



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Full Inspection

NAME OF INSTITUTION: Harvest Bible College

ADDRESS: 179 Shettleston Road
Parkhead
Glasgow
Scotland
G31 5JL

HEAD OF INSTITUTION: Mr Robert Kelly

DATE OF INSPECTION: 8 & 10 June 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- Award of accreditation to be withdrawn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: 8 October 2021

PART A – INTRODUCTION

1. Background to the institution

Harvest Bible College (HBC/the Institution) is the national bible college of the United Pentecostal Church of Great Britain and Ireland (the Church). It is owned by the Church, which is a United Kingdom (UK) charity. HBC offers Certificate and Diploma courses in Theology. These courses are accredited by the Northern Council for Further Education (NCFE) at Regulated Qualifications Framework (RQF) levels 3 and 4 respectively.

The Institution is located in the outskirts of Glasgow city centre. The campus includes classrooms, student recreation and relaxation areas, offices, kitchens, student residential accommodation and a chapel.

HBC's mission is to provide biblically grounded teaching and training for effective Christian service and mission. It aims to integrate academic excellence with godliness and practical training for the ministry of the Church.

The head of HBC who is the Principal, together with Registrar and Academic Dean are responsible for the academic, administrative, pastoral and spiritual leadership of the Institution. The Principal, reports to the governing board of trustees based in London

These senior managers are supported by the Institution's 18 part-time members of teaching staff. All staff are unpaid. This voluntary system and the small size of the Institution mean that members of the core full-time team all undertake management, administrative and pastoral responsibilities, alongside their teaching responsibilities.

The current Academic Dean's tenure is coming to a close.

2. Brief description of the current provision

The Institution offers a 10-month certificate in Theology, which is accredited by NCFE at RQF level 3. This course has been taught since 2002. It is being delivered through online distance learning. Since September 2016, the Institution has also offered a 10-month, second-year Diploma course, which has an emphasis on practical ministry.

The Diploma course is primarily an internship, with an academic component incorporated in it. It is offered through a partnership agreement with Urshan College in Missouri, United States of America (USA). The internship involves on-site practical ministry development, with students assigned to various approved churches across the UK. The scope of this may include initiating a new ministry in a church or enhancing a current established ministry. The academic component of the course is undertaken through distance learning and consists of three segments. These cover units are called Explore Apostolic Missiology, Analysis of Personal Spiritual Formation and Analyse Conflict Management and Resolution.

Alongside their religious studies, students can also take part in study options that include missions, pastoral ministry, Christian education, music, Christian media and communications. Upon completion, students receive a diploma in Theology accredited by NCFE at RQF level 4.

At the time of the inspection, there were 27 students attending the Institution, including 21 enrolled on the Certificate course and six on the Diploma course. All students are over the age of 18 years, and most are female. More than half of the students come from other countries, including the Netherlands, Angola, Nigeria and the USA.

Both courses are free-standing and entry to year one does not presuppose progression to year two. All students need to demonstrate a sufficient level of education that is equivalent to the successful completion of secondary school. They must also demonstrate an established spiritual commitment to the church and ministry. A prerequisite of attending the Institution is that students accept the principle of ministry.

Some online lectures are available to view at any time, and others have set times for attendance. Attendance at lectures is compulsory and there is usually full attendance. In preparation for enrolment at the Institution, potential students' English language ability is assessed.

3. Inspection process

The inspection was conducted online over two days by one inspector. During the inspection, the inspector observed online classes and held discussions with the Principal, Registrar and Academic Dean, together with four tutors and the current Academic Dean's replacement. The inspector also met with the Head of the Trustees. The inspector had discussions with students from year one and year two, and also undertook a virtual tour of the premises and the residential accommodation. The inspector scrutinised documentation and viewed information on the Virtual Learning Environment (VLE) as well as other learning materials. The Institution co-operated very well with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	13–14 January 2009
Supplementary	11 May 2009
Interim	19 April 2010
Re-accreditation	26–27 March 2013
Interim	14 April 2015
Re-accreditation	22–23 March 2017
Interim	17 April 2019

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	Senior managers have an understanding of the special requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	There are clear channels of communication between the management and staff, especially those working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The management of the Institution is appropriately carried out by the senior team of Principal, Registrar and Academic Dean. They are well qualified for their roles and carry out their duties well. The roles are well delineated and there is a good understanding of them on the part of all stakeholders.

