



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Tilsley College

ADDRESS: 78 Muir Street
Motherwell
North Lanarkshire
ML1 1BN

HEAD OF INSTITUTION: Dr Allan McKinnon

DATE OF INSPECTION: 4 & 6–7 October 2022

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- Award of accreditation to be withdrawn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: 3 March 2023

PART A – INTRODUCTION

1. Background to the institution

Tilsley College (TC/the Institution) is a Christian theological college owned by Gospel Literature Outreach Europe (GLO), an international evangelical mission organisation. The Institution offers certificated and uncertificated courses in Christian theology and Christian ministry.

TC is situated on the GLO-owned site in the centre of the Scottish town of Motherwell.

Tilsley College is integral to GLO's objective to grow mission-focused churches in Europe by mobilising, training and resourcing Christians. The Institution aims to deepen students' understanding of the Bible and their Christian faith, promote their Christian character and develop their gifts and practical skills for Christian ministry.

GLO is a Scottish Charitable Incorporated Organisation (SCIO) and its Board of Directors (the Board) has overall responsibility for TC. TC's College Council is a sub-committee of the Board. The College Council and the TC's Principal have delegated authority from the Board for the Institution's functions. The Principal is supported by a senior management team comprising the Academic Dean, Registrar, Student Welfare Manager, and Pastoral Lead.

The training offered by GLO in Motherwell began in 1974 with a short course, and Tilsley College was inaugurated in 1995, offering a one-year course. Since then, the provision has grown to include a three-year programme and a range of short courses, including online and blended learning options.

2. Brief description of the current provision

The Institution delivers three certificated courses, a one-year Certificate, a two-year Diploma and a three-year European Baccalaureate (EB), all in Biblical Studies and Christian Ministry. These are the equivalent of the first, second and third years respectively of a Bachelor's degree, with 60, 120 and 180 credits respectively on the European Credit Transfer and Accumulation System (ECTS), and are at levels 7–9 respectively on the Scottish Credit and Qualifications Framework (SCQF). The awarding body for all certificated courses is the European Council for Theological Education (ECTE).

Students with satisfactory performance can continue from the Certificate to the Diploma to the EB course if they wish. Direct entry to the Diploma and EB is also possible for suitably qualified applicants.

The certificated courses are delivered primarily in person, with a small proportion of online learning. They are normally full time, although occasionally students are admitted on a part-time basis. Certificated courses are residential. Each certificated course includes term-time practical placements in an assigned ministry setting and a period of ministry apprenticeship.

TC also offers uncertificated courses subject to demand. The year-long, missionary-focused FirstServe programme begins with a month of residential learning at the Institution. Other uncertificated courses are delivered flexibly in two-week blocks, part-time over a longer period, or on an open-access basis, depending on the course and the needs of the student.

Two courses were running at the time of the inspection, the Certificate in Biblical Studies and Christian Ministry with 12 students, and the FirstServe programme with two students. The vast majority of students were full time. The majority of students were male and most students were from the United Kingdom (UK). Other countries represented include Colombia, Afghanistan, Canada, Nigeria and India. One of the students was under the age of 18 and will shortly have their 18th birthday. Students under the age of 18 are not normally enrolled.

Enrolment on certificated courses is based on an academic year, with courses commencing in September annually. Enrolment on other courses is determined by demand.

Applicants for certificated courses are normally required to have passed at least three Scottish Qualification Authority (SQA) Highers at Grade C, or an academic equivalent, although mature applicants without these qualifications are considered individually. Applicants for uncertificated courses are considered on an individual basis.

3. Inspection process

The inspection was carried out over two and a half days by one inspector. One day of the inspection was carried out online and one and a half days were conducted onsite. Meetings were held with the Principal, Academic Dean, Registrar, Student Welfare Manager, Pastoral Lead, a member of the College Council, teachers and students. Premises and facilities were inspected on site. A range of lesson observations were conducted. Documents were scrutinised. The Institution fully co-operated with the process, and all information was promptly made available.

