

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Royal Botanic Gardens, Kew

ADDRESS: Kew Gardens
Richmond
Surrey
TW9 3AB

HEAD OF INSTITUTION: Mr Richard Deverell

DATE OF INSPECTION: 22-23 May 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 16 July 2019

PART A – INTRODUCTION

1. Background to the institution

The Royal Botanic Gardens, Kew (RBG Kew/the Provider) was established in 1759 and is recognised as one of the world's foremost horticulture, plant science and conservation institutions. It is a non-departmental public body with exempt charitable status.

Since 1984, when it was transferred from the Ministry of Agriculture, Fisheries and Food, the Board of Trustees has had overall responsibility for the Provider. RBG Kew's Director is supported by an Executive Board, including heads of eight directorates. It became a UNESCO World Heritage site in 2003. Its mission is to unlock the potential of plants and fungi, through the power of scientific discovery and research. RBG Kew aims to be the global leader in botanical horticulture education. It has been offering horticultural training since 1859 and now also offers a range of specialist training courses.

RBG Kew has world-renowned collections of living and preserved plants and fungi, together with an extensive library. The collections are the basis of the Provider's own plant and fungal research and are a research resource for scientists around the world.

In 1964, RBG Kew acquired Wakehurst Place in Sussex on a long lease. In 2000, the Wellcome Trust Millennium Building opened there as the home for the Millennium Seed Bank (MSB). This provides specialised storage for seeds collected from many thousands of wild plant species around the world.

The Provider is based in Richmond, Surrey.

2. Brief description of the current provision

RBG Kew offers professional courses to support continuing professional development for young botanists and conservationists and for staff from partner organisations. These courses are Tropical Plant Identification and Applied Plant Taxonomy and Identification and Field Survey Skills, both of which last for two weeks, Wood Identification, which lasts for one week and Seed Conservation Techniques, which lasts for three weeks.

The Provider also offers a range of other programmes. It has a structured schools programme and a teacher training programme, which together have 90,000 participants a year. It provides internships for recent graduates or undergraduates and, in addition, it offers a one-year Masters programme in partnership with Queen Mary University, London. The Provider also participates in doctoral training partnerships in conjunction with four United Kingdom (UK) universities. This provision does not form part of BAC accreditation.

At the time of the inspection, 16 participants were enrolled on the Tropical Plant Identification course. They were all over 18 years old and already studying or working in plant science or conservation. The majority are male. They come from a variety of countries including Singapore, Namibia, Thailand, Zambia and Peru.

There are set start times for courses which run once a year and are delivered face to face on the Provider's premises. Applications open approximately six months in advance of the start of the course.

3. Inspection process

One inspector conducted the inspection over two and a half days. This included half a day at the MSB at Wakehurst Place and two days at Kew Gardens. An inspection of the facilities at both sites was completed.

Meetings were held with the Senior Science Officer, the Health and Safety and Estates Liaison Officer, the International Programmes Manager, a Course Manager and the Science Administrator, Education. The inspector had discussions with a group of participants and a group of trainers. The inspector observed parts of six lessons. Documentation was scrutinised. All documentation requested was supplied in a timely manner and was easily accessible. All staff co-operated fully with the inspector throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	11-12 May 2011
Interim	10 May 2012
Re-accreditation	25-26 May 2016
Interim	24 January 2018

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 organisation.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined and is well understood by all staff, as are the Provider's responsibilities, which are defined by the National Heritage Act of 1983.

Senior managers are highly experienced and carry out their duties effectively, resulting in an efficiently run operation.

Clear channels of communication exist between management and staff. The Executive Board and Senior Science Team meet regularly, and all science departments have departmental meetings. KewNet, the staff intranet and blogs by senior managers provide regular news ensuring that staff keep up to date with developments.

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="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 provider.	<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 provider.	<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

A part-time administrator collates records of course participants and maintains an accurate central record. Course Managers complete all the other administrative duties. They understand their specific responsibilities and are effective in carrying them out.

The size of the administrative function is adequate for the day-to-day running of the provision.

The administrative support available to the management is effective in maintaining the standards of the provision.

Policies are well documented and are made available to staff on the intranet and to participants in a file in the training room. As a result, everyone is kept appropriately informed of the Provider's policies.

Data collection and collation systems effectively support the running of the provision.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Human Resources (HR) Department, that is responsible for all staffing issues throughout the organisation, is effective in the recruitment of suitably qualified and experienced staff. This supports the maintenance of high standards.

Experience and qualifications are appropriately verified by the HR Department before employment.

