



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Fire Service College

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

HEAD OF INSTITUTION: Mr Dominik Wellmann

DATE OF INSPECTION: 25–28 October 2021

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- Award of accreditation to be withdrawn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: 27 January 2022

PART A – INTRODUCTION

1. Background to the institution

The Fire Service College (FSC/the Institution) was established in 1974. At that time, FSC operated within the Department for Communities and Local Government. In February 2013, it became a limited company owned by Capita Public Limited Company (Capita plc). It now functions as part of Capita's Defence, Security and Fire team within the Public Service Division and offers a wide range of courses specialising in fire and emergency response training.

The Institution is located in Moreton-in-Marsh in Gloucestershire. Its 300-acre site includes an incident ground where different scenarios are replicated to provide emergency services professionals with real-life training situations to develop their skills and techniques within a safe environment.

FSC's vision is to build the world's best resilience training organisation. It aims to deliver and ensure common and consistent standards of leadership, and command and technical training for the United Kingdom (UK) fire and rescue service, emergency services and other safety-critical organisations worldwide.

FSC receives strategic support and direction, as well as financial investment, from Capita plc. The Director of the Institution reports to the Managing Director of Defence, Security and Fire. The Director of FSC is supported by the Operations Director and the Director of Learning, Delivery and Transformation.

The Institution works with a range of awarding bodies, partners and national forums, including the National Operational Effectiveness Working Group and the Command and Control Working Group, to ensure that firefighters and other emergency responders are equipped with the appropriate skills and receive training in the latest techniques and procedures.

2. Brief description of the current provision

The Institution offers a large selection of in-person courses focusing on fire and emergency response training. Courses include Fire Behaviour Training, Fire Safety, Heavy Vehicle Rescue and Breathing Apparatus Training. These vary in length, from short courses of up to 15 days to bespoke provision for international students, mainly from the Middle East, of up to two years' duration. FSC also provides courses through distance learning that are not included within BAC accreditation.

Courses range from Levels 3 to 7 on the Regulated Qualifications Framework (RQF). The majority of courses are accredited by awarding bodies such as National Fire Protection Association, Skills for Justice, the Institution of Fire Engineers (IFE) and the International Organisation for Industrial Emergency Services Management (JOIFF). Where bespoke courses are provided for students from the Middle East, these can be delivered in Arabic, with simultaneous interpretation.

At the time of the inspection, nine courses were running as in-person courses at the Institution. There were 117 students present, and the vast majority were male. All were over the age of 18 years and all were from the UK.

Courses are either advertised, open courses with predetermined starting dates at several times over a year, or bespoke provision at times agreed with client organisations. Entry requirements for each course are clearly specified on the website and in the prospectus.

3. Inspection process

The inspection was undertaken remotely by one inspector over four days. Interviews were held with the Managing Director, the Learning Delivery and Transformation Director, the Operations Director and the Head of Capability and Resilience. Meetings also took place with various managers, including for Training Delivery, International

Delivery, Training Quality Assurance, Planning and Scheduling, Health and Safety, Operations Support and the Incident Ground. A Course Leader, the Workshops Team Leader, the Media Developer, the Quality Assurance Officer and a Delegate Support Officer were also interviewed. Meetings were held with a group of students and two trainers. The inspector observed a range of training sessions. Various documentation was scrutinised. The Institution co-operated well with the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	30–31 March 2009
Interim	16 June 2010
Re-accreditation	8–9 October 2013
Interim	17 June 2015
Re-accreditation	13–14 March 2017
Interim	5 June 2019
Supplementary	20 October 2020

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | | |
|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="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 Institution is very effectively managed. The management structure has changed since the previous inspection to reflect current priorities for the development of the provision. To this end, the new role of Learning Delivery and Transformation Director has been added to the Senior Leadership Team (SLT).

Roles and responsibilities within the Institution are well defined. The relationship with Capita plc, including its involvement in business functions such as Human Resources (HR), is appropriately documented and understood by staff.

