



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Capernwray Bible School

ADDRESS: Capernwray Hall
Capernwray
Carnforth
Lancashire
LA6 1AG

HEAD OF PROVIDER: Mr Brian Wickens

DATE OF INSPECTION: 3–4 October 2023

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- Award of accreditation to be withdrawn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: 25 January 2024

1. Background to the provider

Capernwray Bible School (CBS/the Provider) is part of the Capernwray Missionary Fellowship of Torchbearers (the Fellowship), which is a charity registered with the Charity Commission for England and Wales and a company limited by guarantee, registered in the United Kingdom (UK). The Fellowship is a part of Torchbearers International, a network of Bible schools and conference centres.

CBS offers residential, short courses in practical theology that are accredited by NCFE. NCFE was formerly known as the Northern Council for Further Education and is recognised by the Office of Qualifications and Examinations Regulation (Ofqual).

CBS offered its first, short-term Bible course in 1949 for participants from the UK and overseas and it retains its early emphasis on attracting participants from a wide range of countries.

The Provider is located in Capernwray Hall, a former manor house set within farmland and landscaped gardens in North Lancashire in the UK.

CBS has an interdenominational Christian ethos. Its mission is to proclaim the transforming presence of Jesus Christ through biblical teaching and practical training, equipping people for service in His Church worldwide. It aims to provide biblical teaching and practical training that benefits participants and the community of the Church. The Provider's objectives are to develop participants spiritually, academically, personally and socially, so that they can play their full part in Christian life.

The Board of Trustees (BoT) of the Fellowship has overall responsibility for CBS. The Principal works under the oversight of the Fellowship's Managing Director (MD), with appointments to both roles being made by the BoT. The CBS's Principal supports the MD and works with other members of the Senior Management Team (SMT), who are the Finance and Operations Director, the Administration and Communications Director, and the Holiday Programme Manager, to fulfil CBS's aims and objectives.

2. Brief description of the current provision

CBS provides two accredited courses and a series of holiday courses. British Accreditation Council (BAC) accreditation is only for the accredited courses.

The ten-week Spring Bible School course on Principles in Christian Life and Service commences in April each year. The 22-week Winter Bible School course on Foundations in Christian Life and Service commences in September each year. Participants may enrol on either or both courses and can take them sequentially. Both courses are studied full time, delivered in person and residential in nature.

Lectures are the primary teaching method, with seminars, small-group work and one-to-one support also being available. Teaching takes place in the mornings and evenings, with afternoons free for other activities. Participants are also involved in the activities of local churches, youth groups, school assemblies and other Christian ministries in the local community.

At the time of the inspection, there were 114 participants enrolled. The majority of participants are female. Participants on both courses are drawn from a wide range of countries, including the United States of America (USA), Canada and Germany. All the participants are over 18 years of age as this is a requirement of the Provider.

There are no formal academic or language entry requirements, although teaching is delivered in English and a good level of proficiency in the English language is necessary to obtain full value from the courses. The key

admission criterion is an applicant's intent to deepen their Christian discipleship, spiritual growth and biblical knowledge. Enrolment for the accredited courses takes place in April and September each year.

3. Inspection process

The inspection was carried out over two days on site by one inspector. Interviews were held with the MD, the CBS Principal, the Administration and Communications Director, the Finance Director, the Deans of Male and Female Students and the Admissions Officer. In addition, meetings took place with the Information Technology (IT) and Health and Safety Manager, the Student Studies Co-ordinator, the Outreach Co-ordinator, the Maintenance Manager, the Housekeeping Manager, the Designated Deputy Safeguarding Lead, two trustees, teaching staff, alumni and participants. Teaching observations were carried out and various documentation was scrutinised. The staff, trustees and participants co-operated fully with the inspection.

4. Inspection history

| Inspection type | Date |
|------------------------|-----------------|
| Full Accreditation | 28–29 May 2019 |
| Interim | 20 October 2020 |
| Supplementary | 25 July 2022 |

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 organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider 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 provider 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, including those working at the delivery venue or remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.5 | The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The well-defined management structure is outlined in a clear organisation chart. The structure is well understood by staff and the BoT. This enables the Provider to carry out its educational functions within a clear hierarchical structure and with appropriate authority levels. The BoT meets four times a year, and all meetings are properly recorded.

The senior managers are suitably qualified and experienced. The MD is appropriately qualified in management and finance. He reports to the BoT and has a good working relationship with the senior managers. The Principal and the other senior managers all hold appropriate qualifications for their roles. The MD has held senior managerial posts and is suitably experienced for his role. Similarly, other senior staff have appropriate experience for their roles, as evidenced in their Curricula Vitae (CVs). The SMT meets weekly, and all members carry out their roles effectively and efficiently and in a professional manner, ensuring that the provision is appropriate to the needs of participants.