The members of the senior team have a clear understanding of the requirements of distance learning. During the past year, they have continued to develop their online curriculum. They plan to have new online courses available in the future.

Most of the teaching staff travelled to the Institution to give their lectures before the provision became fully online. They know the senior managers of the Institution well and there are excellent communication systems.

HBC is well managed because of the experience of the members of the senior team and their commitment to the work of the Institution.

2. The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	Data collection and collation systems are well documented and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Student and teaching staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.8	The institution has processes through which it verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of the Institution is primarily carried out by the Registrar. Other senior colleagues also support its effective administration, and the administrative requirements are clearly understood. The size of the team is adequate for the current smooth running of the Institution.

The administrative support available is clearly defined and documented. The appropriate administrative policies and procedures are being moved to the online platform and electronic storage is continuing to replace paper systems. This process is in progress. The staff handbook has been brought up to date and now includes the Institution's policies and procedures, which are regularly reviewed.

Student and teaching records are maintained electronically and to a high standard. They are kept up to date. The Institution includes statistics on student pass and completion rates in its annual report. All data is password protected and can only be accessed by designated staff, which effectively ensures the security of data.

The Institution has a robust system for verifying student identity at enrolment. Students are monitored effectively through a regular tutorial system, which includes online discussions on progress and pastoral support. Technological support can be provided if required by the Institution or through the church to which the student belongs.

The Institution subcontracts its Information Technology (IT) support to a national provider, which ensures that the Institution's systems are operative and robust.

The administration of the Institution is highly effective because of the skills and knowledge of the staff involved and the support from senior colleagues.

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	The institution has a robust teaching staff recruitment system that is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	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 Institution has appropriate policies for the recruitment of staff. All new staff are vetted effectively before commencing work with the Institution. Curricula Vitae (CVs) and qualifications are checked, and references are taken.

All staff, including teaching staff, are volunteers, who are supported by their churches and are committed to the mission of the Institution in furthering the teachings of the Bible. All teaching staff at the Institution are known to the senior management of the Institution and have been appointed to the Institution through a face-to-face interviewing process.

The performance of staff is regularly reviewed. The performance of all managerial and administrative staff is regularly reviewed through the performance management process. The performance of the head of the Institution is monitored by the Trustees.

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

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|-----|---|---|-----------------------------|
| 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 text and imagery in the publicity material is up-to-date and the promotional material provides accurate depictions of the Institution.

Information on the courses is accurate and gives a good guide to the expectations and requirements of studying with HBC.

Although there is an expectation that online studying with the Institution is likely to increase, the website does not provide highly detailed information on its activities, including more detailed descriptions of the courses, use of dedicated areas on the website for alumni, chat functions and other online functions that would support students.

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

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|-----|--|---|--|
| 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 are 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 that 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 |
| 5.6 | Students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Entry requirements are well understood by prospective students and are clearly set out in the information sent out to them. Prospective students are expected to discuss entry to the Institution with their church leaders, who are required to endorse the application and provide a reference. Because of this process, only appropriate students are enrolled onto the course.

There is a formal application process that involves an application by the student and the academic and spiritual sponsorship of the student by their church. Students are not required to have specific academic achievements, but the

usual expectation is that they will have a good level of academic attainment, consistent with achievement at secondary school.

Students are expected to have a commitment to their faith and the concept of ministry. All prospective students have online discussions with a member of the senior team to confirm their suitability for the course through an initial assessment.