Senior managers are appropriately qualified and experienced for their roles and ensure that FSC is well run. The SLT has a clear vision for the future of the Institution and is effective in sharing it with staff.

Communication is good throughout FSC. There are regular, scheduled meetings at all levels and the staff intranet is used effectively to disseminate news and information.

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 type="checkbox"/> Yes | <input checked="" 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

Administration of the Institution is effective and results in its smooth operation. Suitable arrangements are in place to support the complex process of scheduling courses and booking the required facilities and resources to deliver them. Administrative support is well defined in job descriptions. Administrators are suitably experienced, understand their responsibilities and duties, and perform them well.

2.2 At the time of the inspection, the size of the administrative team was much reduced, due to holiday and sick leave. Consequently, the remaining administrators were dealing with the additional workload. As a result, there were times when there was insufficient administrative support available for delegates.

Administrative policies, procedures and systems are clear and well documented. They are regularly reviewed and updated and are available to staff through the intranet and handbooks. This is a particular strength of the Institution.

Data collection and collation systems are effective and generate useful data for evaluating the performance of the Institution.

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.	<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 managers of FSC identify any staffing needs. The resulting recruitment processes are managed by the HR department of Capita plc according to robust policies and procedures that secure high-quality employees. Experience and qualifications are verified prior to employment.

All permanent staff benefit from a well-designed annual performance review process, which results in the setting of a series of objectives to support planned developments within the Institution and the achievement of individual goals. Progress towards meeting objectives is appropriately monitored by managers.

The setting of objectives is linked to the provision of training. Appropriate records of training are effectively maintained in individual Continuing Professional Development (CPD) logs. All trainers are expected to complete a minimum of 30 hours training a year. As a result, staff are highly motivated and committed to the success of the FSC and the Institution continues to improve on its high standards of provision.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The FSC website and prospectuses provide up-to-date, accurate information on the Institution and its curriculum. The website is comprehensive and easily navigable. There are accurate descriptions and images of the training facilities and resources, including the extensive range of rigs and scenarios on the incident ground.

The information provided on the location of the campus, student accommodation and recreational facilities is clear and helpful.

Comprehensive information on courses is provided in the UK and international prospectuses. There is an appropriately detailed description of each course, with a list of learning outcomes, the type and level of award, the means of assessment, for whom the course is designed and how the learning can be applied by students in their work.

The provision of this information enables prospective customers, employers sponsoring students, and the students themselves to make informed decisions on the appropriate courses to meet their needs.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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

Procedures for the recruitment and enrolment of students are effective.

Most students are sponsored by employers operating within the public fire and rescue sector. The published information makes clear the course level and any entry requirements, and the employer determines the suitability of the employees for whom courses are booked. Bespoke training is responsive to the prior achievements of students and the training requirements of customers.

Applicants from the private sector complete an online form, which is sent to the Training Delivery Manager for approval. In all cases, the sales team is available to answer questions prior to booking and responds promptly and appropriately to enquiries. Once booked onto their course, students are sent a login to the learning portal, which has comprehensive information about the course and how to prepare for it.

Initial assessment of UK students is appropriate and supports successful completion of courses. For those on courses leading to a qualification, a procedure for the recognition of prior learning is employed, as required. For the Firefighter Development programme, students undertake assessment of their skills in English and mathematics prior to starting the course.

A small number of bespoke courses for Arabic speakers are delivered in translation, and these students complete their written examinations in Arabic using adapted keyboards. Assessment of English is not therefore required.

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 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 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

Students are informed of appropriate expectations regarding attendance and punctuality at the start of their course. They need to complete all sessions and are required to make up any learning missed through unavoidable absence.

6.1 However, the Institution does not have a published policy on student attendance and punctuality, so students are not informed of the Institution's expectations in this regard before they join the course.