4. Inspection history

Inspection type	Date
Stage 2	28 July 2009
Stage 3	16 October 2009
Interim	7 September 2010
Re-accreditation	6–7 June 2013
Interim	1 September 2015
Re-accreditation	30–31 May 2017
Interim and Supplementary	22 November 2019

PART B – JUDGEMENT AND EVIDENCE

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 GLO Board consists of five Directors, each with responsibility for an area of GLO’s work. The Principal as GLO Training Director is a member of the Board. The role and extent of authority of the Board and committees are set out in their remits and terms of reference, with minutes of meetings demonstrating their focus on their responsibilities.

Matters delegated to the College Council and the Principal by the Board include determining TC strategy and policy, subject to compatibility with GLO strategy, monitoring institutional performance, and providing advice and support to TC staff. The College Council includes TC’s Principal and Academic Dean and a student representative.

The main Committee consists of external stakeholders from the Christian community. It reports to the Board and provides scrutiny and advice for the College Council.

The TC’s Principal is head of the Institution, reporting to the GLO Board’s European Director. The Principal, Academic Dean, Registrar, Student Welfare Manager and Pastoral Lead form the Senior Management Team (SMT). Information about management structure is included in handbooks and reiterated at induction.

The role of governing bodies and management is, therefore, clearly defined, documented and understood.

The Principal and other senior managers are suitably qualified and experienced. They understand their specific responsibilities, which are set out in their job descriptions, a memorandum of understanding, a schedule of services and a staff handbook. They carry these out effectively.

There are clear channels of communication between management and staff. The Principal, who is a member of the Board and the College Council, produces a written report for every meeting of the College Council, and regularly meets the Chair of the College Council. This facilitates an effective cascade of communication between the governing bodies, the Principal and staff.

The SMT meets formally at least once a month and more often if required. There are all-staff meetings led by the Principal at the beginning and end of every term. Minutes of the SMT meetings and all-staff meetings are produced and circulated.

There is also effective informal communication on a day-to-day basis. Managers are accessible as staff have adjacent offices. There are daily morning devotions attended by all staff, and all staff eat together in the dining hall, providing opportunities for interaction.

Staff reported that effective communication with management fostered a sense of community, and the evidence of the inspection bears out this view.

Governance structures, leadership and channels of communication therefore support the effective management of the Institution.

2. The administration of the institution is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration under the leadership of the Registrar is effective. Administrators are suitably qualified and experienced, understand their specific responsibilities and duties, and carry them out effectively. Administrative support is sufficient for TC's needs and is defined, documented and understood. This is reflected in the efficient administration praised by staff and students. Inspection findings confirm this.

Appropriate administrative policies, procedures and systems are included in the college handbook, are available online and are reiterated at induction for staff and students. Senior managers review these routinely and in response to feedback. They are therefore up to date, thorough, well documented and disseminated effectively to stakeholders.

Efficient data collection and collation systems are in place and efficiently administered. Student and staff records are comprehensive and current.

Administration therefore efficiently supports the work of the Institution.

3. The institution employs appropriate managerial and administrative staff

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| 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

There are suitable policies and procedures for recruiting and retaining suitably qualified and experienced staff. A commitment to GLO's ethos and values is a prerequisite for joining TC, so staff are sought by advertising through GLO, other Christian organisations and relevant websites. Interviews are held, and experience, qualifications and suitability are verified through certificates, references and criminal record checks.

TC staff are also known as associates and are not employed by the Institution but offer their services voluntarily. Their responsibilities and entitlements are clearly set out in their job description, a memorandum of understanding, a schedule of services and a staff handbook, which ensures they understand their roles and responsibilities.

There is an effective staff review process. Staff receive regular informal feedback from their line managers. The Principal has a formal annual meeting with each member of staff where performance is reviewed, and goals are agreed and recorded. This ensures that staff are aware of their areas of strength and areas for development.

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

Text and images on the website and in promotional material accurately depict TC's location, premises, facilities and the range and nature of resources and services offered.

