

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: Fire Service College

ADDRESS: London Road
Moreton-in-Marsh
Gloucestershire
GL56 0RH

HEAD OF INSTITUTION: Mr Darren Bance

DATE OF INSPECTION: 13-14 March 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 25 May 2017

1. Background to the institution

The Fire Service College (the College) was established in 1974 and operated within the Department for Communities and Local Government, until 28 February 2013. It then became a limited company owned by Capita Public Limited Company.

The College currently has 91 permanent staff, four temporary staff and 143 Associate Tutors, who are self-employed. It is based in Moreton-in-Marsh, in the Cotswolds where it has a 365 acre site and where it delivers the majority of its provision.

The College receives strategic input from Capita Division, which is comprised of the Capita Divisional Director and Managing Director. Strategic input also comes from a College Engagement Forum, which is comprised of the College's Managing Director and Finance Director, the former Chief Fire and Rescue Advisor to the Government and now College Chairman, Chief Fire Officers and representatives of the Chief Fire Officers Association and Local Government Association. The College also works with the Joint Emergency Services Interoperability Programme (JESIP) and a broad range of partners to ensure that the training reflects and supports current and developing operational guidance.

The Executive Group and the Senior Management Team (SMT) take overall responsibility for setting the direction and taking operational responsibility for the College.

Capita oversees all investment and determines aspects of financial, human resources and business operations. Over recent years, there has been a major reinvestment in the facilities at the College.

2. Brief description of the current provision

The College offers a wide range of courses, which are delivered in one of the world's largest operational fire and rescue training facilities. The College specialises in fire and emergency response training. It designs and delivers training provision to meet the needs of clients in both the commercial and public sectors. Some of the courses are also customised to meet specific client requirements. The training is based on National Occupational Standards.

Whilst the College offers some courses of two years' duration, the majority of courses are short courses. It currently offers over 100 short courses. Most are less than six weeks in duration. Students can enrol for a series of short courses. There were over 5000 short course enrolments in the last year.

The College works with a range of appropriate accrediting bodies.

The provision for international students has continued to grow over recent years. Bespoke courses, of up to two years' duration, have been delivered, mainly to clients from the Middle East. To reflect that activity, signage is provided in both Arabic and English.

It is a requirement that students on a small number of the Colleges' courses undertake the newly developed and relevant e-learning course, that underpins the knowledge and understanding provided by the on-site course. The e-learning material is a mandatory part of these courses. It is aimed at equipping students with the knowledge and skills, that they will need in the practical part of the on-site course. This modular approach is aimed at allowing students to learn at their own pace and at their own convenience. It also enables them to revisit and refresh individual modules, if required.

The assessments, that form part of the e-learning package ensure that the student has grasped the theory and concepts that support the practical learning, which takes place at the College.

3. Inspection process

The inspection was undertaken by two inspectors over a two day period. The inspection included a review of the website and meetings with a range of stakeholders including tutors, students, management and administrative staff. It also involved an examination of students' marked work, observation of classroom teaching and a tour of the wide range of facilities, including accommodation and the extensive incident ground used for experiential learning. In addition, the documented administrative and management procedures were considered. The additional facilities based in Wales were not visited.

4. Inspection history:

Inspection type	Date
Full Accreditation	30 - 31 March 2009
Interim	16 June 2010
Re-accreditation	8 - 9 October 2013
Interim	17 June 2015

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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

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

Comments

The management structure has changed. A broad senior management team, which involves senior managers from across the different areas, has been established. The change has had a positive impact on the quality of the management.

Communication is facilitated efficiently and effectively between the senior management team and other colleagues, through regular meetings, briefings and a newsletter on the staff intranet.

2. The administration of the institution is effective

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

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

Comments

Administrative staff have clear guidelines, regarding the scope of their roles and responsibilities. The guidelines are provided in the Capita Staff Handbook and as part of information resources, which are available on an on-line information sharing site.