Attendance is recorded morning and afternoon on an attendance sheet. This information is added to individual student records weekly. The current system does not allow for the centralised monitoring of attendance by managers, although they can check attendance through the individual students' records. There are plans to address the lack of centralised attendance data when the FSC moves to a new learning platform in the coming months.

Student absences are followed up promptly. Any issues with attendance are reported to the students' employer or sponsoring organisation. As a result of these procedures, attendance levels are excellent.

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

Feedback is used effectively to improve provision.

Feedback is gathered regularly from students through a range of suitable means. Most is obtained by the course team through daily interactions with students. Where possible, issues raised are addressed promptly and students are informed directly of actions taken. Notice boards are also used to publicise responses to student suggestions.

Students are asked to complete an end-of-course questionnaire. This provides systematic feedback on all areas of provision and is analysed to show trends in satisfaction levels. The data is used in reviewing the performance of the Institution and discussed at SLT meetings. Outcomes of these discussions are appropriately minuted, with agreed actions recorded and subsequently reviewed. Currently, a minority of students complete the questionnaires and this does not, therefore, represent a very reliable sample.

Staff views are elicited at an end-of-course debrief and are used by training delivery team leaders in reviewing the course for subsequent delivery. Staff confirm that managers are very responsive to their suggestions. Feedback is also taken from customers to ensure that courses have had the required impact and to identify opportunities for improvements. Customers are subsequently informed of changes made in response to their feedback.

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

8.1	There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.	<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. Yes No

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

Comments

Effective systems are in place to review all aspects of the Institution’s performance. Internal audits are carried out regularly to review the effectiveness and the extent of conformance with internal standards policies and procedures and with external standards and requirements.

Key performance indicators, including for student satisfaction, are reviewed at monthly SLT meetings. The quality of training is evaluated through course reviews and the programme of training observations.

A management review of annual quality assurance activity draws together the outcomes of these procedures and supports effective development planning.

8.2 The Institution does not compile information from the annual review in an institutional-wide report that presents results from the Institution’s reviews and incorporates the action plans.

The current means of recording students’ achievement and completion do not facilitate effective reporting, although academic managers are kept informed of any issues. FSC is currently in the process of moving over to a new learning platform and it will be possible to address this once the platform is fully operational.

Action-planning is excellent in all areas of the Institution. Actions are well recorded and implementation is tracked effectively through to completion, with outcomes reported to management. This supports continuous improvement across the Institution.

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. Yes No

9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No

9.3 The allocation of teachers to classes provides for a consistent learning experience. Yes No

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources. Yes No

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

Comments

Academic management is excellent. The academic management team is well qualified, with appropriate teaching qualifications and substantial work experience in the fire and rescue sector.

Classes are timetabled and all necessary rooms, facilities and resources are allocated to courses by a dedicated planning and scheduling team once dates are confirmed. The course leader and trainers are allocated well in advance. The students have contact with the course leader on a daily basis. This ensures a consistent learning experience.

New resources are acquired through the Capita plc procurement process. Instructors consider the provision of resources to be effective, and inspection findings confirm this view.

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 that 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

Course planning and delivery are excellent. New courses are designed in response to sector demand or requests from private customers in the UK or abroad. Lesson planning is completed by the development team using standard templates, which ensures that the specified course outcomes are effectively delivered and assessed.

Courses include a mixture of theory and experiential learning, with practical application taking place immediately after the theoretical input. Students receive good developmental feedback on the practical activities, which supports them in improving their performance to meet the required standard.

Independent learning skills are appropriately developed through assessed coursework such as reflective journals, presentations or written assignments. Submission dates are scheduled in advance.

The majority of students are sponsored to attend their course by employers who determine that the course is suitable for them. Classroom delivery of the course is interactive, enabling any specific needs of particular students to be appropriately addressed.