Information in the current prospectus is comprehensive, accurate and up to date.

The publicity material therefore enables applicants to make an informed choice about the suitability of the Institution.

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 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

Academic entry requirements for certificated courses are specified and are appropriate. While students usually enter at Certificate level, applicants can apply for direct admission to the Diploma or the EB. This is uncommon and suitability is assessed on a case-by-case basis. Applications for the Certificate course from mature students without the specified academic requirements are also considered on a case-by-case basis. All applicants are required to demonstrate commitment to the Christian values of TC.

The application process is managed by a Registration Committee comprising senior managers and academic staff. Following application, qualifications are checked and references are verified. Each applicant is interviewed using a standard format to promote consistency, and a recommendation is made to the Principal for a decision about admission.

The interview process ensures that applicants understand the nature and requirements of the courses for which they are applying. This is reinforced by discussions with the Registrar if required. Students praised the application process as efficient and informative, with questions answered promptly and helpfully.

Initial assessment of student suitability is undertaken during the application process and interview. This includes an evaluation of language skills. All applicants whose secondary schooling was in a language other than English must demonstrate a sufficient level of proficiency in English in the International English Language Testing System (IELTS) assessment or an equivalent standard in another recognised English proficiency test. A candidate's score in a proficiency test is a minimum requirement, and language ability forms part of entry evaluation to ensure that a candidate can complete the course.

TC therefore takes reasonable care to recruit and enrol suitable students.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

A suitable student attendance and punctuality policy is included in the TC handbook and reiterated at induction. It makes it clear that students are expected to attend all TC activities punctually. The stipulation of a suitable minimum level of attendance allows for non-attendance for legitimate reasons.

Attendance and punctuality records are collated in TC's electronic learning management system and regularly reviewed by the Registrar. Student absences are followed up by ascertaining the reason for the absence and ensuring that the student is safe. Unauthorised absences and unpunctuality result in counselling from the Principal, with sanctions imposed if required.

Policies, procedures and systems are therefore appropriate and evidenced by records showing a high level of attendance and punctuality.

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

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| 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

TC has effective mechanisms for obtaining stakeholder feedback on its provision.

Students provide formal feedback at the end of term and end of year on all aspects of their TC experience, including their off-campus spiritual activity. Students at the time of the inspection had not yet completed a term but were aware of the feedback process. They also praised the TC's open-door policy of encouraging informal feedback at any time.

Staff provide feedback at a meeting with the Principal or Academic Dean at the all-staff meeting or at their annual review, and also found TC to be receptive to feedback at any time.

An elected Student Council with a clear remit and terms of reference represents students. Meetings are held a minimum of once a term, with more frequent meetings held at the Student Council's request. Minutes are taken and circulated. Having a student member on the College Council also provides students with a way of making their voice heard.

The feedback obtained from students is reviewed initially by the Academic Dean. It is reported and discussed at appropriate meetings, such as the SMT meeting, an all-staff meeting or with the Student Council. It may also be discussed with individuals, depending on the nature of the feedback. Action is taken where feasible, either at the direction of the Principal or, depending on the nature of the issue, by referral to the College Council for further consideration.

Action taken as a result of student feedback is notified to students orally, by email or formally at the next meeting of the Student Council, as appropriate.

Students and staff were satisfied with the feedback mechanisms, and the evidence of the inspection supports this.

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, 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

TC has effective systems to review and assess institutional performance with a view to continuing improvement.

TC gathers and evaluates data from a wide variety of sources to monitor and periodically review its performance. Feedback from students and staff, placement supervisors and mentors, student achievements in assessments, students' self-assessment of their progress towards their goals, and staff reviews are all used as metrics to ensure that standards are being maintained and areas for development are being identified. The outcomes are regularly reviewed by the SMT and reported to the College Council.

