

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

RANDOM SPOT CHECK INSPECTION (College)

INSTITUTION: Christian Revival Church Bible School

ADDRESS: 46 Commercial road
London
E1 1LP

HEAD OF INSTITUTION: Pastor Thabo Marais

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 15 May 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 16 July 2019

PART A – INTRODUCTION

1. Background to the institution

The Christian Revival Church Bible School (CRCBS/the School) provides courses in Christian services. The courses are designed to equip students with knowledge of the bible and Christian morals and values. The School was established in London as a private limited company, in September 2009. Its mission is to train its members in order to undertake effective Christian service and to establish Christian values and morals within communities. It originated in Bloemfontein, South Africa, where it was first established in 1994.

The stated aim of the programmes is to train all members to become instrumental in fulfilling the Great Commission of Jesus Christ, to preach the gospel, to train members to become mature Christians in the home, workplace and the community and to enable each member to become an influential leader in their local church.

The present Senior Pastor and Principal of the CRC Bible School, London was appointed in 2009. He is supported, in the management of the School, by two other senior pastors. One of these acts as the Vice Principal and the other is the head of finance. Both of them teach on the courses. The senior team is supported by an administration co-ordinator. There is also a governing board that provides both strategic and day-to-day direction to the School and is involved in reviewing the courses and identifying improvements. The board is chaired by the President of the River Bible Institute in Florida, United States of America (USA) that provides the syllabus and some of the teaching material used by the School.

The School is located in leased premises situated in the Commercial Road in east London, close to Aldgate East underground station.

2. Brief description of the current provision

CRCBS runs a two-year part-time course that leads to a Certificate in Christian Service. The Certificate is an internal award. It also runs a two-year full-time course. Successful completion of each year of the full-time course results in the award of a Certificate in Christian Service. The full-time course syllabus is provided by the River Bible Institute and the course is accredited by the Transworld Accrediting Commission International. The Transworld Accrediting Commission International is an international, non-governmental, educational accrediting body in the United States of America (USA).

The topics covered on the part-time and full-time courses are different and include Faith Foundation, Christian Character, Church History and Ministerial Excellence. The part-time course is run on Tuesday evenings and the full-time course is run on Monday, Thursday and Friday. The part-time course requires five hours a week of study time over a year and the full-time course requires 20 hours of study time a week over a year. The study required includes attending class, reviewing online video material and taking tests to check progress. The part-time courses can be completed solely online in the students' own time.

It is planned that, from September 2019, successful completion of two years of full-time study will result in the award of an Associate Degree in Ministry accredited by the Transworld Accrediting Commission International (USA). Students will also be able to apply for a third year of study. If accepted onto the third year, successful completion will lead to the award of a Bachelor of Ministry Degree also accredited by the Transworld Accrediting Commission International (USA). The School currently has a total of 14 students who are waiting to enrol for the Associate Degree and Bachelor's degree qualifications in September 2019.

The majority of the delegates that attend the courses, especially those on the full-time course, are called to the ministry and that is why they enrol on the course. Others are undergoing a programme of study in order to enhance their work role in the Church and/or to expand their personal knowledge.

At the time of the inspection, there were a total of 80 students enrolled on the courses. Fifty were enrolled on the part-time course and 30 on the full-time course. The majority of students are male and all are over the age

of 18. The majority are British and other countries represented are South Africa, Spain, Nigeria and Columbia. There were no students present at the School at the time of this spot check.

3. Inspection process

The inspection was carried out by one inspector over half a day. Discussions took place with the administration co-ordinator. A tour of the building was carried out and documentation and the online student portal were reviewed. The level of co-operation was good. The Principal and Vice-Principal were not present at the School at the time of the inspection.

4. Inspection history

Inspection Type	Date
Full accreditation	28-29 June 2016
Interim Inspection	13 July 2017

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

There have been some staff changes since the last inspection. The administration co-ordinator, who took over from the previous incumbent, has been in post since March 2018. The administration co-ordinator has a volunteer working with her as an assistant. He started work in July 2018. A new head of teaching and learning started work in 13 May 2019.

The online option of the part-time courses has been introduced since the last inspection.

2. Response to actions points in last report

25.4 All students, staff and visitors must be required to sign in and out of the premises and must be told of all relevant health and safety issues on arrival at the School.

When the students arrive for their classes, there are volunteers standing at the front door of the premises. They register the students online as part of the attendance monitoring procedures. The staff ensure that all the students have left the building after their class. Health and safety matters are covered after the worship that takes place at the start of the classes.

The staff numbers are small. Staff do not sign in on entry but have to go past the receptionist when entering and leaving the premises. In the event of an emergency, a check of the building is carried out to ensure the safety of all. Health and safety matters for staff are covered as part of their induction and there is appropriate health and safety signage in the building.

Visitors are requested to sign in and out and there is appropriate signposting in place to direct them to the fire exits. However, visitors are not systematically advised about health and safety and emergency procedures on arrival to ensure they are aware of this from the beginning of their visit although there is adequate signage in the building.

3. Response to recommended areas for improvement in last report

It is recommended that the Student Handbook includes a map showing the location of the premises.

The student prospectuses for the programmes include a map showing the location of the premises. This is an appropriate document to use so that the students are able to find the School easily.

It is recommended that the College improves the feedback questions and response mechanism in order to gather much more information.

Student feedback is collected anonymously through the online student portal every month for each module. The feedback form includes useful and relevant questions that enable appropriate feedback to be collected. The questions focus on the quality of the teaching and the teachers. The form does not include feedback on other aspects of the provision such as the welfare support in order to provide an overall view of student satisfaction and does not include any quantitative ratings to enable the setting of improvement targets.