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, and pedagogic and communicative skill that 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

Instructors are well qualified in their subject specialism and have extensive relevant experience. The majority of instructors are freelance and are contracted for specific courses based on their expertise. This ensures that instructors have excellent subject knowledge for the courses they deliver. All instructors hold teaching qualifications at a suitable level or undertake a nationally recognised adult education teacher training course when they start at FSC. They benefit from regular formal teaching observations that provide detailed feedback to support the effective development of their pedagogic techniques. Instructors work in teams and regularly observe their peers. As a result, the quality of delivery is consistently high.

CPD for permanent instructors is excellent. CPD plans are agreed annually with a minimum of 30 hours of activities identified. Training is systematically logged and reviewed by managers to ensure that targets are met. Training opportunities for associate instructors are limited by their irregular work at the Institution.

Course delivery takes into account individual learning styles, and appropriate adjustments are made for particular learning needs such as dyslexia.

Effective strategies are employed to involve all students in active participation. Delivery of theory sessions is interactive. Instructors regularly ask questions to elicit existing knowledge and check learning. All theory sessions are followed by practical application, which requires active participation and teamwork. As a result, most students make excellent progress.

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 have access to all appropriate equipment for practical activities. For example, in response to student and instructor requests, each group in the Firefighter Foundation Development programme now has a designated fully equipped fire appliance for the duration of their course. As a result, all key resources are available at all times.

Classroom resources are very good and students are able to obtain all required self-study materials through the learning portal. The portal is also used effectively to deliver pre-course learning and assessment.

The library is very well stocked and provides access to professional journals and regulatory documentation online. A specialist librarian is available throughout the day to support students and the library is open 24 hours a day for individual study. This is an outstanding resource for the students.

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

Course planning includes appropriate means of assessment with clearly defined criteria and procedures. Assessment information and dates are provided in writing to students and instructors in advance.

Assessment and feedback on performance are highly effective and support student achievement of the learning objectives. Progress tracking is currently recorded on separate spreadsheets for different courses, which does not support centralised monitoring.

Individual progress is appropriately monitored by delivery team leaders, who report to the Training Delivery Manager. Students on long courses receive progress reports that specify the assessments they have passed and provide general feedback on their performance, including areas for development. Where individuals are making insufficient progress, a learning development plan is put in place, clearly identifying areas of weakness and how these can be addressed.

Opportunities for re-taking assessments are scheduled and any necessary additional support is provided. Where courses include written assignments, these are submitted electronically and returned with detailed, constructive written feedback, including information on how to meet any criteria that have been missed.

The Institution has suitable procedures in place to deal with cheating and other misdemeanours. These are published in the malpractice policy, which is appropriately communicated to students at the outset of their course.

Students are provided with contact details for their instructors so they can consult them outside course hours. They also have time with them before classes. Students confirm that these arrangements meet their needs, and inspection findings support this view.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

FSC is accredited by a range of appropriate awarding bodies.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <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

FSC offers a number of unaccredited courses that are used by organisations for the purpose of providing CPD to their existing employees.

External moderation of assessment is appropriate. Employers which use these courses provide input on assessments to ensure that their CPD objectives are met. Input is also taken from stakeholders such as the South Wales Fire and Rescue Service and the Institution of Fire Engineers, for which FSC is a recommended training provider. External moderation is provided through the use of associate instructors and through audits carried out by the Institute for Standardisation (ISO). The policy on assessments has been updated to reflect these mechanisms.

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

Rigorous procedures are in place for the administration of examinations and other means of assessment. The Institution complies with the prescribed requirements of the awarding bodies.

Procedures for the security and administration of assessments and examinations are detailed in relevant policies and the assessments handbook. The implementation of procedures is subject to scrutiny in internal and external audits.

A clear and appropriate appeals policy is in place, and students are informed of this at induction.

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

Provision of advice on further courses or career development is appropriate. Most students are already in employment and receive information on career opportunities from their employer. Additional courses that would be beneficial to a student or their organisation may be discussed during the course directly.