An annual report is produced for internal monitoring and in fulfilment of ECTE requirements. It includes changes over the past year, plans for the future and student data. Year-on-year statistics on student satisfaction, retention, achievement, examination results and completion rates are compiled, evaluated and monitored, and an action plan is drawn up. The Principal reports progress to each meeting of the College Council. Decisions and actions are recorded and tracked, so there is regular review of the action plan and its implementation.

TC's 2020–2025 Strategic Plan proposed a series of annual engagement visits by which a committee comprising internal and external members would review specific aspects of the Institution in detail for the purposes of quality assurance. The cycle has yet to begin, so this useful additional mechanism for quality monitoring and enhancement is not yet available for inspection.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Academic Dean is suitably qualified and experienced and provides effective leadership for teaching, learning and assessment.

Classes are timetabled and rooms are allocated appropriately for the courses offered.

Teachers are allocated appropriately depending on their experience and area of expertise, and this provides a consistent learning experience. Delivery is monitored through student and staff feedback and lesson observation to maintain consistency.

There are appropriate policies and procedures for acquiring academic resources, with applications for additional resources made to the Librarian and ratified by the Academic Dean.

Academic management is therefore efficient and enables the successful delivery of courses and the achievement of learning outcomes.

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 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10.5 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10.6 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are designed and delivered to develop the knowledge and skills required for final assessments. The course structure, content, timetable, learning outcomes and assessments are comprehensively set out in handbooks for staff and students.

Lesson plans are based on learning outcomes and assessments. Lessons and assessments comply with the standards and guidelines of the awarding body, and formative assessments test the knowledge and skills needed for success in summative assessments. Spiritual formation and character building are also factored into courses and assessments, as these are important learning objectives for TC.

Students are encouraged and enabled to develop as independent learners, using critical thinking and research skills. Students found TC's study-skills development session at the start of the course helpful in developing their learning skills.

Coursework and any scheduled revision periods are timetabled before the start of the course and communicated effectively to students.

Courses are therefore planned and delivered to support students' success.

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

11.1 Teachers are appropriately qualified and experienced. Yes No

11.2 Teachers have a level of subject knowledge and pedagogic and communicative skill that allows them to deliver the content of courses effectively. Yes No

11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No

11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No

11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No

11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers' Curricula Vitae (CVs) demonstrate that they are suitably qualified and experienced. Lesson observations demonstrate that teachers have the necessary knowledge and skills for effective teaching. They are enthusiastic and encouraging and use appropriate teaching aids. Teachers respond to the different learning needs of students. Students are positive about the high quality of teaching, and inspection confirms this view.

Appraisal for teachers includes regular lesson observations by the Academic Dean. After each observation, she provides teachers with feedback about their strengths and areas for development.

Continuing Professional Development (CPD) needs are part of the annual performance review and can also be raised with the Academic Dean or Principal at other times. Teachers report that the Institution is supportive in terms of time needed for further study and would consider financial support where possible. The Academic Dean has a pedagogy day with teachers before the course as part of teacher development.

Teachers respond to the different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. They encourage all students to participate in discussion and check students' understanding of the concepts being considered.

Teachers' CVs, lesson observations and students' positive views demonstrate that teachers are suitably allocated and effective in course delivery.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The primary academic resources required are access to relevant books and journals, and these are provided through the library and in texts provided for students' personal use. Students and staff are satisfied with the quantity and quality of resources and materials for study, and inspection findings support this view.

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

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| 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

Certificated courses include scheduled assessments. Comprehensive information is provided in course handbooks and through the learning management system. This includes the assessment timetable, type of assessments for each module, grading criteria and criteria for continuing to the Diploma and EB courses.

Student progress and assessment outcomes are recorded in each student's file and monitored by the Academic Dean. Feedback from teachers or the Academic Dean, based on the teacher's classroom observation and on assessments, makes students aware of how their progress relates to the targets for achievement.

If a student is struggling academically, the teacher and Academic Dean will initially counsel the student. Additional tuition will be offered if necessary. If underperformance in assessments continues and the student is not capable of making the necessary progress, they may be recommended to take an uncertificated course, or be offered the option of attending lessons as normal and obtaining an attendance certificate rather than a course certificate.

