

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Royal Botanic Gardens, Kew

ADDRESS: Kew Gardens
Richmond
Surrey
TW9 3AB

HEAD OF ORGANISATION: Mr Richard Deverell (Director)

DATE OF INSPECTION: 25 - 26 May 2016

ACCREDITATION STATUS AT INSPECTION: 30 June 2016

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 14 Jul 2016

1. Background to the organisation

The Royal Botanic Gardens, Kew (Kew or RBG Kew) is a major scientific institution concerned with plant science research and conservation. Its mission is “to be the global resource for plant and fungal knowledge, building an understanding of the world's plant and fungi upon which all our lives depend.”

Founded in 1759, Kew's historical base is the world-famous botanic gardens in Kew, London (Kew Gardens), where the principal plant, herbarium, library and archive collections, and most administration and research are centred. Kew Gardens houses the world's largest collection of living plants, the pre-eminent collection of preserved plants, and leading plant science laboratories. On 3 July 2003 the Royal Botanic Gardens, Kew was officially inscribed on the list of World Heritage Sites by UNESCO. In addition, Kew operates a sister estate at Wakehurst, leased from the National Trust. Wakehurst, in Sussex, is also the location of the Millennium Seed Bank (MSB), where seeds from threatened and ecologically important plant species from around the world are conserved. Working with its network of partners across 50 countries, the MSB contains seeds from around 17% of the world's wild plant species.

Kew is engaged in extensive education and public engagement activities, which include: programmes for one-day visits by approximately 85,000 school students each year, as well as by university undergraduates and postgraduates; one-day or two-day courses for the general public; professional development for teachers; the very highly regarded Kew Diploma, a three-year programme of study and practice for Kew employees engaged in plant cultivation; and apprenticeships, internships and research degrees, as well as an MSc in Plant and Fungal Taxonomy, Diversity and Conservation offered in partnership with Queen Mary University of London. Kew also participates in three Doctoral Training Partnerships coordinated by Imperial College London, University College London and the University of Oxford. Around 22,000 days of adult training are provided each year. As the gardens and collections at Kew and Wakehurst Place have a general educational role, there are display materials and other means which inform and educate visitors.

As one of the leading institutions of its kind in the world, Kew has traditionally received visits from professional colleagues from many countries with interests in research, plant cultivation or conservation, or aspects of botanic garden management and operations. Responding to increasing interest in such visits, including by Kew's collaborators in research and conservation in other countries, it has established a suite of professional development courses of up to three weeks in length. These provide opportunities for students to learn from and interact with each other and with experts at Kew and from other institutions, to use Kew's extensive facilities and to visit other relevant institutions within the UK. These programmes provide a much richer, diverse and structured programme than could previously be arranged for individual visitors, for whom more ad hoc arrangements were made. This suite of courses is now described collectively as Kew's specialist training programmes.

The first of these specialist training programmes was offered in 1987, and additional courses have been developed over the years. The courses are organised and delivered by Kew staff. They take place at Kew Gardens and Wakehurst Place, including the MSB. Students on these courses include Kew's own staff, university researchers, and those engaged in work in conservation, museums, botanic gardens and related areas in the UK and other countries. The diversity of students, including representatives from the Commonwealth and other countries, is an important aspect of the richness and value of the courses.

The Kew short courses are wholly postgraduate in level, given that they demand a body of prior knowledge and experience. Kew is overseen by a board of trustees and headed by the Director.

2. Brief description of the current provision

There have been significant changes in policy, delivery and provision since the last inspection of May 2012. Kew's Science Strategy, published in 2015, explicitly recognises Kew's responsibility to share its knowledge, skills and expertise to address the skills gap in taxonomy, systematics and plant conservation. One outcome has been the inauguration of an MSc in Plant and Fungal Taxonomy, Diversity and Conservation (see above), in partnership with Queen Mary University of London. Another recent addition to Kew's portfolio of specialist training courses is the Applied Plant Taxonomy, Identification and Field Survey Skills course which is supported by the Natural Environment Research Council. The International Diploma courses are currently in abeyance and are unlikely to be repeated unless a financial sponsor can be identified. A new business case for the Botanical Nomenclature course is under development, and a significant number of enquiries from potential participants has been received.