Where apprentices on the Firefighter Foundation Development programme are identified as outstanding, FSC works with their employer to fast track them to further training that will enable them to accept greater responsibility in their careers.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Provision of pastoral support is very good and meets the needs of all students.

Support is available from a range of staff 24 hours a day. The Service Delivery Manager is the named lead for welfare and is appropriately trained for the role. He manages the delegate support team, which deals with any issues that cannot be resolved by reception staff or the duty manager, who are the first point of contact for most issues. Professional counselling is available if required.

Joining instructions are sent out to students once they have registered. These include a login to the learning portal, which provides all the necessary information for students to prepare for their course. On arrival, students receive a thorough induction, which includes key policies and procedures and the rigorous FSC code of conduct. This ensures that students are aware from the outset of what is expected of them. They are also issued with several numbers for out-of-hours and emergency support.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. These issues are suitably addressed in the Institution's safeguarding policy and a thorough risk assessment has been completed. All staff have received training at appropriate levels and are aware of the procedure for reporting any concerns.

19. International students are provided with specific advice and assistance

19.1	International students receive appropriate advice before their arrival on travelling to and staying in the UK.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Information and advice specific to international students continue to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	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

Advice and assistance for international students are excellent. International students are recruited from countries in the Middle East and are Arabic speakers. They are supported by interpreters throughout their course and their welfare is overseen by the International Delivery Manager, also an Arabic speaker.

They receive a welcome pack prior to arrival to help them prepare for travelling to the UK and for living and studying at the Institution. Induction for these students includes information on cultural awareness, which supports them in settling into life on campus. They are also made aware of the opportunities for tourism in the local area and can access support from reception staff on using public transport or booking tickets.

The International Delivery Manager is available to give advice throughout the day and out-of-hours. Instructors refer any concerns or issues to him. The students are also provided with telephone numbers for the course leaders and interpreters.

Cultural and religious needs are very well met. Catering uses halal meat and dishes are clearly labelled. Two traditional Arabic-style lounges are provided, where students can access Arabic television channels. Courses for these students are designed around prayer times, and training and customer service arrangements accommodate Ramadan. An imam attends the campus for Friday prayers.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Students 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
20.3	Students 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

Most students are booked onto courses by their employers. Fair terms and conditions are included in contracts.

The guest handbook, provided to all resident students, outlines the FSC complaints procedure. Students are told how to make a complaint during induction and are provided with written details. Students confirm that they have received this information.

The website includes information on BAC's 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 that is adequate to the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	<input checked="" 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	A level of supervision is provided that is appropriate to the needs of students.	<input checked="" 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 checked="" type="checkbox"/> NA

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

Comments

Residential accommodation is of a good standard and meets students' requirements. Most courses are residential and up to 400 students can stay on campus in accommodation blocks offering a range of suitably equipped en-suite study bedrooms.

Blocks include kitchen and laundry facilities and students have access to a restaurant and other food outlets on site. The study bedrooms are secure and provide safe storage for valuables. All areas are kept clean and well maintained.

Health and safety are well addressed and students have access to support 24 hours a day. On arrival, students are issued with a helpful guest handbook, which covers fire and health and safety procedures and provides relevant contact numbers to deal with any questions or issues.

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 that 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 are 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 that 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

The FSC sports centre provides students with convenient access to a wide range of sporting activities and classes. A quiz night is held weekly and there are social spaces where students can get together to play games or watch television. Information leaflets on local activities and places of interest are available in reception. These arrangements are well publicised and appropriate to the needs of FSC students.

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

FSC is a wholly owned subsidiary of Capita Business Services Ltd, which has secure tenure of the 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	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 premises are safe and secure. Access to the campus is restricted and monitored by security staff. The incident ground is secured by a perimeter fence.