There is an appropriate policy on integrity and plagiarism provided to students that makes it clear that cheating and other misdemeanours will be penalised.

Written feedback is given on each assignment, with subsequent discussion between the teacher and student on the reasons for the grading and suggested improvements. Each student has a debriefing session at the end of term and end of year to discuss their progress and performance in assignments.

Students have access to teachers and mentors outside class time, either informally or by appointment.

Students' performance and progress are therefore monitored effectively, and students receive appropriate feedback.

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

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

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The destinations of alumni demonstrate that awards are widely accepted for the purposes of working in Christian service and for further study.

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

TC's policy complies with the requirements of the ECTE in terms of examination security and administration, and there are effective systems in place for all courses.

An appropriate appeals procedure is in place and included in the TC handbook.

Procedures for administering assessments are therefore satisfactory.

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

17.1 Students have access to advice from an appropriate staff member on further study and career opportunities. Yes No

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal and the Academic Dean advise students on further study and career opportunities that are appropriate to the student's level of attainment and aspirations. This includes the possibility of proceeding to the Diploma or EB stage of TC's Biblical Studies and Christian Ministry courses, if the student has met the continuation criteria.

The Institution has close relationships with other missionary organisations and theological colleges in the UK and overseas, so students are advised of opportunities available and given relevant contacts.

Students therefore have access to information that supports their decisions about their future.

INSPECTION AREA – STUDENT WELFARE

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

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

18.2 Students receive appropriate advice before arrival. Yes No

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

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

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

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Pastoral Lead is responsible for student welfare and is suitably trained, accessible and available to provide advice and counselling. The Pastoral Lead is in regular personal contact with all students. Each student has an assigned mentor who is a member of GLO staff and meets regularly with their mentee to provide additional support. A Student Welfare Manager is responsible for students' practical needs, including the quality of accommodation and catering and the co-ordination of any medical needs. They are suitably qualified and experienced.

Students receive appropriate advice before arrival as part of the selection, interview and admission process. This includes discussion of how the Institution can support students with particular needs. There is a comprehensive induction process at which all staff introduce themselves and their roles and responsibilities, reinforcing previous information provided to students. Students praised the induction session as a helpful introduction to TC life.

Students are issued with the contact numbers of the Principal and Registrar for out-of-hours and emergency support.

There is an appropriate anti-discrimination policy and policies to deal with any abusive behaviour. The code of ethics, community living guidelines and disciplinary procedure make it clear that such behaviour is unacceptable and will incur sanctions for students and staff.

There are comprehensive and appropriate safeguarding policies and procedures that are regularly reviewed. There is a named Designated Safeguarding Lead (DSL) and deputy DSL who have undergone appropriate certificated training. Staff induction includes training on the safeguarding policy and procedures, and staff are aware of their responsibilities in this area. All staff undergo appropriate criminal record checks under the Disclosure Scotland scheme as part of the recruitment process.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. There is an appropriate anti-radicalisation and extremism policy. The Academic Dean is the designated anti-radicalisation and extremism lead and has specified duties, including arranging and logging staff training. Appropriate risk assessment has been undertaken to identify vulnerabilities and mitigations, and this is monitored and updated.

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

International students receive appropriate advice before their arrival on travelling to and living in the UK, and in Scotland specifically. They are advised that some teaching content can be delivered online and that a six-week ministry placement outside the UK can also be arranged. The Principal or Academic Dean discuss available options with international students at interview.

The induction for students covers issues specific to the local area. Information and advice for international students are available throughout their course from the Pastoral and Welfare Leads, teachers or mentors.

Provision of support takes cultural considerations into account, including catering for dietary requirements.

Advice and assistance are therefore appropriate and support international students to succeed on their course.

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.

Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Information about terms and conditions is included in the prospectus, provided when an applicant applies and discussed at interview.

