the Managing Director, the Quality and Virtual Learning Manager, one Curriculum Manager, the Training Co-ordinator, the Administrator, three trainers and a group of five participants. Training sessions were observed, and a tour of the premises was undertaken. Electronic documentation was scrutinised. All documentation requested was made available, and all staff participated helpfully in the inspection.

4.   Background to the supplementary inspection

The combined interim and supplementary inspection took place in response to staff changes and new programmes being delivered.

5.   Inspection history

Inspection type	Date
Full Accreditation	24–25 April 2013
Interim	7 July 2014
Re-accreditation	20–21 June 2017
Interim	9 July 2019
Re-accreditation	3 & 6–7 December 2021

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider.

1. Significant changes since the last inspection

Since the last inspection, the Provider has introduced a new role of Quality and Virtual Learning Manager, replaced one of the previous Curriculum Managers, and reduced the team of Curriculum Managers from four to two.

The Quality and Virtual Learning Manager supports the Managing Director in all areas of the business and has some responsibility for training. Both Curriculum Managers also deliver training. In addition, there has been some staff restructuring so that the previous Course Leader roles are no longer required.

The Provider has introduced nine new courses, eight of which are accredited by MCA and one that is accredited by DfT. It has discontinued one course that was accredited by NI. Their current offer is now 35 training courses, with approximately 37 per cent being delivered online.

2. Response to action points in last report

7.6 A single report must be compiled at least annually that includes the results of the Provider's performance reviews and an analysis of appropriate data, including participant feedback and action plans.

This action has been met. A single quality improvement report is compiled each year based on a review the Provider's performance. It includes the collation of staff and participant feedback. The report has a clear action plan to review previously identified and future improvements. This process ensures that the Provider's performance is evaluated effectively.

7.7 Action plans must be implemented and regularly reviewed, with outcomes reported to management.

This action has been met. All internal audit reports include action plans that are submitted to the Managing Director for review. This ensures that senior managers have regular oversight of internal quality assurance and are able to closely monitor all action plans.

3. Response to recommended areas for improvement in last report

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

This recommendation has been implemented, as the new staff structure is now reflected in the Provider's organisation chart, which includes administrative staff.

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

This recommendation has been implemented, as the new staff structure and related roles and responsibilities are reflected in the job descriptions for all staff, including administrative staff.

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

This recommendation has been partially implemented. There is now a formal system in place to document training session observations for in-person courses, but this is not currently formally documented for online training sessions.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider is effectively managed. There is an up-to-date and clearly documented management structure that is well understood by all staff.

The members of the senior management team are highly qualified and experienced and have a clear vision for the Provider, its staff, and participants, which enables them to manage the organisation effectively.

Meetings with staff and evidence of regular communications, such as calendars, agendas, and minutes of meetings, confirmed the presence of an effective, close-working curriculum team.

The job descriptions of all staff have been recently reviewed and updated in response to the changes in the organisational structure of the curriculum team. All staff roles and reporting hierarchies are clearly documented, and this ensures that all responsibilities are well understood across all levels of the Provider.

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

4.2 Teaching, Learning and Assessment (supplementary inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report.

8. Course management is effective

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

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

Comments

The highly qualified and experienced Quality and Virtual Learning Manager and two Curriculum Managers are responsible for course delivery and the management of the small team of full- and part-time trainers. A review of job descriptions and meetings with staff confirmed that this responsibility is well understood.

The Training Coordinator supports the Quality and Virtual Learning Manager to ensure that training sessions are effectively timetabled, and rooms are allocated appropriately for the courses offered. Meetings with

participants and trainers and training session observations confirmed the process to be well-planned and implemented.

The allocation of trainers to courses provides a consistent learning experience for in-person and online participants. Training delivery is monitored by the Quality and Virtual Learning Manager and Managing Director to ensure consistency across all provision. The process is inclusive of staff and participant feedback.

Training course materials are designed and produced by the Curriculum Managers and overseen for quality purposes by the Quality and Virtual Learning Manager. The process includes adhering to the requirements set out by professional bodies of the industry and internal standardisation across the provision. Training course materials are finalised and published well in advance of any training course commencing.

The staff handbook and job descriptions confirm the appropriate procedures for the acquisition of training and learning resources. These procedures ensure that all trainers have access to the appropriate quantity and quality of resources for effective delivery.

A review of training materials and participant feedback confirmed that course materials are current, comprehensive, and accessible in a range of formats to support participants' learning needs.

---

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

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

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

Comments

Most training course content is determined by the external professional body's requirements. For those that do not have certification from a professional body, courses are designed by the members of the senior management team, who are all highly qualified and experienced in the marine industry.