The channels of communication are transparent, with senior managerial decisions communicated through regular meetings to heads of department and staff. Notes of meetings are produced and circulated, and an electronic calendar advises staff of events taking place. Staff interviewed confirmed that regular meetings take place with management and that they feel well informed on the wider ministry activities of CBS.

The clear mission of the Provider is set out in literature and on the front page of the Provider's website. It is also communicated through staff and participant handbooks. The mission statement guides all actions within CBS, and all staff subscribe to its aims. This results in a strongly focused approach to providing a high-quality experience for participants that helps them to develop spiritually, academically, personally and socially.

The risk management strategy is effectively implemented and reviewed regularly by a compliance subcommittee of the SMT and is a standing item in BoT meetings. Risks and their potential impact are assessed by employing a numerical scoring method and, along with actions taken to mitigate them, are reported to the trustees. This enables CBS to reduce the impact of unexpected events and to address them effectively should they arise.

2. The administration of the provider is effective

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | <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 provider. | <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 | Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective in supporting the administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.6 | Participants' and trainers' personal records are sufficiently detailed and regularly updated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.7 | The provider has a robust security system, with policies in place for protecting the data of its participants and trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrative staff are appropriately qualified, have a clear understanding of their roles and work effectively as a team. The Administration and Communications Director is a qualified lawyer with experience of holding roles in central government and in legal practice.

The size of the administrative team is sufficient to enable its members to carry out their roles effectively and efficiently. The members of the team have a clear understanding of their defined and documented roles and provide appropriate information to enable sound management decision-making. The effective teamworking allows for effective absence cover to be provided.

Appropriate software systems are in place to support the efficient running of CBS and supporting policies are clearly set out on the website. There are comprehensive procedure manuals contained in employee, participant and course handbooks for guidance.

Detailed and effective data collection systems are in place. The Provider has a bespoke database with access restricted to authorised persons. This database provides appropriate and easily accessed information for management purposes.

Participant and employee records are appropriately maintained in sufficient detail within a proprietary online system and are kept up to date efficiently.

The security of the online systems is properly and robustly maintained, and a comprehensive data protection policy is available on the website. Successful tests have been carried out to check that the Provider's database and systems cannot be accessed by unauthorised people. These tests have provided confidence that online security is robust.

Overall, the administration of the Provider is effective. The administrative functions are sufficiently resourced and the Provider's capable staff provide effective help and guidance to participants and teaching staff.

3. The provider recruits appropriate staff

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|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | The recruitment process for trainers working remotely includes a face-to-face online interview. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 3.4 | There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.5 | Managerial and administrative staff are appropriately supported in their continuing professional development. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Permanent staff are recruited through advertisements on the Provider’s website, social media, e-mailed newsletters and relevant Christian publications. The recruitment policy is on the website and is comprehensive. Applications are reviewed against the job description and its key requirements, with the strongest candidates invited for interview.

Guest lecturers and markers are self-employed and are required to sign an annual statement of adherence to CBS’s statement of faith and its policies. This forms part of the appropriate service level agreement.

All required pre-employment checks are effectively carried out. References are taken up after interview, before employment is finalised. Original evidence is sought of qualifications claimed. Staff and Human Resources (HR) records are accurately maintained on the database.

All delivery is performed in person, and consequently CBS does not employ trainers who work remotely.

All staff have annual reviews of their performance, which include Continuing Professional Development (CPD) and future training plans. Key indicators against which staff performance is measured are applied in staff appraisal interviews.

Trainers are observed and assessed on their delivery, usually by the CBS Principal. Continuous improvement and personal development are key principles adopted by CBS, particularly since the appointment of its current MD. Staff confirmed that they consider that these development processes enable them to enhance their professional performance and consequently they perceive them to be effective. Inspection findings confirm this view.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider’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 |
| 4.3 | The provider’s key policies are accessible through the website. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The website and printed marketing literature provide accurate and comprehensive information of the Provider’s location, premises and facilities and the range of services offered, including the resources that are available. Publicity material is regularly updated by the Marketing and Design Manager and other staff members also make amendments to the publicity information. There is no one individual responsible for approving all the publicity materials before publication in order to ensure its ongoing validity.

The website is very informative, providing prospective participants with a clear and accurate indication of what CBS has to offer. It provides details of teaching staff and guest lecturers, course objectives, content and fees. A social media channel, that is accessible through a link on the website, contains videos of some live recorded lectures. The website

also provides details of teaching rooms and community life and offers practical advice for prospective applicants on gaining the most from a residential course.

Key policies are easily accessible through the website. This enables prospective applicants to be fully informed of policies and procedures, which helps them to determine the suitability of the courses offered for their individual requirements.