An appropriate internal complaints procedure and the British Accreditation Council complaints procedure are included in the TC handbook and reiterated at induction, so students are aware of their rights in this area.

Procedures support the fair treatment of students effectively.

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. Yes No

21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA

21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for the security of students and their property. Yes No

21.4 A level of supervision is provided appropriate to the needs of students. Yes No

21.5 Separate accommodation blocks are provided for students under 18. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Residential accommodation is clean and safe and meets the needs of students.

Residences are secured by keypad and room-key entry. All students have their own bedrooms. One floor of the two-storey residence has been completely refurbished to a very high standard. The other floor is satisfactory, and TC plans to upgrade it as part of a wider programme of demolition and building work. There is a well-equipped student kitchen.

Residential accommodation is open to inspection by the relevant Scottish authority.

There are clear rules and fire, health and safety procedures in place that are displayed in residences and reiterated at induction. There are regular fire drills. Single bedrooms with lockable doors mean that appropriate precautions are taken for the security of students and their property. The level of supervision is appropriate to the needs of students, who are required to comply with TC's rules and regulations for residences.

The student under 18 is accommodated in their own room in the main residence and shares washing facilities with five other female students. Given that there is a single student under 18 and that the premises and bedrooms are secure and supervised, the risks are low.

21.5 However there is no separate accommodation block provided for students under 18.

The students are very satisfied with the quality of the residences, and this is borne out by the inspection.

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 reinspection 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

Students are informed about local facilities, clubs and social activities that may be of interest. TC does not organise a social programme as students take part in the social activities provided by their churches.

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 tenure on the premises as these are owned by GLO.

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 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 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

Access to the premises is appropriately restricted and secured by external and internal keypads and room keys.

All premises are in a satisfactory state of repair, decoration and cleanliness.

Health and safety guidance is provided in the staff and student handbooks and during induction. It is displayed on notice boards and is provided for visitors. Any breaches of health and safety regulations result in sanctions under the misconduct code.

External and internal signage, display of information on notice boards and circulation space and the reception area for visitors are all adequate. There is an appropriate number of clean toilets, and rooms are adequately ventilated and heated.

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

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

TC has two classrooms that are equipped with projectors, laptops, screens and whiteboards and are appropriate for the allocated classes. The main hall can also be used as a teaching area. TC can also use other GLO facilities on the site, including a large lecture theatre-style auditorium. It can therefore access a variety of suitable venues for teaching and learning.

Classrooms are suitable for conducting the assessments required on each course.

Classrooms and learning areas are therefore appropriate for the courses offered.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate additional facilities for students and staff.

The library includes individual study desks, and students can also study in their bedrooms. Students have sufficient space and good wireless internet access.

Teachers have offices for preparing lessons and marking, and space for relaxation. There is a student lounge for relaxation and recreation.

Students and staff are provided with three meals a day in the dining hall and can consume snacks and drinks in the student lounge, the kitchen in the student accommodation or in the GLO coffee shop. Staff and students praised the high quality of the food served in the canteen.

Administrative offices are of an appropriate size and resourced for effective administration, and appropriate rooms are available for staff to hold meetings.

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

A well-qualified and experienced SMT provides effective leadership.

Clear channels of communication support collaboration and enable high-quality course delivery.

Efficient administration supports the Institution's achievement of its goals.

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

Well-designed courses enable students to succeed.

Dedicated staff support effective teaching and learning.

Effective assessment and feedback mechanisms support student achievement.

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

STUDENT WELFARE

Institution's strengths

Pastoral and Welfare Leads provide effective support for students' needs.

Residential accommodation provides a secure and pleasant living environment.

Actions required	Priority H/M/L
21.5 Students under the age of 18 must not be housed in accommodation with those over the age of 18 unless complete separation, including washing facilities, and a risk assessment are provided.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's strengths

The attractive premises are safe and clean.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution should consider commencing its planned programme of annual engagement visits to strengthen its quality enhancement process.

The Institution should consider requiring all staff to have certificated safeguarding training in line with best practice.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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