

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Harvest Bible College

**ADDRESS:** 179 Shettleston Road  
Parkhead  
Glasgow  
G31 5JL

**HEAD OF INSTITUTION:** Mr Robert Kelley

**DATE OF INSPECTION:** 22-23 March 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 25 May 2017

### 1. Background to the institution

Harvest Bible College (the College) is the official college of the United Pentecostal Church of Great Britain and Ireland (the Church). The Church is a small denomination in Britain and has its headquarters in London.

The aim of the College is to provide biblically based teaching and training for effective Christian service and mission, integrating academic excellence with Godliness leading to practical enabling, which in turn leads to mature Christian thinking on contemporary issues.

The College is located close to Glasgow city centre, in an area that is undergoing considerable regeneration. The small complex is virtually self-contained with dormitories for women, classrooms, a library, quiet or prayer rooms, kitchens and offices together with a chapel which is also used as an assembly room. The men's dormitories are housed in an adjacent single story building that had previously been a small warehouse.

The Principal is a senior pastor and reports to the governing board that is overseen by the Chairman of the Board, in London.

At the time of inspection there were twenty-three students enrolled, of whom a small majority are female. The vast majority are from outside the United Kingdom (UK). Just over half of the students are from the United States of America (USA), four are from the UK, four from other countries in the European Union and one from each of Colombia, Peru and Zambia. All the students are over the age of 18. Most students live on-site.

During the last academic year, the College has introduced a new 10 month diploma course in Theology, which is currently in its seventh month. Six students were recruited for the programme's first year.

### 2. Brief description of the current provision

The College offers a ten-month certificate in Theology, which is accredited by Northern Council for Further Education (NCFE) at National Qualifications Framework (NQF) Level 3.

Since September 2016, Harvest Bible College has also been offering a ten month, year-two diploma course, which has an emphasis on practical ministry. This second year course is primarily an internship, with an academic component incorporated. The diploma courses are offered through a partnership agreement with Urshan College in Missouri, USA. Part of the course is undertaken on the basis of distance learning and consists of three segments, which are Explore Apostolic Missiology, Analysis of Personal Spiritual Formation and Analyse Conflict Management and Resolution. Upon completion, students receive a diploma in Theology. This course is also accredited by NCFE, at NQF Level 4. A major part of this diploma course involves on-site practical ministry development in local assembly, the scope of which can involve initiating a new ministry in a church or enhancing a current established ministry.

Presently, the current first group of students is working out of the College, in order to ensure that the concept is well established. However, the intention is for the second-year students to be assigned to various approved churches across the UK. Work is well advanced as to the logistic and operational support, as well as the method of assessment, that will be required for this expanded commitment.

### 3. Inspection process

The inspection was conducted over a day and a half by one inspector. During the visit, the inspector observed three classes and had discussions with the Principal, Vice Principal, the Academic Dean, together with the Assistant Academic Dean and Registrar as well as two tutors. A discussion also took place with the students. The inspectors also undertook a tour of the premises, including the sanctuary. The College co-operated very well with the inspection process throughout.

#### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	13 - 14 January 2009
Supplementary	11 May 2009
Interim	19 April 2010
Full Accreditation	26 - 27 March 2013
Interim	14 April 2015

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

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

#### Comments

Ultimate responsibility for the College rests with the Principal, who reports to the School Board. All staff, including the tutors, contribute well to the day-to-day administration of the College.

The College has regular, weekly staff meetings at which the student representatives also participate. The notes of these meetings are well documented and, where necessary, suitable actions are undertaken.

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

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

#### Comments

The College has significant amounts of data, which is well documented and mostly in paper format. This is maintained to a high standard and is therefore sufficient to meet their current needs. However, greater use of information technology would simplify systems, make them more readily available and enhance student information.

The Staff Handbook would benefit from including a greater amount of detail, including a number of the College's policies.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

Teaching staff are volunteers, who are supported by their churches and are committed to the mission of the College in furthering the teachings of the Bible.

Continuing assessment of staff performance is excellent.

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

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

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

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.  Yes  No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  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.  Yes  No

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

**Comments**

Entry requirements are set at an appropriate level and are well communicated. Much of the student recruitment comes from within the denomination, both in the UK and internationally.

The questions in the application form about students' learning disabilities and language shortcomings, are not sufficiently explicit.

5.5 Most students have a good level of English. However, insufficient emphasis is placed on the level of language ability in the application form. Students are not advised that, where necessary, an appropriate English language course is to be undertaken prior to entering the College in order to reach the desired level of language competence.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No  NA
- 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  NA
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

**Comments**

Most of the students live on the College premises and very high attendance levels are regularly achieved.

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 each course as well as from tutors, pastors and alumni.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

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

**Comments**

8.2 Annual reports are compiled and submitted to the governing School Board. However insufficient statistical information is included. The information does not show year on year comparisons and lacks emphasis on future action planning.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

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

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

#### Comments

The College has an effective succession policy, with the deputy Academic Head supporting the Academic Head very well. This is particularly appropriate given the recent introduction of the new ten month diploma course that commenced in September 2016.

Whilst there is a core group of tutors, who deliver the course syllabus, these are supplemented by a number of experienced part-time tutors drawn from within the denomination.

The funding of resources has to be carefully controlled and a policy exists, through which alumni of the College are asked to donate a sum of money each year to improve the library.

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

- |      |  |   |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |

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

#### Comments

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, pedagogic and communicative skill which 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**

The College has a well embedded tutor assessment regime, with regular oversight from the assistant Academic Dean. Tutors are well supported by the Academic team and undergo regular and very effective classroom observations. However, immediate feedback is not currently given at the time of the observation or shortly thereafter.

