

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Academy of Forensic Medical Sciences

ADDRESS: Greenwich Public Mortuary
Miller House
3 Devonshire Drive
London
SE10 8LP

HEAD OF INSTITUTION: Professor Peter Vanezis

DATE OF INSPECTION: 21 & 25 March 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation withdrawn

DATE: 23 May 2019

PART A – INTRODUCTION

1. Background to the institution

The Academy of Forensic Medical Sciences (AFMS/the Institution), established in 2010, is a privately owned, not for profit company limited by guarantee providing training in Forensic Medicine and Forensic Medical Sciences. AMFS' offices and teaching facilities are based in Greenwich, London, United Kingdom (UK), with some teaching also taking place at Barts Medical School, Queen Mary, University of London.

The Institution is dedicated to furthering the interests of justice in society through the pursuit of excellence in education and training in the forensic medical sciences.

The Board of Directors is responsible for the strategy, finance, staffing and legal aspects of the Institution. The Managing Director, who is also the Principal of the Institution, is a recognised international expert in the field of Forensic Medicine. The Board of Directors is supported by an Academic Advisory Board consisting of 21 international experts in the field of Forensic Medical Sciences. AFMS has Memoranda of Understanding with a number of international organisations, such as the International Committee of the Red Cross, the University of Verona and the National University of Malaysia.

In 2018, AFMS moved its offices from Clerkenwell, London to the current premises in Greenwich. In 2019, AMFS introduced a distance learning Master's level course in Forensic Medical Sciences in collaboration with the University of Verona.

2. Brief description of the current provision

The Institution offers a number of courses using a combination of online and face-to-face delivery. Successful applicants for all courses are graduates in medicine, law, science or social science or have relevant vocational experience in forensic medicine. Current courses offered include the Diploma in Forensic Medical Sciences (DipFMS) which is a 60-hour course where course materials are delivered electronically. The Diploma in Forensic Human Identification (DipFHID) is an intensive one-week face to face course and the Diploma in Medical Jurisprudence Training is a modular two-year course including work experience with institutions in the UK and abroad. AMFS also offers an internal Diploma in Management of the Dead and a Fellowship in Forensic Pathology and Human Identification. The Fellowship in Forensic Pathology and Human Identification is recognised by the Speciality Board of Medicine in Malaysia and enables pathologists with the Fellowship to become senior consultants. The Institution also offers a distance learning Master's in Forensic Medical Sciences to international students. This programme was developed by the Principal in collaboration with a colleague at the University of Verona.

At the time of the inspection, there were 82 students enrolled of which 61 were accessing the courses online. The majority of students are aged between 30 and 50 years old with approximately equal numbers of male and female students. The majority of students are UK residents. Other countries represented are Saudi Arabia, India, Romania, Malaysia, Germany, Canada and the United States of America (USA). There are no students aged under 18.

The Institution's academic year runs from October to April with enrolment opening in April for the following academic year.

3. Inspection process

The inspection was carried out by one inspector over two days. Five observations of teaching took place and the inspector met with teaching staff and students. Discussions were held with the Principal, Registrar and Administrator. The inspector scrutinised various documentation, both electronic and hard copy. Additional documentation was made available on request. The institution fully cooperated with the inspection.

4. Inspection History

Inspection Type	Date
Stage 2	8 April 2015
Stage 3	8 October 2015
Interim	14 October 2016

PART B - JUDGMENT AND EVIDENCE

The following judgments 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Managing Director is the owner of the Institution and the management structure of directors, administrators and advisers is clearly defined in the organisation chart and is appropriate for the size of the Institution.

The Managing Director is of international repute in the field of medical forensics and, therefore, is well placed to provide strong leadership for the Institution, for example, in instigating the recent partnership with the University of Verona.