Health and safety are suitably addressed. Hazardous training areas have access limited to staff with permits and to students under their supervision. Appropriate safety rules are in operation and are displayed. These are communicated in safety briefings to everyone using these areas. Students, new staff and visitors are provided with appropriate health and safety information on arrival.

Signage throughout the campus is clear and appropriate. There are sufficient notice boards for the display of general information, although much of this is communicated electronically.

The premises provide a comfortable environment for all working and studying at FSC. Circulation space is good for the numbers of students and staff accommodated and there is ample space in the reception area to receive visitors. There are sufficient toilets, including adapted toilets for people with disabilities. Students and staff confirm that cleanliness and levels of heating and ventilation are good throughout the premises.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that 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**

Classrooms and other learning areas are booked as part of the course scheduling process. As a result, the accommodation is always sufficient for the number of students and groups.

Classrooms are well equipped with Information Technology (IT) and specialist equipment that is used in the delivery of theory sessions.

Specialised learning areas are fully equipped to replicate emergency scenarios and provide outstanding environments for experiential learning and assessment. Specialist incident ground staff prepare scenarios in line with the course

schedule. Currently, their numbers are reduced, meaning that staffing levels are insufficient to appropriately manage the demands of scheduled course delivery without resulting in very high workloads for the remaining staff.

Facilities for conducting written assessments are appropriate and secure.

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

Appropriate additional facilities are available for students and staff.

The library is open 24 hours a day for private study and provides comfortable, quiet work spaces for individuals or small groups. It has an IT suite with 28 work stations for student use. This is sufficient as most students use their own devices and have personal desks in their accommodation. Wireless connectivity is available throughout the premises.

Teaching staff have suitable facilities for the preparation of lessons and marking work.

There are good facilities for relaxation and the consumption of food and drink. These include a restaurant, coffee bar and two licensed bars, as well as vending machines for hot and cold drinks and snacks that are accessible 24 hours a day. Staff also have access to a kitchen to prepare their own drinks and heat food. A range of sports facilities is available to students and staff, enabling them to maintain the levels of fitness required in their professional roles.

In addition to secure storage in the accommodation and staff offices, personal lockers are provided where required.

There are bookable rooms of varying sizes throughout the premises to accommodate all meetings.

Administrative offices are large and suitably equipped.

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

Senior leaders have a clear vision for the development of the Institution and are effective in driving changes to realise the vision.

Performance management is excellent and results in the effective development of permanent staff.

Policies and procedures are clear and well disseminated, resulting in their consistent and effective implementation.

Actions required	Priority H/M/L
2.2 The Institution must employ sufficient administrative staff to ensure the effective day-to-day running of FSC to cover for holiday and sick leave.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
6.1 The Institution must publish a policy on student attendance and punctuality.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 The Institution must compile information from the annual review in a report that presents results from the Institution's reviews and incorporates action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Course provision is highly responsive to the requirements of customers, ensuring that their training needs are closely met.

Instructors are well qualified in their subject specialism and have extensive relevant experience.

Students receive regular, comprehensive feedback on their performance, enabling them to maximise their progress.

The provision of resources and materials for study is excellent and effectively supports learning.

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

STUDENT WELFARE

Institution's strengths

Students have access to comprehensive support throughout their course, resulting in high levels of student satisfaction.

The specific needs of international students are very effectively met.

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

PREMISES AND FACILITIES

Institution's strengths

Library facilities effectively support individual study.

Management of health and safety is highly effective.

The incident ground and specialist teaching areas provide outstanding environments for experiential learning.

Actions required

Priority H/M/L

None.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution should implement plans to centralise the recording of student attendance.

The Institution should increase the rate of completion for students' end-of-course evaluations.

FSC should implement plans to centralise the recording of students' progress, achievement and completion.

The Institution is recommended to enhance CPD opportunities for associate instructors.

The Institution should ensure that sufficient incident ground staff are available to manage the demands of scheduled course delivery without resulting in very high workloads for other staff.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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