All training course design and content are reviewed and revised before delivery to ensure that they reflect current knowledge and practice.

Some training courses require internal assessments to allow certification from the external professional body, which may be required to meet the needs of participants' employers. In these cases, courses are designed in ways that allow participants to develop the knowledge and skills required for assessment. For example, delivery plans are mapped to the specific knowledge and skills required for the assessment. Observations of training sessions and reviews of course planning confirmed this process to be effective.

No training course requires a specific level of study.

Course materials are well presented and comprehensive to enable participants to achieve the course objectives. Materials are provided in digital and hard-copy formats to support participants' learning preferences.

The training courses are subject to an awarding or examination body.

Training courses are designed to ensure that participants are encouraged and enabled to develop independent learning skills. Examples include additional learning materials suggested by trainers, as well as opportunities to revisit training session content outside the scheduled sessions. Participants confirmed that these processes support them effectively in achieving their personal and work-related learning objectives.

The participant recruitment process is thorough and includes communications with subject-specialist staff to ensure that participants are fully aware of the course content and expectations. This process ensures that the academic and professional backgrounds and any support needs of participants are carefully considered in the planning and design of training courses.

The training materials are also reviewed and revised in response to participants' support 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 allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Trainers are highly qualified and experienced, which allows them to deliver course content effectively. Training session observations and participant feedback confirmed that the pedagogic and communication skills of trainers are also effective.

As training courses depend on current industry knowledge and experience. The trainers are well-supported by the Provider in their Continuing Professional Development (CPD). This includes meeting the CPD needs of senior management.

Internal training session observations also support the development of pedagogic techniques for both in-person and online training sessions to enhance the learning of participants. The titles for the observation documents are inconsistent as the observations are undertaken by the Quality and Virtual Learning Manager, rather than a peer observer, as is currently stated.

Trainers are well-informed about the different backgrounds and particular support needs of participants for all training courses, allowing them to be well-prepared for the delivery of training sessions.

Observations of training sessions and participant feedback confirmed that trainers employ effective strategies to involve all participants in training sessions. The observations also demonstrate that the trainers are

effective in checking participants' understanding of industry requirements, subject terminology, and course content. This process is highly effective and meets the participants' needs well.

11.   Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

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

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

Comments

Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored. Where there are internal assessments, these are included in the training courses and details are provided in advance to participants and trainers.

There is no ongoing assessment requirement for any training course. However, training session observations confirmed that effective links to theory and opportunities for practical skills application in training sessions effectively support the internal practical assessments.

Practical assessment outcomes are effectively monitored by trainers to enable the identification of participants who are not making satisfactory progress. Prompt intervention in the form of a resubmission opportunity at no additional financial cost takes place if required. This process is understood by staff and supported by the Provider's policy. Not all participants were clear about the resubmission guidance if they do not pass an internal assessment as this guidance is communicated at the induction stage and not during the course delivery.

Training courses do not require participants to have a target level of achievement.

Owing to the nature of the training courses and the differentiated specialist subject areas, it is not possible to provide support and/or advice on alternative programmes.

Feedback is communicated to participants in groups and on a one-to-one basis in every training session. As course numbers are generally small, this process is highly effective. The process also frequently allows opportunities for trainers to respond to the specific, work-based experiences of participants.

Participants have appropriate access to trainers outside the scheduled course delivery times. Examples include additional time allocated on the premises, additional time allocated for online meetings, e-mails, Short Messaging Service (SMS), a group-chat facility and telephone calls.

The Provider considers plagiarism to be a high priority because participants must have the required knowledge and practical skills on completion of training courses to work in the industry. It takes appropriate steps to identify and discourage cheating and plagiarism and to penalise offenders if needed. This process is supported by the Provider's policy and communicated to participants at induction.

No training courses have a coursework or revision period requirement.

No training courses have a work submission deadline requirement.

---

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

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

Comments

---

13. **There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☒ NA	
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☒ NA	
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☒ NA	

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

Comments

All courses delivered are approved by external professional bodies, which are not awarding organisations.

Meetings with participants confirmed that the training courses, including the formative assessment process, are greatly recognised in the marine industry and therefore enhance participants' employability.

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

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

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

Comments

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

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

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

Comments

4.3	Participant Welfare (spot check)

The standards are judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Quality and Virtual Learning Manager is responsible for participant welfare for both in-person and online training programmes. The Quality and Virtual Learning Manager is supported by experienced Curriculum Managers, who are trained to provide information, advice, and guidance, as well as other relevant pastoral support.

The Curriculum Managers also provide all participants with detailed information, advice, and guidance prior to any course commencing.