Policies and procedures are clearly documented and communicated effectively to the staff.

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

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

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

Comments

Recruitment of all staff is facilitated by the Capita human resources systems and processes, which ensure that appropriate staff are in place to fulfil the management and administrative functions. Standardised recruitment processes follow clear criteria and guidelines.

The clear and appropriate performance management mechanisms are set out in the Staff Handbook.

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

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

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

Comments

The College makes use of a printed prospectus, which provides good initial information about the location, facilities and open courses. This is supplemented by an excellent website which provides more in-depth information for prospective students and stakeholders.

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

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

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

Comments

Students are aware of the requirements of the courses and the level of prior skills and knowledge required.

The majority of students currently work in the fire and rescue sector and are sponsored by their fire service to attend relevant courses.

The use of interpreters facilitates non-English speaking students to access the courses.

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

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

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

Comments

Attendance is recorded each day and is appropriately logged. Any non-attendance is actively followed up.

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

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

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

Comments

Feedback is gathered from students on all courses. It is reviewed and changes are made to courses as a result of both student and employer feedback.

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

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

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

Comments

The SMT has responsibility for the overall operation of the College and maintains effective oversight, through relevant committees and meetings. It implements agreed actions, where appropriate.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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

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

Comments

Course directors take responsibility for the delivery of courses, which may be delivered by a number of different Associate Tutors. This is because many of the courses require multiple tutors for safety purposes.

Appropriate computer software is used to ensure that the necessary facilities and resources are available.

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

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

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

Comments

The content of the majority of the courses includes a session, which provides an understanding of the principles of the particular aspect being covered. This is followed by a skills based period of experiential learning, during which students receive instant useful feedback on their performance.

In the vast majority of cases, courses are identified, by the student's employer, as being appropriate to their individual career development.

Each course has clear stated learning objectives.

The current course planning template does not outline any prerequisite skills.

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

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

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

Comments

Associate Tutors are appointed because of their expertise and up-to-date knowledge. They are contracted to undertake specific courses.

All staff are required to undertake an appropriate amount of Continuing Professional Development (CPD) activities.

A procedure has recently been introduced, which requires the annual completion of a CPD activity form, which includes information arising from teaching observations. This form provides a component of the evidence for the annual performance review. Unsatisfactory performance or failure to actively engage in CPD will result in an individual not being contracted to work in the future.

All new teaching staff have to complete initial teacher training to ensure basic pedagogic techniques are mastered.

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

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

Comments

The wide-ranging and large amount of resources available are a strength for the College.

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

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

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

Comments

Students use Learning Performance Reports to record their personal reflections on their learning. These reports are graded by the tutors. As a result, the monitoring of students' progress is regular and the process is regarded as secure by the awarding bodies, with which the College works.

A minority of assessments are undertaken by students once they have returned to their workplace. The approach used to ensure the integrity of the assessments undertaken in this way and to detect cheating or plagiarism is under developed.

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

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

The College works with a range of appropriate accrediting bodies.

Courses are designed to meet the specific skills requirements for each level within the Fire Service.

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

- | | | |
|------|---|--|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. | <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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

A number of courses are designed to meet national guidelines and, during the design stage, there is external input to the course specification.

A number of the courses offered may be taken together in a sequence, to form a themed approach to a particular aspect of the work of the fire services, such as aircraft incidents.

Whilst there is external input into student assessment for the unaccredited courses, the process is under-developed.

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

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

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

Comments

The College complies with the awarding bodies' requirements for the security and administration of assessments. There have been minor administrative issues relating to the recording of students' achievements of the learning outcomes by the accrediting bodies.

Procedures for securing examination papers and releasing them for invigilation are well developed.

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

- | | | |
|------|---|--|
| 17.1 | Students have access to advice from appropriate staff member on further study and career opportunities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.2 | If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. | <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

The vast majority of students are in full-time employment. Therefore, careers advice is provided by their employers.