Staff have an annual appraisal when goals for the following year are set to support the ongoing development of the individual. These are reviewed again after six months to confirm progress against the targets set. This impacts positively on the provision and on improving the high standards of the provision.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

Comments

The website is easy to navigate and offers detailed information about the Provider's premises, location, services and facilities.

4.2 Information on the courses is detailed, but no indication is given of the dates when courses will run. This makes it difficult for prospective participants to make informed choices.

5. The provider takes reasonable care to recruit and enrol suitable participants for its courses

5.1	Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA
5.2	A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
5.3	The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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

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

Comments

Where entry requirements are stated, they are at the appropriate level.

5.1 A large number of participants on the courses do not speak English as a first language. A clear specific required language level is not stated for all the courses to ensure that all participants can satisfactorily follow all aspects of the course on which they are enrolled.

All application enquiries are responded to promptly.

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

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

6.1 The Provider does not consider it necessary to publish a policy on participant attendance as the participants are extremely highly motivated, having either been invited onto the course by RBG Kew or having been nominated by a senior manager in their organisation or university. Inspection findings confirm this view. Therefore, this key indicator is not applicable.

Registers are used accurately to record attendance and punctuality. This data is reviewed daily and thus staff are able to track attendance effectively.

Any absence is followed up promptly. Consequently, opportunities are optimised for success on the courses.

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

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

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

Comments

End-of-course participant feedback allows the Provider to be aware of the participants' views. Feedback is also obtained from organisations offering internships, which supports a better understanding of the needs of the organisation and the suitability of the student.

7.2 Results are not systematically recorded and formally analysed. Consequently, opportunities are missed to improve standards.

7.3 Feedback is reviewed although action is not systematically taken in response to this, so reducing the opportunity to make improvements.

7.4 An absence of a mechanism to report the Provider's response to feedback to the participants results in fewer opportunities to demonstrate quality improvement.

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

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|-----|--|---|--|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

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

Comments

The Provider's activity is consistently monitored. Regular reviews across the Provider are carried out by external specialists. Reports are compiled on the findings of reviews. Action planning allows for the development of an effective strategy and operational plan.

8.3 However, action planning is not systematically followed through in order to maximise the opportunities for making improvements.

Course Managers' meetings, which were previously held, no longer take place. This results in information and best practice not being shared so effectively and used to improve the standards of provision.

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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 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 | <input type="checkbox"/> NA |

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

Comments

Course management is devolved to specialist Course Managers who take responsibility for all aspects of the courses.

Rooms are appropriately allocated for the delivery of courses.

Course Managers allocate specialist tutors for the topics to be covered. Tutors share presentation slides to facilitate consistency.

Staff can request the acquisition of academic resources, for which KBG Kew has a sufficient budget. As a result, staff and participants are well supported with resources to enable them to keep their knowledge up to date.

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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	

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

Stakeholder requirements have been taken into account by developing courses to fill a recognised practical skills gap in plant taxonomy, identification and conservation. The Seed Conservation Techniques course and the Tropical Plant Identification and Wood Identification courses are offered to meet the needs for specialised skills in partner organisation, so meeting the identified needs.

Developing independent learning skills is an important part of the programmes and is supported by the practical aspects of the course. Through having to produce an action plan whilst on their course, participants are encouraged to develop independent learning skills. The specimen identification elements of their classes, which replicate what they will have to do when back at work, further promote independent learning skills.

The courses are designed specifically for botanists and conservationists involved in particular scientific areas. In this way the courses are effective in meeting participants' needs.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.2	Trainers 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 trainers incorporate regular classroom observation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.6	Trainers employ effective strategies to involve all participants 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**

All trainers are highly qualified and experienced plant scientists or conservationists. The majority deliver classes very effectively. In order to improve classroom skills, it is suggested that trainers undergo training to support the related skills development so as to improve their classroom practice.

11.3 All training staff have an annual appraisal, at which time development goals are set. These are reviewed after six months to determine whether they are likely to be met. Informal class observations are undertaken but appraisals do not include formal classroom observation, so reducing their effectiveness.

The Provider is generous in its support of the continuous professional development of staff, who have individual budgets to attend events. Furthermore, KBG Kew offers regular in-house specialist training events and lectures. Many staff present at international conferences. As a result, staff keep up to date in their fields, which supports the high quality of the provision.

Any identified learning needs are included in the enrolment form. However, this is not done as part of the application form that is used earlier in the process. In this way more useful information would be gained at an earlier point to better direct trainers. Where necessary, trainers take different learning needs into account, changing elements of their class to accommodate such needs. This results in needs being met.