5. The provider takes reasonable care to recruit and register suitable participants for its courses

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.4 | Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.5 | The provider replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.7 | The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider ensures that the courses on which participants are registered are likely to meet the participants' expectations and needs. CBS makes every effort through its website and literature to ensure that prospective participants are fully apprised of the nature and rigour of the courses offered. The website also contains a useful section on frequently asked questions.

It is also made clear that the applicants' intention to grow spiritually is regarded as more important than academic achievement. Therefore, the formal application procedure focuses on testing applicants' intention to deepen their Christian scholarship and biblical knowledge. Participants confirmed that the award is not their prime motivation for enrolment.

Nevertheless, the award is used to support entry to higher level qualifications, particularly in the USA and it would be beneficial for participants to be counselled specifically as to the level of academic rigour that will be required to complete the awards successfully so that they are aware of this.

The website provides information about the required level of English language proficiency, which is mapped against the appropriate level on the Common European Framework Level (CEFR). References are also taken up before enrolment is confirmed.

Following enrolment, participants receive a detailed welcome booklet that provides further course-related information. In addition, all enrolled participants are invited to an online gathering a few weeks before arrival, which provides a further opportunity for questions to be raised and answered.

The Admissions Officer provides full answers to e-mail enquiries promptly, normally within two weeks, which is the internal target response time. Conversations with applicants and their parents or guardians take place via telephone, e-mail or online, which provides reassurance about what is expected of participants and what they can expect from the staff.

CBS does not make use of overseas recruitment agents.

Special educational needs are identified within the application process and discussed with applicants. Arrangements are made, as appropriate, to enable access to courses.

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

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| 6.1 | There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. | <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 participants, collated centrally and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly, and appropriate action is taken. | <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

The policy on participant attendance and punctuality is clear. It is contained in the application form, the participant handbook, course handbook and in the conduct and disciplinary policy. It is also set out again in the introductory lecture. As a result, participants are left in no doubt about their obligation to attend promptly.

Records of attendance and punctuality are collected for each teaching session, stored securely and reviewed by the deans on a daily basis.

Participants are allocated specific seats in lectures, and their absence is easily detected. Participant sickness is reported to the health team, which follows up quickly. Repeated absence is also followed up by teaching and pastoral staff in accordance with the disciplinary procedures.

The procedures for recording and following up absences are robust and ensure that participants have confidence that if they need medical or other assistance, it will be promptly provided.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 7.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | The feedback is reviewed by management, and appropriate action is taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.5 | There is a mechanism for reporting to the participants what the provider has done in response to their feedback. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| 7.6 | Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 7.7 | Action plans are implemented and regularly reviewed, with outcomes reported to management. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The systems for reviewing CBS's performance are effective. The MD's objectives include continually improving the Provider's performance. Monitoring occurs on a regular basis through weekly staff meetings that include reviews of the previous week's teaching, the effectiveness of pastoral oversight and participant evaluation of teaching staff. Participants also have input into the monitoring of the Provider's performance through termly meetings. The Principal makes regular visits to other European Torchbearer Bible Schools, taking the opportunity to benchmark CBS against them and share best practice.

Formal meetings each term allow participants to provide feedback relating to the pre-arrival information, practicalities of studying at CBS, social and pastoral life, outreach and church secondments, lectures and assignments. Participants are also asked to provide feedback at the end of a course in a generalised online format.

Staff feedback is provided through staff appraisal meetings, in weekly meetings and in consultation with the MD. CBS obtains feedback on its participants' activities from the outreach churches and organisations in which they are placed as part of their course. This provides management with an insight into the effectiveness of the placements and what changes need to be made to make improvements.

Feedback is recorded and analysed on a regular basis each week or term, depending on the nature of the feedback received. The feedback is reviewed by senior management, and appropriate action is taken.

Following the formal feedback sessions with participants, the key findings and remedial actions are reported back to them, usually within a lecture. Participant representatives feedback the staff response to issues raised in interactive group sessions with their peers, and the MD reports back to staff in general meetings. This allows employees to feel that their voices are heard and that they contribute to the development of CBS.

Staff and participants reported that they feel that the mechanisms for obtaining feedback and reporting back are robust and that they are clearly encouraged to present their views, which are carefully considered. There is evidence of action taken in respect of feedback received. For example, a small container placed on each dining table is used by those partaking in the meal to deposit their mobile telephones so that conversations can take place without external interruption. This was proposed by a cohort of participants in the past and acted on by management.

Reviews are carried out at the end of each course, leading to reports and action plans that are approved by senior management. The Principal prepares an annual report to the BoT on performance over the year.

7.6 The annual report does not include details relating to participant feedback or action plans. This means that the BoT is not formally made aware of the views expressed by the participants and any actions taken to address these to enhance participants' experience while at CBS.