As a small organisation, the staff of the Institution share office space so both formal and informal communication is highly effective. Effective communication with part-time and self-employed staff is by e-mail and telephone.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's administrative staff are well qualified and have clear roles that are set out well in detailed job descriptions. The job descriptions also state the support the administrative staff are expected to provide to the management. Administrative staff are well qualified for their roles, for example the Administrative Assistant is a former student of the Institution and therefore understands the context of the Institution.

The administrative staff are very clear as to their roles and the policies, procedures and systems that support them in their work. The administrative team is of an appropriate size for the Institution and the members work collegiately to

ensure that the Institution meets the needs of the directors, teaching staff and students. Additional expertise can be called upon when workflow requires.

Appropriate administrative policies and procedures are held electronically and curated by the Administrative Assistant.

There is an effective system for capturing and collating data on spreadsheets. These are securely stored by the Administrative Assistant.

3. The institution employs appropriate managerial and administrative staff

3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No

3.2 Experience and qualifications claimed are verified before employment. Yes No

3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff are family members of the Principal or alumni of the Institution. All hold qualifications appropriate to their roles and these are verified appropriately. Temporary administrative staff are employed under a suitable contract as required. As a close-knit organisation, staff retention is high.

Staff performance is reviewed effectively through regular discussions with the Principal, the outcomes of which are appropriately recorded. The staff commented that this is a positive process. Inspection findings confirm this view.

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 Institution's website provides comprehensive information on the range of courses and resources available to students.

4.1 The website requires updating in order to accurately reflect the recent move to a new location.

Course descriptors on the website are accurate as to course content, allowing applicants to make an informed choice as to the suitability of each course to meet their career aspirations.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements for each course, including English language abilities, are set at an appropriate level and made very clear in all publicity materials, including the website. Initial assessment, for example by telephone, confirms applicants' English language proficiency.

There is a formal application process in place. Student applications are carefully checked by the administrative staff and references obtained, particularly to ensure that prospective students have the necessary resilience to observe and undertake practical tasks in the area of the Institution's specialisms.

Students usually receive a response to their enquiries within 24 hours and discussions with the students confirmed that the advice given about courses as a result of their enquiry was very useful in helping them to make a decision regarding the most suitable course.

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

- | | | | |
|-----|---|---|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on student attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's attendance policy is very clear in that students are expected to have an attendance rate above 80 per cent in order to be certificated as attending and completing a course. Hard copies of attendance registers are kept for each session and absences followed up effectively. The measures to follow up on absence are rarely required given the commitment of the students and absences and lateness are rare.

Punctuality is expected for examinations and latecomers risk not being allowed to sit the examination.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution collects feedback from students formally through the use of feedback forms both online and in hardcopy, and informally by e-mail. This gives the Institution a comprehensive view of the student experience. Feedback from staff is obtained via informal discussions.

Feedback is obtained and analysed and actions are put into effect. For example, as a result of student feedback, lecturers now post information about their lectures in advance on the Virtual Learning Environment (VLE).

Stakeholder feedback and the Institution's response are recorded on the website.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a well thought out five-year strategic plan which briefly summarises anticipated developments in courses offered, student numbers, website development and recruitment. The strategic plan is supported by annual reports which effectively summarise student feedback and pass and retention rates. However, the Institution has no year on year analysis or formalised written action plans.

8.2 8.3 The Institution does not use formal action planning as part of its annual reporting and review to allow the Institution to measure its progress and plan on a year by year basis.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal of the Institution is the Academic Manager and ensures that teaching and learning is consistent and of the highest quality by careful monitoring of taught sessions and assessments.

Students are issued with timetables prior to the start of their course including details of the lecturer delivering each module of the course. Students confirmed they found the timetables very useful in preparing for the sessions. All classes are held in the Greenwich premises.

The Academic Assistant is responsible for the acquisition of any academic and teaching resources required by teaching staff. The procedures in this regard are effective and appropriate.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are well designed to cover all aspects of the Institution's specialisations and effectively prepare the students for their assessments.

Lecture titles clearly reflect the aims of each session and are supported, where appropriate, by appropriate learning outcomes displayed for students.