Effective continuing professional development, through external educational courses, has the support of the School Board.

There are many part-time lecturers. These lecturers are well known to the Principal and teach at the College on a regular basis.

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 library is well stocked although it is understood that there is a need for a wider selection of academic literature to support the diploma course offered by Urshan College Missouri, USA. This aspect is being considered, through the use of the American Theological Library Association's (ATLA) resources. ATLA is a religion database.

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.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  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.  Yes  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.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No

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

**Comments**

Students are well informed about the expected learning outcomes.

Students' work assignments are effectively monitored and students receive good written feedback. This is augmented with regular tutorials when students' progress is discussed.

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 NQF/QCF 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 awards are recognised by churches, theological bodies and the Global Association of Theological Studies. Students' portfolios are submitted to the external awarding body as part of the assessment.

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**

Robust arrangements are made for the conduct of examinations, which are in line 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 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**

Staff give an appropriate level of advice on career opportunities within the Church.

A specific class has been introduced in order to support students to adapt to life outside the College and fulfil their ministry.

## 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="radio"/> Yes <input type="radio"/> No |
| 18.2 | Students receive appropriate advice before arrival.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Students receive good pastoral support. Staff are accessible and some live on-site and are, therefore, on hand to offer support.

The induction, which is provided at the start of the year, is thorough. All the tutors and staff are appropriately involved. Much of the information conveyed is also provided in the Student Handbook.

The Student Handbook does not currently have a contents page and the welcome introduction to the students lacks personalisation, which would be in keeping with the College's caring ethos. The handbook would also benefit from more advice about the local area and the inclusion of references to other appropriate websites about Glasgow and the surrounding area.

### 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="radio"/> Yes <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Whilst international students can obtain information from the internet and during their induction, about Glasgow and its surroundings, it would be useful if a map of the city and in particular the location of the College was added to the Student Handbook.

Most of the overseas students have an adequate level of English language skills although, for a minority, English is not their first language. For some students, there are major cultural differences. Whilst this is initially challenging, the students welcome the opportunity to live and work closely with others from different backgrounds and cultures. Although occasions arise when students do not have access to speakers of their own first language, this does not present any issues since the common language is English.

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="radio"/> Yes | <input type="radio"/> 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="radio"/> Yes | <input type="radio"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

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21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- |      |  |                                      |  |
|------|--|--------------------------------------|--|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> 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="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA            |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 21.4 | A level of supervision is provided appropriate to the needs of students.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 21.5 | Separate accommodation blocks are provided for students under 18.  | <input type="radio"/> Yes            | <input type="radio"/> No <input checked="" type="radio"/> NA |

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

**Comments**

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Student accommodation is in dormitories, with two to four students per room. Males and females are in separate buildings.

Although students live in close proximity to one another, there is no sick bay in case of emergency.

All fire evacuations are well documented. No fire drills have been held at night.

There is adequate supervision with four staff members living within the accommodation areas.

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

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.  Yes  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.  Yes  No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement.  Yes  No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.  Yes  No

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

**Comments**

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

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

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

**Comments**

Appropriate social events are arranged, as well as trips that involve both ministry and social activities. Students undertake fundraising to pay for some of the events and a selection of in-house events is paid for by the College.

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**INSPECTION AREA - PREMISES AND FACILITIES****24. The institution has secure possession of and access to its premises**

24.1 The institution has secure tenure on its premises.  Yes  No  NA

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

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

**Comments** 

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

25.1 Access to the premises is appropriately restricted and secured.  Yes  No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.  Yes  No  NA

25.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

25.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

25.8 There is adequate heating and ventilation in all rooms.  Yes  No

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

**Comments** 

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The students have a rota for keeping the premises clean and tidy as part of their daily work regime.

25.4 Sign in procedures are not systematically enforced and not all visitors sign out when they leave the building. Not all visitors are advised of matters relating to health and safety.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

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

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

**Comments**

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There are appropriate areas for recreation, with a games room and exercise room.

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**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 College is well managed with an engaging atmosphere throughout, encompassing a variety of cultures.

All documentation is well produced and good records are maintained.

Actions required	Priority H/M/L
5.5 Greater emphasis must be given to ensuring that potential students' English language ability is sufficient for the course.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
8.2 Statistical information on student success rates, pass marks and completion rates must form part of the annual College review.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

There is a good system in place for assessing the teaching staff, through regular classroom observation.

Student assessment and progress are monitored closely and each student has a regular face-to-face meeting with a member of the academic team.

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

### STUDENT WELFARE

#### Institution's strengths

Student welfare is good with plenty of senior and experienced people to support students to meet their needs.

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

### PREMISES AND FACILITIES

#### Institution's strengths

There is adequate space for living and studying, with room to expand if required.

Actions required	Priority H/M/L
25.4 Visitors must sign in and out and must be advised of matters relating to health and safety.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### RECOMMENDED AREAS FOR IMPROVEMENT

The College should consider making greater use of computer assisted management systems to enhance its systems in the long term.

It is recommended that the Staff Handbook be reviewed and that more detail be added, including existing policies.

The questions, within the application form, about learning disabilities and students with language shortcomings, should be made clearer.

The Student Handbook would benefit from a contents page at the front and should also make reference to appropriate websites, including those with information about Glasgow. A map of the local area should be included for international students.

It is suggested that feedback, following each classroom observation, should be shared immediately with the tutor.

Consideration should be given to providing a sick bay in the student accommodation.

A regular night-time fire drill is recommended to be carried out in the student accommodation.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**