All overseas students have a good level of English. This is assessed in the initial meeting. English language skills are also assessed through the application process and for students who speak English as an additional language, a telephone discussion may be held.

Students understand the level of digital literacy required to undertake the courses. A consensus is established between the student and the Institution that the course is suitable and that the student has the skills and knowledge required to successfully complete their chosen course.

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

6.1 There is an appropriate, clear and published policy on student attendance and punctuality. Yes 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. Yes No

6.3 Student absences are followed up promptly and appropriate action is taken. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate and clear policy on attendance and punctuality for in-person and online sessions.

Accurate records are maintained and reviewed, and any unauthorised lateness or absence is followed up immediately.

As a result, there is a very high level of attendance.

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

7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. Yes No

7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No

7.3 The feedback is reviewed by management and action is taken where necessary. Yes No

7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Feedback is obtained from students on a regular basis, particularly in relation to the effectiveness of lectures. Student feedback is a formally written process, where students analyse the quality of their learning experience.

A student representative attends the regular senior team meetings and brings any issues to the attention of the senior team. Issues are recorded at these meetings. In addition, the senior team is in regular contact with the churches in which students undertake internships, to check on the engagement of the students and the support that they receive.

The Principal has regular informal discussions with trustees and the partner college in the USA, Urshan College, to review the quality and relevance of the lectures. Communication within the organisation and with stakeholders is excellent.

The senior team discusses the effectiveness of the lectures with the tutors. This enables the tutors to analyse their lectures and to give feedback to the Institution regarding the effectiveness and relevance of their teaching. The senior team also uses student feedback to assess the suitability of tutors to continue with their delivery of certain parts of the curriculum.

Any issues identified by students are quickly resolved and students are informed of the outcomes.

8. The institution 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 institution's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually that 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, and on examination results and completion rates. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

All aspects of the Institution's operation are reviewed through regular weekly meetings. These meetings ensure that the Institution is able to respond to any issues in a timely manner.

Annual reports are compiled and submitted to the Board of Trustees. Good statistical information is available to the senior team to help it monitor the provision and plan for the future.

The annual reports include year-on-year analysis of student success and student satisfaction. They also include actions such as the further development of online learning, the potential to include a Spanish translation of the courses, and the funding and replacement of the roof on the Institution's premises.

Action plans are implemented and formally reviewed by the senior managers at their regular team meetings.

A written self-assessment would help the Institution to be more structured in its quality improvement processes.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Academic Dean is well qualified and has online learning experience. She manages the teaching, learning and assessment of the students well and has been instrumental in migrating the academic records to an online platform. As the Academic Dean is coming towards the end of her tenure, her successor is shadowing her role to ensure continuity for students.

Students are given the programme timetable following enrolment. They understand the timetable requirements well and attend the online lessons when required.

Teachers are allocated to lectures based on their expertise and are prepared to freely give their time following lectures to answer questions and queries. Teachers are experts in their field, and many have delivered classes for the Institution for many years. Therefore, students receive a consistently relevant and high-quality learning experience.

The Institution has an appropriate policy and effective procedures to ensure that there are sufficient teaching and other academic resources, such as publications and online lectures, to support students' high-quality learning experience.

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

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|------|---|---|-----------------------------|
| 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 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | 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 |
| 10.4 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.8 | The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and to enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses are logically planned, and all lectures have a coherent shape and structure. It is made very clear to students through the courses and teaching that they need to develop both the necessary knowledge and skills to meet assessment requirements, as well as appropriate attitudes for ministry.

Lectures contain a variety of learning techniques, and students are involved in a range of activities, including quizzes, crosswords, reflection papers and other learning activities to help them engage in the learning process and support their learning.

Most teachers include appropriate learning objectives in their lectures to support assessment objectives. However, this is not always clear in all lectures to ensure effective support of learning in all teaching sessions.

Lectures contain formative activities to help and support students in achieving high marks in their summative assignments.

Alongside their academic study of the Bible, students are engaged in activities to develop social and other personal and intrapersonal skills and their independent learning skills. This skills development enables the students to engage in the ministry of the Church and to be ambassadors for their faith.