The majority of courses are not assessed via examination, however, formative assessments for assignments are submitted and returned with comments showing what the student can do in order to improve. Summative assessments do not have such detailed comments when returned to the students. Where students have the option to be examined by an external body, they are well supported in working towards the examination.

As students are adult professionals and are well equipped to work independently. Course work deadlines, though scheduled in advance, are flexible enough to accommodate the changing demands on students' time in their professional lives.

Lecturers are prepared for the fact that students come from a wide range of professional backgrounds and are able to accommodate the differences through skilful questioning.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teaching staff are drawn from a pool of highly qualified and experienced professionals so that each aspect of each course is taught by a specialist within the field. The majority of teaching staff are also experienced lecturers for other higher education and associated organisations so are confident in the role. Lesson observations consistently confirmed professional and high quality teaching. Thus, teaching is of the highest quality, with sessions being delivered effectively with high levels of professionalism.

Each taught session is observed by the Principal and video recorded and uploaded to the VLE. Thus, teaching staff are observed in every session and appraisal of teaching is a continuous process. This ensures that the highest standards of delivery are maintained.

Lecturers undertake Continuing Professional Development (CPD) as a routine part of their professional lives. In addition, lecturers request feedback on their taught sessions with a view to further developing their teaching skills.

As students come from a variety of professional backgrounds, lecturers are adept at tailoring their sessions to engage a wide range of audiences. However, the lack of activities in teaching sessions results in low student involvement in some sessions.

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

Students and teaching staff have access to wireless access and software to create presentations. Pens and paper are available for note taking should students require them. There are also specialist forensic facilities available in the Greenwich premises.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

For courses that include an examination, the details and dates of the examination are shown on the website. Exam specifications are available on the website and the date of the examination shown six months in advance. This gives students flexibility on planning their studies and revision periods.

Students identified as not making sufficient progress are made aware of the fact and are treated sympathetically. This process is managed effectively and students are supported with extensions, additional support, deferment or a transfer. The Institution works with under achieving students to ensure that, having accepted them onto a course, all students are given the maximum opportunity to succeed.

The Institution uses plagiarism software in order to identify any academic misconduct and the Principal is the Student Academic Misconduct Officer (SAMO). Instances of academic misconduct are rare, however, when they have occurred, appropriate action has been taken.

Feedback given to students on written formative assignments is excellent and shows the student what they need to do in order to improve. The feedback reviewed for formative assignments was constructive, individualised and engaged with the student's work.

Students are able to contact lecturers outside class time via the Academic Registrar who monitors such contact to ensure that the lecturers do not get overloaded.

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

14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA

14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA

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

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

Comments

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 RQF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

Students who attend the courses do so to further their career, diversify or specialise. Success rates show that students do achieve their aims after completing a course.

15.1 The Institution needs to show that its qualifications at Level 4 and above meet the national criteria for each level.

15.3 Not all assessments are subject to external moderation. External moderation would confirm that course delivery and assessment is of a similar standard to that of other higher education institutions.

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

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments

For the internal awards, examination materials are kept securely by the administration staff in Greenwich. Suitable appeals procedures exist, and details are found in the student handbook.

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 an appropriate staff member on further study and career opportunities. Yes No

17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

The Principal draws on his own extensive experience in the field of forensic medical sciences to offer students professional career advice before, during and after their course. Such advice is welcomed by the students.

INSPECTION AREA – STUDENT WELFARE

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

18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No

18.2 Students receive appropriate advice before arrival. Yes No

18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No

18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No

18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. Yes No NA

18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Yes No

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

Comments

The Academic Registrar is responsible for student welfare, however, has yet to undertake formal training in this area.

18.1 No staff members are trained in student welfare and guidance.

Students confirmed that they receive helpful advice before and on arrival to their course, such as the student handbook, course timetable, assessment guidance and a 24 hour contact number.

Comprehensive policies and procedures covering discrimination, abusive behaviour and radicalisation are available on AFMS's website.