Trainers displayed a good understanding of student needs in the classes observed. They employ a variety of techniques to ensure participants are engaged and motivated. Appropriate checking of understanding takes place in classes. This effectively promotes students' learning.

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 Provider provides participants and trainers with access to high quality resources and study materials.

RBG Kew's collections of plant materials and seeds as well as its libraries and research equipment are available to all and are of a very high quality.

The elements of classes that relate to specimen identification, which form a substantial part of the courses, make use of the Provider's high-quality resources to provide participants with the knowledge and skills necessary to undertake their jobs or research.

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 is constructive in its nature and delivery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <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

Feedback is given to participants on a continuous basis throughout the course and is based on what tutors observe in the specimen identification elements of classes. The feedback is appropriate and directs participants to sources to clarify and expand their knowledge.

In the end-of-week specimen identification tests, participants are made aware of their strengths and weaknesses in terms of their knowledge. The specimen identification tests indicate what has been learnt on the course. This is an excellent method of developing participants' confidence as well as their knowledge.

Participants have access to trainers throughout the day and have their email addresses in the event that they need to contact them out of class hours. Consequently, the participants are well supported.

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that participants 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

Four short non-accredited courses have been developed in response to the recognised skills shortage in the botanic and conservation community. The courses are not aligned to the Regulated Qualifications Framework (RQF) and no stated level is claimed.

Courses are recommended to participants by their supervisors or employers and the participants often include recently recruited staff. The courses are accepted for the purposes of employment and study and are very well recognised in this highly specialised field.

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. Yes No NA

16.2 For internal assessments 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	Participants receive appropriate advice before the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

Course Managers are responsible for participant welfare and provide suitable support. RBG Kew also has a team of specifically-trained mental health supporters to provide added welfare support. Participants are therefore adequately supported throughout their courses.

Prior to their arrival, participants are sent sufficient information and practical details about the venue and surrounding area. As a result, they know what to expect on arrival.

During their induction and in their welcome booklet, participants are given further relevant information.

Participants are issued with the contact details for RBG Kew security staff for emergency out-of-hours support. This information is helpful in settling participants into their new environment.

The standards of behaviour expected are made known to participants in a published policy, as well as any resulting action which will be taken if these are not adhered to. This supports a clear understanding that discriminatory and abusive behaviour is not acceptable.

17.7 A risk assessment has not been carried out regarding radicalisation and extremism and there is no associated policy. Staff have not undertaken any related training. This gives rise to a limited understanding of the associated issues.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

All participants receive the same information prior to starting a course. At the Kew Gardens site, they report that the information is helpful, particularly information on accommodation possibilities in the local area. Participants on the Seed Conservation Techniques course are met at the airport and transported to their accommodation at the MSB. Participants are therefore provided with suitable advice and help prior to and on arrival.

The induction on arrival allows participants to settle into their course quickly and also life in the local area.

Staff provide effective support throughout the course.

Participants are asked to identify any cultural or religious considerations on their enrolment forms so that these can be taken into account. Any specific dietary requirements are catered for.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Participants are advised of BAC's own complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

When enrolling, participants are notified of the refund policy, so that they are suitably aware of the terms and conditions of enrolment.

Participants are advised of the complaints procedure, which is available to them in the training room.

Participants are informed of BAC's complaints procedure during their induction.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	A level of supervision is provided appropriate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Separate accommodation blocks are provided for participants under 18.	<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

Participants on the Seed Conservation Techniques course at the MSB are accommodated in purpose-built bedrooms on site. These are clean and fit for purpose.

The residential accommodation at the MSB has undergone the necessary inspections by the appropriate authorities. Consequently, suitable accommodation is provided.

All participants are briefed on health and safety to inform them of any risks. Security levels are high, including security officers on site at night and a security system that makes use of identity cards. Therefore, participants are kept safe.

The levels of supervision of participants are appropriate to meet their needs.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider 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 |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant 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

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

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|------|--|---|--|
| 22.1 | Participants 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 |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

At the RBG Kew premises, participants have access to all the activities and facilities of London and additional information about these is provided as required. Participants attending the MSB do not have access to local leisure activities as the premises are in the middle of the countryside.

Participants attending the MSB have two leisure activities provided as part of their course, for which no payment is made. These activities are optional and are led by a suitable member of staff to enhance the participants' experience on their course.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.2	Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

The Provider has secure access to its premises. The Kew premises are owned by the UK Government and the management of them is vested in the Board of Trustees of RBG Kew. The Wakehurst Place premises are leased from the National Trust. The MSB land is owned by RBG Kew.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

Comments

The entry to both Kew Gardens and the MSB is through a reception area so that there is appropriate control of visitor access to the premises. Access throughout the premises for staff, participants and visitors is controlled by a time-limited security card system. As a result of these measures, and the system of 24-hour security and Closed Circuit Television provided, the premises provide a highly secure environment for work and study.