Students are kept fully informed about the requirements related to the submission of coursework and are given schedules at the start of the course regarding submission dates.

Students have personalised and differentiated learning sessions within their individual fortnightly tutorial meetings. In these meetings, any academic issues or difficulties are addressed, as well as more pastoral concerns. Any identified learning needs from these sessions are continually fed back to teachers to ensure classroom delivery continues to meet all students' needs.

Students are able to meet and interact with the Academic Dean and other senior staff by appointment, as well as lecturers, and appropriate technology is available to facilitate this.

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 skills, which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	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
11.8	Teaching staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	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
11.10	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

All teaching staff are well qualified and experienced. Most teachers have worked with the Institution for a long period of time and are highly committed to the Institution and its aims and objectives. They have been selected for their specific expertise and communication skills. They are considered by the Church community to be experts in their field and believe that part of their ministry is to support the work of the Institution and the education of its students.

As teachers are experts in their field, they are allocated to courses that enable this expertise to be appropriately and consistently delivered.

Classes are regularly monitored by the senior team and through a system of student monitoring. A senior member of staff sits in on online classes and monitors the performance of staff and the suitability of their teaching. Students are

also asked to review the performance of staff by providing feedback on their lectures. The result of this process is fed back to tutors. As a result, all teaching is monitored, and feedback from this monitoring is used in evaluating the effectiveness of students' experience and used in the regular appraisal process.

Teachers understand the specific challenges of online learning and are prepared to offer additional support outside the formal lessons.

All appropriate staff are trained in the policies and procedures of the Institution.

As experts in their field of study, teachers are expected to follow their own path in the improvement of their knowledge and expertise. However, teachers engage in peer learning conversations, which further supports improvements in teaching and learning and helps and supports their own professional and theological development.

Teachers use a range of techniques in their online lectures to engage and motivate students and to support individual learning needs. For example, one-to-one or small-group sessions are often made available following lectures to support and check on individual learning progress.

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

12.1 Appropriate resources and materials for study are available to the students and teachers. Yes No

12.2 Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision. Yes No

12.3 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. Yes No

12.4 Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives. Yes No

12.5 Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. Yes No

12.6 The institution makes effective provision for students to access conventional and online resources. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students are provided with reading lists and other learning materials, such as videos and pre-recorded lectures, that support their studies.

All teaching materials provide appropriate teaching and learning opportunities at an appropriate level. The materials provided by the partner college in the USA have been quality assured by the college as being appropriate for the students and for learning at the appropriate level. Course materials support students in achieving their intended learning outcomes.

Teachers review their materials to ensure appropriateness both for the students and to meet the course objectives. In many cases, the materials are stimulus materials to facilitate the effective study of the Bible and its interpretation.

There is a suitable well-stocked library that has been assembled through donations from alumni and other subscriptions.

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	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and to prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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	<input type="checkbox"/> NA
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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
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

The monitoring of students' performance and progress is good. Students are provided with the schedule and criteria for the assessment of the course modules at the beginning of the module. Students who need extra help can receive this from the lecturers, who are prepared to give up their time following lectures, and also from the full-time staff at the Institution.

Students discuss their progress in their tutorial sessions and receive support to enable them to achieve at the level required. Any additional support is provided as required to individual students. As a result, all students have access to additional support if required through a range of additional study materials or one-to-one tutorials.

Students are required to adhere to their Christian principles, not only in relation to their studies, but also as a way of life. Therefore, cheating and similar misdemeanours are strongly discouraged. Students are aware that this behaviour runs counter to the whole ethos of the Institution and could lead to serious consequences.

All students join the course because they wish to further their Christian mission and are fully committed to completing and succeeding on the course. There are no alternative courses that students could be guided to attend if they were not making sufficient progress.