3. Inspection process

This inspection was conducted over a period of two days by one inspector. The inspection did not include a visit to Wakehurst as, at the time of the inspection, no teaching was being undertaken at that centre. It was understood that the facilities and premises there remained as described in the previous report.

During the inspection meetings were held with members of the senior management team (SMT) responsible for the management and delivery of the provision at both Kew and Wakehurst; course managers; specialist training coordinators; and other administrative staff. Meetings were also held with a representative group of students attending the course currently in operation.

Overall, three classes were observed involving four different tutors. At the end of the inspection an informal oral report was given to members of the SMT.

4. Inspection history:

Inspection type	Date
Full Accreditation	11 - 12 May 2011
Interim	10 May 2012

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

There is an organogram in place which clearly outlines and defines the management structure. It is clear that many tutors undertake administrative tasks alongside designated administrators. All are excellently qualified to undertake the tasks they have been set including the responsibilities under the National Heritage Act 1983. Internal communications appear to be well managed and course management groups meet at least twice a year as do Strategic Output groups.

A one year MSc programme has recently been produced in conjunction with Queen Mary University of London. Several of the tutors on this course are also responsible for the delivery of short course, training programmes. Tutors meet to discuss course outcomes and to review deficiencies where appropriate. Such meetings enable more effective management of programmes to be implemented.

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 administration of the programmes is well managed and documented. As requested during the previous inspection, application forms have been simplified. However, although clear instructions relating to disabilities are contained within the Kew website and relevant brochures, application forms should contain a small section to this effect.

Job descriptions and CVs are clear and give an indication of the high quality of personnel required.

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 provider employs appropriate managerial administrative staff. Three administrators have been appointed to assist short course organisers who are also responsible for certain aspects of course administration.

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

The Kew Science web pages give a clear picture of the curriculum. These are well supported by the web pages for collections, the library, art and archive web pages. Recent changes to the curriculum have been initiated in the response to update and upgrade provision generally. As noted elsewhere, this curriculum is delivered by exceptionally well qualified tutors who have international recognition in their specialist subject areas.

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. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No 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. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

The students recruited are of the highest quality, almost all being graduates or with meritorious backgrounds in appropriately related areas of present or previous employment. Several Kew staff attend these courses on the basis of their need for further specialist training such as broad plant identification and tropical plant identification.

Skype interviewing of international students is not currently undertaken but is under consideration.

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. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

The nature of the student body is such that a mature and specialist group is assembled for each short course. There is a clear policy to the effect that all students should attend at all times. Students sign in at the reception for health and safety purposes and there is a "key card" to open each relevant door in the buildings. Unexplained absences may be followed up by course coordinators. There is no electronic record of attendance so that an immediately accessible record cannot be accessed. Such a record must be maintained to satisfy external requirements.

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 summaries are produced by course coordinators and amendments may be made to courses in response to participant feedback. Further monitoring takes place via the Strategic Output Group for Training.

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

There is a regular performance review by Defra and via other internal mechanisms such as Health and Safety reports, staff surveys and financial dashboards. These reports are well maintained electronically.

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

Clear timetables are maintained and consistency in delivery is closely monitored. As indicated above, the resources in the library and scientific equipment resources and plant collections are of the highest quality. The curriculum is delivered by highly qualified and trained specialists.

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 type="radio"/> Yes <input type="radio"/> No <input checked="" 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

The courses are planned appropriately to meet stakeholder requirements such as those of partners and sponsors e.g. Field Survey Skills and Tropical Plant Identification. Whilst there are no formal assessments, Identification Tests are held at appropriate intervals such as at the end of the first and second week of courses. Thus students can develop their skills and monitor their own progress. All students receive a certificate of course completion.