The Training Co-ordinator responds to any enquiries efficiently and promptly by means of e-mail or a telephone call before participants apply or register for a training course.

All participants receive an induction for their training course. This is a standardised activity that can be amended to suit participants' requirements and the delivery method. The process includes the distribution of a handbook to all participants that includes all policies to ensure that participants are aware of the Provider's regulations and know that any discriminatory or abusive behaviour is unacceptable.

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

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

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

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

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

Although the training courses do not have the requirement of a formal social programme, the Managing Director and curriculum team provide all participants with appropriate information regarding opportunities or events that may be of interest based on their academic, professional, and subject interests. These could be in the local area for in-person participants or via online access for all participants.

4.4	Premises and Facilities (spot check)

The standards are judged to be:　　　　　　☒ Met　　☐ Partially Met　☐ Not Met

Comments

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

The head office premises provide a safe, secure and clean environment for staff.

There is appropriate, secure access to the head office through the main building reception area on the ground floor. General guidance on health and safety is provided to staff and visitors on arrival, and there are clear notices and signage regarding fire and other health and safety procedures throughout the building.

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

The Provider has access to training rooms on the ground and first floors that can easily accommodate various numbers of participants and trainers. The training rooms are well-equipped and allow for effective delivery of a range of training methods, including practical workshops.

Staff and participants have access to suitable additional facilities at the head office, including office space for staff, communal break-out areas and private meeting rooms. All rooms are secure, allowing staff and participants to safely store their personal belongings.

4.5	Online, Distance and Blended Learning (supplementary inspection)

The standards are judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider has a suitable management structure in place to manage, staff and administer online courses.

There is a data collection policy that clearly outlines how the Provider seeks to protect the personal data of employees, members, suppliers, and other individuals for business purposes.

There are effective processes in place that enable the Provider to verify the identity of participants. Participant data is securely stored on the Provider's online database, which includes application and registration details.

Each session of any online training course has an electronic register that is taken by the trainer and is accessible to the Training Coordinator, who is responsible for monitoring any absences.

All course content is reviewed by the Quality and Virtual Learning Manager before any online delivery to ensure that resources are accurate and accessible.

The Managing Director leads all online course management and is appropriately supported by the Quality and Virtual Learning Manager and Curriculum Managers.

All staff involved in training are suitably qualified and experienced in their fields of expertise. They have all undertaken training, making use of the Provider's online applications that are used for delivery. This ensures that training courses are delivered to a high standard.

The Managing Director ensures that all participants have a consistent learning experience by allocating a small number of trainers to each course. The Managing Director works closely with the trainers to ensure that varied delivery methods are used to enhance the online learning experience and to ensure that all participants are engaged and responsive. Training session observations confirmed this approach to be effective.

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

The Managing Director works closely with the Curriculum Managers and trainers to standardise the online course content. The content is coherent and includes a range of learning resources. The range of teaching methods ensures that participants receive a varied and interactive learning experience.

Trainers clearly demonstrate a valid understanding of the special challenges and demands of the delivery of online training courses. Staff work hard to undertake ongoing research regarding effective approaches to online delivery and also frequently peer observe and share good practice. This ensures that training courses are fit for purpose for the subjects and method of delivery and demonstrate a good understanding of the Provider's ethos and values.

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

The enrolment process is sufficiently detailed and clearly documented. Initial communications clearly state the level of digital literacy required for any training course, and this is also communicated as part of the Provider's marketing information.

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

Participants are supported by a range of appropriate staff, including a technician, throughout their online courses and outside the scheduled sessions as needed.

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

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

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

4.6   Compliance Declaration

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

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Strengths

An experienced administrative team ensures that communications with potential applicants are efficient and focused on each course's specific content and individual participant needs.

Participants have access to the latest industry-standard facilities, specialist equipment, technology and high-quality teaching and learning materials to ensure their learning experience is current and prepares them for career progression.

High levels of subject knowledge from trainers and small class sizes ensure that participants receive an up-ot-date and specialist learning experience to support their individual needs and preparation for assessments.

Participant feedback is collated and analysed after every course to ensure that the Provider is using feedback to continuously improve.

ACTIONS REQUIRED

None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that a consistent system be implemented to formally document online training session observations.

It is recommended that the Provider adopt a more formal title for the observation documents as these are undertaken by the Quality and Virtual Learning Manager, rather than a peer observer, as is currently stated.

It is recommended that information regarding resubmission opportunities is communicated to participants during the course delivery and not just during the induction stage.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

THE INSPECTION WAS CARRIED OUT BY:

Lesley Davis	Lead Inspector