The Institution monitors teacher feedback on assignments closely. There is a requirement by the Institution for teachers to provide detailed, focused feedback on all marked work. This is reviewed as part of the teacher appraisal and quality assurance of the programme of study.

Spoken and written feedback is a strength of the Institution and students receive comprehensive and supportive feedback on their assignments.

Teachers are available to discuss the work and to provide further academic support following lectures. There is a comprehensive personal tutor system that also supports academic study.

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

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

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

Comments

Both the Diploma and the Certificate are awarded by NCFE, which is a recognised awarding body.

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

- 15.1 There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

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

The Institution has secure assessment systems that comply with the requirements of the awarding body.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

Comments

Students on the Certificate course receive advice and guidance relating to progression to the Diploma course. Students also receive advice and support in relation to their religious development, whether that means following further study in preparation for ministry, or whether they wish to take a different path before continuing to serve the Church.

INSPECTION AREA – STUDENT WELFARE

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

- | | | | |
|-------|---|---|--|
| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.5 | Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.6 | 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 |
| 18.7 | 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 |
| 18.8 | 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 |
| 18.9 | The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the institution’s responsibility. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.10 | The institution supports and encourages peer interaction through a variety of communication channels, including social media. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

All staff at the Institution provide effective pastoral support as part of their role. There are also formal pastoral arrangements that include regular review sessions with a member of the senior team acting as mentor, and pastoral support for all students.

Prospective students receive appropriate support before joining the programme of study. They understand the expectations and requirements of being a student at the Institution. International students receive useful information about Scottish life and culture.

There is a comprehensive induction programme that introduces students to the programme, the way it will be delivered and help on how to study. Students also receive support on how to develop their ideas of ministry and how the course will help them in this.

Students on campus receive out-of-hours telephone numbers and information on living in Glasgow. There is a student handbook that provides detailed information about the course and a range of policies and expectations, including the Academic Honesty and Integrity Agreement and the policy on discrimination and abusive behaviour.

All full-time staff have received training in the risks posed by radicalisation and extremism. The Institution has a policy on radicalisation and extremism and carries out appropriate risk assessments.

During induction, all students are given appropriate advice on the technological requirements for completing the course and how to deal with technical issues.

Students are encouraged to interact with staff and each other through a variety of appropriate communication channels. These include informal contact through social media, discussions prior to and following lectures and Bible study. This results in students knowing each other and the staff well and working effectively together, both academically and socially.

19. International students are provided with specific advice and assistance

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

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

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

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

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

Comments

International students receive appropriate advice and guidance on travel and living in the UK through e-mail correspondence from the senior management team before they arrive at the Institution.

The Institution encourages contact with students and endeavours to answer queries and put students at their ease before they arrive. The Institution arranges to meet students at the airport on their arrival, and appropriate advice and guidance continue to be made available throughout their period of study.

The Institution provides support and guidance for overseas students who speak English as an additional language. For all overseas students, there are significant cultural differences. While this is initially challenging, the students welcome the opportunity to live and work closely with others from different backgrounds and cultures and to develop their ideas of mission and service.

20. The fair treatment of students is ensured

20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No

20.2 Students have access to a fair complaints procedure, of which they are informed in writing at the start of the course. Yes No

20.3 Students are advised of BAC's own complaints procedure. Yes No

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

Comments

The contractual terms and conditions are fair and transparent. Students are required to discuss their entry to the Institution with their church to establish whether joining the Institution is the correct choice for them.

Students have access to the Institution's complaints/grievance procedure and are advised of the BAC's complaints procedure in the student handbook.

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 meet 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 the 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

All residential accommodation is clean, safe and of an adequate standard.

Student accommodation is in dormitories. Female accommodation is in the main building and male accommodation is in an adjoining building. Two to four students share a room in the dormitories.

When students are on campus, there is appropriate live-in support for both male and female students. A married couple usually oversees the men's dormitory and two female staff live within the accommodation area when students are present.