The students are informed about what has been done in response to their feedback so that they are aware of the steps that have been taken. This is done through the display of colourful posters around the building that will change every month and discussion of the responses to student feedback at the end of every classroom

session.

It is recommended that the regular monitoring of all aspects of the School's performance, including attendance and student retention data, leads to the production of an appropriate annual report to ensure effective recording of strengths and areas to improve.

The School produces useful and reflective monthly and annual performance reports. These contain information and data on student numbers and retention, attendance, specific and measurable performance goals for the School and how the School is performing against those goals, financial information and priorities for action. The data does not include an analysis of the student feedback data that would enhance the usefulness of the reports.

It is recommended that the favoured lecture teaching style is varied in order to enable more opportunities to gather the views and assess the learning of students in lessons.

No classes were taking place at the time of this spot check so the teaching style could not be directly observed. However, the inspector was able to view video recordings of classes that demonstrated the classes included group work and presentations by the students are made to the rest of the class. Slide presentations include evidence of the use of group work. This aspect can be further assessed at the next inspection when teaching is taking place.

It is recommended that the current arrangements for enrolment are extended so that students who have identified learning needs disclose this information at the outset. This will enable better support to be provided early on in their course.

The application form includes an appropriate question to ascertain if an applicant requires additional learning support and what form that support might need to take.

It is recommended that the Student Handbook is updated so that the assessment arrangements outlined are accurate.

No change has yet been made to the published Student Handbook although a new handbook is under development. There are plans to include detailed and accurate information to students about the assessment of both the part-time and full-time courses. For the full-time courses, this will be based on the requirements of the accrediting body.

It is recommended that all staff and students should use the current entry and exit system to both scan in and out of the building.

There is no mechanism for staff and students to scan in and out of the building. Everyone enters and exits through the front door that is secured with a buzzer that is answered by the receptionist. The School is investigating a card scanning system to be introduced from September 2019.

It is recommended that senior managers who carry out the nightly lock-up procedure, sign each day to say that this task has been satisfactorily completed and note any actions for follow up.

There is a lock-up checklist by the front door to ensure that the nightly lock-up is carried out appropriately. There are regular staff meetings and there is a health and safety officer, who is based in the building and is responsible for maintenance. As a result, any issues relating to the building or its security are identified and addressed.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

A new website has been developed. It is simple but clear and user friendly. The information on the website about the course structure, content and fees is not completely aligned with the information provided in the student prospectuses to ensure clarity for the students. The course prospectuses include provision that is not yet being offered.

The student prospectuses include a clear statement about attendance requirements and how late arrival is handled. Actual attendance levels are recorded and monitored. The systems for doing this enable the staff to see the overall levels of attendance for both the full-time and part-time programmes so that appropriate action can be taken if attendance levels fall below what is expected.

The feedback from the students is analysed electronically and the results are reviewed by management so that any issues can be addressed. The monthly and annual reports are reviewed by the Principal and Vice-Principal so that they are aware of how the Institution is performing against its goals.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

There are established curricula for the programmes that are supported by module outlines. The study material includes a comprehensive booklet and the Virtual Learning Environment (VLE) includes appropriate on-line material for the part-time course and to support the full-time course. All the classes are videoed and are available on-line. This represents good practice in terms of supporting students who miss classes.

The sessions include clear objectives and the delivery makes good use of presentation slides to engage the students.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students have access to effective pastoral support. There is a nominated staff member who is overall responsible for student welfare. That person has done a course in counselling to help with the effective performance of that role.

The students receive a good induction that is also available online as a video. The induction includes a tutorial on how to use the VLE with screenshots. Further advice and guidance are provided as required to assist the students and ensure they can start their studies effectively and quickly, following enrolment. Further useful information is provided in a student induction booklet that is available through the website.

Students have access to a code of conduct that includes appropriate references to non-discrimination and acceptable behavior. However, there are different versions of this code on the website and whilst they contain appropriate information, this could cause confusion.

The fair treatment of students is ensured. There is a clear refund policy and an appropriate complaints policy with clear stages and timelines and an appropriate reference to BAC's complaints policy. The complaints form is already available to the students through their online portal and is in the process of being up-loaded to the website.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The premises are occupied by the School under a lease that runs until 2024. Access to the premises is appropriately restricted and secured. The front door is locked at all times and is opened, as required, by the receptionist.

The building is fit for purpose and includes two large rooms where the students can worship and undertake their study classes. There are appropriate office spaces and rooms that can be used for private meetings and for student welfare discussions. The facilities include a kitchen and a comfortable seating and breakout area. There are good clean toilet facilities.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY ACTION POINTS

ACTIONS REQUIRED

The information about the course structure, content and fees on the website must be aligned with the material provided to enrolled students and reflect the current provision to ensure clarity for the students.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

The School is recommended to extend the signing in and out procedures that are used for visitors to the staff.

The School should provide advice to all visitors about health and safety and emergency procedures on arrival.

The School is recommended to extend the student feedback form to include aspects of the provision such as the welfare support in order to provide an overall view of student satisfaction and include quantitative ratings to enable the setting of improvement targets.

The monthly and annual reports should include an analysis of the student feedback data in order to enhance the usefulness of the reports.

It is recommended that the Student Handbook that is under development is completed and includes accurate details of the assessment arrangements and that it is published so that it is accessible to all students.

The School is recommended to amalgamate the various versions of the student code of conduct for the purposes of clarity.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

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