The premises are maintained throughout to a high standard of decoration and cleanliness.

All staff and participants are briefed on the rules concerning the use of the specialised laboratories.

Health and safety forms part of the induction for new staff and participants. As a result, everyone is aware of related risks in the buildings. Appropriate signage indicates the exits to be used in the event of an emergency evacuation.

Noticeboards display a variety of information to keep everyone up to date on activity.

There are large areas for the circulation of participants and staff at both premises and appropriate areas in which to receive visitors.

Toilet facilities are appropriate. Sufficient toilets for men and women and for those who are disabled are maintained in a good state of cleanliness.

Levels of ventilation are suitable. At the MSB, ventilation and heating are controlled through a building management system that maintains the temperature at a constant level. This results in a pleasant environment for all.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Training rooms 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 |
| 25.3 | There are facilities suitable for conducting the assessments required on each course. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

Comments

Courses are restricted to a maximum of 16 participants to ensure that there is adequate space in the training rooms.

The training rooms and laboratories are equipped to a high standard, allowing for the effective delivery of the classes. The regular specimen identification tests are appropriately carried out around the tables in the training rooms.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.2 | Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.3 | Participants 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 |
| 26.4 | Participants and staff have access to storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 26.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

Both premises have well-stocked libraries. The library at Kew Gardens is world-renowned, providing access to plant and fungal science books, journals and magazines. As a result, excellent facilities are provided for private study for both staff and participants.

Trainers have their own office or share with another member of staff. These spaces are suitable for preparing lessons.

The staffrooms, external areas and well-equipped kitchens provide excellent facilities for relaxation and the preparation and consumption of food.

Staff are able to store their possessions in lockable desks in their offices and lockers are also available for participant use.

In both premises there are sufficient rooms available which can be booked for meetings. As a result, the premises provide excellent accommodation for staff and participants.

The Course Managers undertake the administration of the courses in their own offices. Administrators in a variety of departments are accommodated in a very large open-plan office. As a result, there are suitable work spaces to support the effective administration of the Provider.

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

Strong senior management staff who effectively and frequently communicate with staff in a variety of ways to keep everyone informed.

Very high participant attendance rates, supporting successful learning.

Generous provision for continuous professional development, supporting staff in keeping up to date in their fields.

Actions Required	Priority H/M/L
4.2 Publicity materials must provide up-to-date information regarding the dates on which courses will run.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.1 The appropriate levels of English required to follow all the courses must be determined and made known in course information.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.2 Feedback must be recorded and analysed systematically in order to gain a full understanding of participants' views.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.3 Action must be systematically taken on feedback given, where necessary, so as to improve the provision.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 A mechanism must be devised to report to the participants on the response made to their feedback to demonstrate quality improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 Action plans must be systematically implemented to support on-going improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Highly specialised teaching staff who are extremely knowledgeable, so supporting the high quality of class delivery.

Excellent resources for training in the form of plant specimens, seeds and library and equipment resources, which benefit staff and participants.

Very highly motivated participants, resulting in excellent levels of attendance and dynamic specimen identification classes.

A well-designed specialist curriculum, that is tailored to address the specific needs of the participants.

Actions Required	Priority H/M/L
11.3 Documented lesson observations must be incorporated into the trainers' appraisal process to further support improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's Strengths

Effective consideration of participants' cultural and religious considerations, so meeting individual needs.

Integrated living and teaching accommodation at the MSB, which is convenient for participants.

Actions Required	Priority H/M/L
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17.7 The Provider must implement effective arrangements to protect participants from the risks associated with radicalisation and extremism.

High Medium Low

PREMISES AND FACILITIES

Provider's Strengths

The high quality overall of the premises that provide an excellent working, living and studying environment.

The largest specialist botanical library in the world, at Kew Gardens, which benefits both staff and participants.

The extensive specimen collection at Kew Gardens, which is one of the largest in the world, and to which staff and participants have access for their work and study.

The MSB, which provides one of the largest collections of seeds in the world and is available for staff and participants to support their learning.

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 that Course Managers' meetings are reinstated so that information and best practice can be shared to continually improve the standard of the provision.

The Provider should consider implementing a system to support trainers in the development of their training skills to maximise participants' learning.

It is recommended that the question about participant needs is expanded to include barriers to learning and that it is noted on the application form so that more meaningful information can be gathered at an early stage to benefit participants and inform trainers.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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