Due to the nature of the sector, there is a wide range of national guidelines relating to the acquisition of relevant skills. The provision is structured appropriately for the sector, to which it relates.

The tutors and the sales team will offer advice additional courses and provide support when requested.

INSPECTION AREA - STUDENT WELFARE

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

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

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

Comments

All students receive full joining instructions and appropriate advice before they arrive.

On arrival, there is an induction process, of an appropriate length, which is commensurate with the length of the course. There is a significant focus on health and safety in this briefing. Physical fitness is regularly tested and confirmed through many of the training activities.

The courses are residential and there is always appropriate out-of-hours support for all students during their stay.

Each student is issued with a Guest Handbook, which includes detailed information, for example on emergency procedures.

19. International students are provided with specific advice and assistance

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

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

Comments

International students are provided with sufficient information and receive a well-structured induction.

Interpreters are used, when required, in order to ensure communication is clear.

The website does not have any specific information for international students.

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

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

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

Comments

The Guest Handbook outlines the complaints procedures and the website includes BAC's complaints procedure. However, the BAC complaints procedure is not included on the students' learning portal, where it would be more visible.

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

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

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

Comments

The courses are provided on a residential basis. Considerable investment has taken place, since the last full inspection, to upgrade the accommodation. As a result, good quality facilities are available which include access to laundry and kitchen facilities as well as a restaurant and bar.

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

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

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

- 23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 23.2 The social programme is responsive to the needs and wishes of students. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. Yes No NA
- 23.4 Any activities organised by the institution 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

There is a wide range of leisure and sporting facilities provided and students are given an appropriate briefing on these.

INSPECTION AREA - PREMISES AND FACILITIES

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

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

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

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

Comments

Whilst the resources available on site meet requirements, there is provision for the use of external facilities, for example a range of locations in Wales, which are used for courses relating to water based activities. Therefore, the College hires specialist facilities from other providers, when required.

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

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

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

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

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

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

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

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

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

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

Comments

The College is highly focused on risk management and health and safety as part of its teaching and learning and as part of its general operational practice.

There are procedures, for accessing hazardous areas, which follow best practice.

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

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

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

Comments

The nature of the training provision requires access to extensive outdoor facilities, in addition to the carefully structured indoor teaching areas.

Much of the provision is skills based, which requires appropriate space for students to demonstrate their skills in fire fighting. This space is a particular strength, due to the large size of the site and the wide range of outside facilities.

27. There are appropriate additional facilities for students and staff

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

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

Comments

There are multiple locations where students and staff can engage in both study, relaxation and sporting activities.

The library also has a learning resources area, with information technology facilities for both British and international students, for example Arabic computer keyboards.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

Efficient and effective communication takes place between the senior management team and their colleagues.

Policies and procedures are clearly documented.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students are provided with excellent opportunities to develop and practice relevant skills.

There are very good systems for providing students with feedback on their performance.

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

STUDENT WELFARE

Institution's strengths

Student welfare plays a key part in the range of services offered to students.

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

PREMISES AND FACILITIES

Institution's strengths

The facilities at the College are extensive and well managed to ensure a safe learning environment.

Procedures for accessing hazardous areas follow best practice.

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

RECOMMENDED AREAS FOR IMPROVEMENT

The College should consider including a section, which sets out any pre-course skills requirements, in the course planning template.

The College should establish appropriate formal procedures for ensuring the integrity of the assessment, which is

undertaken by students at their workplace.

It is recommended that the College strengthens the external verification of student assessment for the non-accredited course provision.

The College should review the detail of the arrangements to record students' achievements in meeting learning outcomes.

The College should add an international section to its website, to facilitate a greater awareness of the College environment and the specific arrangements made for international students.

The College should provide information about BAC's complaints procedure in a location more visible to the students such as the learning portal.

COMPLIANCE WITH STATUTORY REQUIREMENTS