All accommodation is inspected by the statutory authorities. Fire extinguishers are in place and there are well-signed emergency routes and fire exits. The level of supervision meets the needs of the students.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.4	Any activities organised by the institution 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

Students take part in and sometimes lead worship in religious services and put into practice the music and communication skills they have been developing on the courses.

Information on suitable social activities is widely disseminated throughout the student body and all students are aware of the social and religious programmes.

Students are able to make requests to visit places of interest. Trips have been organised for the students to visit Paris and London, and they take part in events in and around Glasgow.

All events are supervised by responsible adults. Events are subsidised by the Institution or are part paid for by fundraising by the 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

The Institution has secure possession of and access to its 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	
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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) that are made readily available to students, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input type="checkbox"/> Yes	<input checked="" 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

There is a sign-in book in the Institution's reception and all visitors are required to sign in and out of the building. Visitors are brought into the building by members of the Institution and are supervised during their visit. Tradespeople are also booked in. The premises are appropriately restricted and secure.

The students have responsibility for keeping the premises clean and tidy as part of their daily work regime. They follow a rota that is strictly adhered to. All parts of the premises are inspected on a regular basis and items or areas that require attention are promptly dealt with. As a result, the premises are clean and in a good state of repair.

All visitors are given health and safety advice when they arrive at the Institution.

25.4 Although general guidance on health and safety is made available to staff and students, sign-in procedures are not systematically enforced, as not all visitors sign out when they leave the building. In order to ensure that everyone, including visitors are kept safe, the Institution needs to know who is in the building at all times.

Signage is clear, both inside and outside the building. There are notice boards that display general information.

There is a spacious reception area. Circulation space is generous within the building. Toilet facilities are of an appropriate number and level of cleanliness both within the main building and in the residential areas.

All rooms have central heating radiators and have windows that open either to the outside or onto a central atrium area. This provides good heating and ventilation.

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 adequate, and some are very spacious for the number of students using the space.

There is a church hall where religious services and other activities take place. This provides appropriate accommodation.

There are suitable facilities for undertaking assessments that are close to the Academic Dean's office. This effectively supports the security of assessment papers and assessed work.

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

Students have their own area within the accommodation blocks where they can study, relax and socialise. They also have space to store their own possessions safely and securely.

Visiting teaching staff have the use of a small flat, where they can mark work, prepare lessons and relax.

There is a dining room that is available to staff and students at certain times of the day. There are also snacks and drinks available throughout the day and evening.

The administrative and staff areas have recently been expanded. This has created a meeting space and a better working environment for the permanent staff of the Institution.

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

The Institution is very professionally managed by a committed and experienced senior team.

The senior team uses feedback from students effectively to support the continued quality improvement of the Institution and its staff.

Communication within the organisation and with stakeholders is excellent.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Feedback on students' work is excellent and is used well to support learning and personal development.

The Institution has a holistic approach to students' learning that supports the development of skills and attitudes, as well as academic abilities.

All staff are strongly committed to the ethos of the Institution, and they strongly support its aims and objectives.

Staff are considered to be experts in their field. This gives students confidence in their learning experience.

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

STUDENT WELFARE

Institution's strengths

All staff provide pastoral support irrespective of their role in the Institution. This helps students to feel a sense of belonging and security, which aids their personal development.

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

There is a proactive approach to the maintenance of the premises, which maintains the high quality of the buildings.

Actions required	Priority H/M/L
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25.4 Sign-in procedures need to be systematically enforced and visitors need to sign out when they leave the building. High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the transfer of all policies, procedures and other documentation to the electronic platform be completed as quickly as possible.

The Institution’s website should provide more information on its activities, including more detailed descriptions of the courses, use of dedicated areas on the website for alumni, chat functions and other online functions.

It is recommended that the Institution establishes a written self-assessment process. This would help the Institution to be more structured in recording its quality improvement processes.

It is recommended that the good practice by teachers in the inclusion of learning objectives in teaching sessions be shared and that all teachers include them in their planning.

COMPLIANCE WITH STATUTORY REQUIREMENTS