It is noteworthy that some students indicated that it might be appropriate to adopt a CPD point system for completion of a course or for a graded award to be made. This is a matter which might usefully be discussed by members of the senior management team.

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

The specialist knowledge of all involved with the delivery of courses is of the highest quality. Many have had long careers at Kew and are able to share their skills with students.

The Office of Science Directorate is investigating the need for further training in teaching methods.

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

The library and computer facilities are of an excellent quality. The herbarium and other facilities at Kew are of the highest quality.

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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 _____

On-going support may also be received after the course has ended.

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 _____

This is not appropriate for courses of this nature (see above).

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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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 _____

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 _____

All administrators and course organisers are available to address any considerations relating to the welfare of students. These levels of support are outlined in course details, brochures and welcome presentations. Equal opportunity, disciplinary and grievance procedures are clearly outlined in appropriate documentation.

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

All such information is given in pre-course documentation and brochures. Students also have access to specialist training intranet pages.

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

Students are not advised of BAC's complaints procedures. Such advice must be contained within all course brochures.

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

There are study-bedrooms available for students at the MSB (not visited during this inspection), previous evidence would indicate that such accommodation is of a suitable standard.

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

Advice relating to local hotel and B&B accommodation in the region of Kew is given to students.

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

For the most part the students support each other socially. However, the intensity of the courses at Kew and the lack of residential accommodation make this more difficult. The students seen were of the view that residential accommodation at Kew would enhance the quality of the learning programme and enable them to discuss matters in greater detail with their colleagues.

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

As noted above, the premises and facilities used by students are of an excellent quality. The premises are secure, well decorated and maintained and all appropriate health and safety measures are undertaken.

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

See above; there are also reception staff and night security personnel working in the Herbarium. Noticeboards are sited in all buildings.

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

These provide appropriate teaching areas for students and teaching staff. The maximum course size is 16 students which allows teachers to undertake the teaching of skills in an appropriate manner. Teaching accommodation is well supported by the additional facilities outlined above.

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

See above.

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

Well outlined, key strategies culminating in appropriate outcomes.

A worldwide reputation in highly specialised areas relating to tropical plants; applied plant taxonomy; and seed conservation techniques.

Highly qualified specialists with worldwide reputations which enable the delivery of courses of high quality.

Access to specialist learning resources of the highest quality.

A caring and committed teaching staff who maintain a close and specialist relationship with students.

Outstanding links with partner organisations from many countries around the world.

Actions required	Priority H/M/L
6.2 - The provider must maintain an e-based record of attendance so that immediate access to attendance records can be maintained.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Highly qualified, specialist teaching staff.

The close rapport between tutors, administrators and students.

Well qualified, mature students who are keen to participate in the learning process and the development of their skills.

Well-designed curriculum.

The ability of students to assist each other in the learning process.

Testing at appropriate intervals so that students can monitor their own progress.

Learning resources of the highest quality.

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

PARTICIPANT WELFARE

Provider's strengths

Appropriate induction for all students both prior to and post-enrolment.

The previous work experience of students and their consequent maturity in relation to such matters as health and safety.

Actions required	Priority H/M/L
19.3 - Participants must be advised where appropriate of BAC's own complaints procedures.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Clean and well maintained teaching facilities.

Appropriate rest room facilities which enable tutors and students to get together to discuss relevant matters.

High quality library, IT and other learning resources contained in appropriate surroundings.

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 design and implement application forms, that request potential students to outline any known disabilities and collate this information so that it can be used effectively.

It might be appropriate to adopt a CPD point system for completion of a course or for a graded award to be made. This is a matter which might usefully be discussed by members of the senior management team.

COMPLIANCE WITH STATUTORY REQUIREMENTS

All statutory requirements are complied with in the most professional manner.