19. International students are provided with specific advice and assistance

19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No

19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No

19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes No

19.4 Provision of support takes into account cultural and religious considerations. Yes No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International students interviewed were very satisfied with the quality of the induction and support offered by the Institution before and during their stay in the UK. This extends to legal advice inclusive of renting residential premises, advice about living in London, using public transport and medical advice.

Students confirmed that all staff are very approachable and international students are confident that they will get friendly help and advice which meets their needs. Inspection findings confirm this view.

Religious and cultural considerations are taken seriously, for example, in the provision of prayer room facilities.

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

Comprehensive contractual details and the complaints procedure are available in the student handbook and on the website.

20.3 No information is made available to students regarding the BAC complaints procedure.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
21.4	A level of supervision is provided appropriate to the needs of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
21.5	Separate accommodation blocks are provided for students under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

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

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

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

Comments

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

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

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

Comments

Information about events and activities in London is provided to international students as part of their induction.

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

There is a comprehensive and suitable agreement between the Institution and the Royal Borough of Greenwich in relation to the Institution's Greenwich premises.

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 Institution's Greenwich premises is secure with full coverage by closed-circuit television, including the entrances.

The premises are in a good state of repair and decoration and are clean with adequate signage inside and out including noticeboards.

There are two experienced Anatomical Pathology Technicians, who ensure that the health and safety rules in the mortuary are strictly adhered to at all times and that staff, visitors and students are kept safe.

The offices, facilities and teaching space are adequate for the number of staff, students and visitors present at any one time, and are clean, well heated and ventilated.

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/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is one teaching area which is of a good size for the number of students present at the time of the inspection. It also has the potential to accommodate larger classes. The space is also used for the conduct of examinations.

The mortuary allows students first-hand experience of forensic medical sciences in a real working environment to complement their theoretical understanding.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There are suitable communal areas for students to use for private study. There is also a well-equipped specialist library and private study area. Discussions with students confirmed these facilities are highly effective.

Teaching staff are working professionals rather than full time teaching staff, so do not require space for preparation and assessing. However, effective workspace is available for teaching staff if required.

A wide range of eateries are available in the vicinity of the premises which staff and students use for refreshments and relaxation.

Students and staff keep their personal belongings with them so personal storage space is not required.

Administrative offices are of an adequate size and are also used as meeting rooms.

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

Strong leadership from the Principal ensures the Institution delivers high quality teaching, learning, assessment and student support.

A small collegiate team work cooperatively to ensure the smooth running of the Institution and its academic provision.

Actions Required	Priority H/M/L
4.1 The Institution must update its website to reflect its new location in Greenwich.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 8.3 The Institution must formalise annual action planning, including the use of stakeholder feedback, to inform target setting.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The courses are taught by highly qualified and experienced experts in the field of forensic medicine and science and related disciplines. The courses meet the needs and career aspirations of the Institution's students.

Actions Required	Priority H/M/L
15.1 The Institution must demonstrate that its qualifications meet national criteria for the advertised qualification levels.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
15.3 The Institution must make appropriate use of external examiners to ensure consistency of standards across all courses and with other higher education institutions.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's Strengths

Students are well supported before, during and after their courses. This ensures that all students have a positive learning experience and are able to achieve their professional and personal aims.

Actions Required	Priority H/M/L
18.1 The Institution must ensure that at least one member of staff undertakes student welfare training in order to further enhance provision in this area.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
20.3 The Institution must include details on the BAC complaints policy in its complaints and feedback documentation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's Strengths

The Greenwich premises provide a positive learning environment for students, especially the provision of specialist practical facilities the Institution requires for many of its courses.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended the Institution use on script comments for summative assignments to help students continually improve their academic writing.

It is recommended that teaching staff plan for more student involvement in their sessions. This will encourage greater contributions from the students and increase the amount of peer learning in sessions.

COMPLIANCE WITH STATUTORY REQUIREMENTS

--