The systems employed by CBS for monitoring its performance, obtaining feedback and reporting back to participants and staff are robust and effective. They allow stakeholders to present their views in a constructive way and provide an essential source of information for management to reflect on provision and make appropriate changes.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 8.1 | There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Training sessions are timetabled and rooms are allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.4 | The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.5 | There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal is eminently qualified for the role, having a Bachelor's degree in Philosophy and English Literature, a Master's degree in Theology and a Post Graduate Certificate of Education in Religious Education and English. He has long experience of teaching religious education and has been a guest lecturer at bible schools, including CBS. Support is provided to the Principal by a group of staff who also have appropriate qualifications and experience.

Classes are carefully timetabled in suitable rooms. Most teaching takes place in the form of lectures in the conference hall. In addition, the participants gather in interactive groups for discussions in appropriate accommodation on the site.

Trainers are allocated to courses taking into account their academic experience and familiarity with the subject matter. Briefing and guidance on expected teaching and learning standards are provided to guest lecturers in advance. Delivery is reviewed through participant evaluations and regular observation of lectures by bible school staff. This provides confidence that delivery is consistent across all courses provided.

Multiple copies of recommended reading are provided for participants in the library, and the supply of texts is refreshed as necessary before each school commences. Participants also have access to online resources. A formal list of recommended reading is provided in the course handbook. Participants are well supplied with the required texts and other reading material, enabling them to pursue their studies independently or in collaboration with each other.

There are appropriate procedures for the acquisition of academic resources. The academic resource requirements are considered in course reviews.

The overall management of courses is effective, and the quality of teaching, coupled with the availability of recommended texts, enables participants to enjoy a rich learning experience.

9. **The courses are planned and designed in ways that enable participants to succeed**

| | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 9.1 | The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

| | | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------|
| 9.5 | Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.6 | The courses are designed so that participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.7 | The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design 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 regularly reviewed and the content is revised in the light of experience. Staff undertaking CPD incorporate current academic thinking and theory into their teaching, which ensures participants are made aware of contemporary research.

The courses are designed in such a way as to enable participants to develop their knowledge through group and individual learning tasks. Exercises in class, which are not assessed, prepare them for summative assignments. This helps them to achieve the final award, even though this is not necessarily their prime motive for attending the courses.

All course materials, support, delivery and assessments focus clearly and effectively on appropriate learning outcomes and assessment objectives, as accredited by the awarding body. Materials are well presented and sufficiently comprehensive for participants to achieve the intended learning outcomes. Participants have access to online resources to carry out their own study and research. All lecture notes and audio recordings of lectures are available on the Virtual Learning Environment (VLE).

Participants' independent learning skills are addressed initially in the introductory lecture and fostered through appropriate support provided by CBS staff. The design of courses leads participants to undertake individual study in order to prepare for future lessons. This enables participants to work independently. Trainers encourage them to reflect on the material they have absorbed in their independent studies, which by its nature is open to different interpretations.

The approach to teaching delivery is such that it encourages participants to work through material independently but with peer-group and trainer support as necessary. Teachers recognise that the participants have different levels of cognitive ability, especially during the earlier stages of the courses and so adapt their teaching accordingly.

These approaches to teaching are well planned and executed and are effective in supporting participants to achieve their individual learning objectives.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

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|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------|
| 10.1 | Trainers have a level of subject knowledge and pedagogic and communication skills, which allows them to deliver courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 10.2 | Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.3 | Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 10.4 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

Trainers and guest lecturers are appropriately qualified in the subjects they teach. They are effective and experienced in delivering the teaching material at the right level and with appropriate pedagogical skills.

The job descriptions of CBS teaching staff require them to engage in CPD, and this is addressed in the annual appraisals. This includes development of appropriate pedagogic styles, and CPD is supported by the Provider. Guest lecturers are required to update their CVs and present these to CBS regularly. This enables the Provider to assure itself that guest lecturers' subject knowledge takes appropriate account of current theory and research.

Most teaching is delivered in plenary lectures. Different learning styles are considered when planning and delivering teaching. Audio, written and visual materials are all used to address differing learning styles. Observation of different lecturers demonstrated the use of different styles of presentation, including working individually and in small groups, feeding back on findings and pausing for reflection. It is clear that the lecturers are committed to providing a rich learning experience for the participants.

Question and answer opportunities and quizzes help teaching staff to determine the level of participant understanding. Classroom activities are aligned with lectures, and issues emanating from these activities are included within lectures, allowing the lecturer to clear up any misunderstandings or to clarify particular points. One-to-one tutorials enable a check to be made on participants' levels of understanding.

Trainers are very well experienced and provide stimulating and effective delivery, which enhances the learning experience of participants.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

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|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------------|
| 11.1 | Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.2 | Ongoing assessments appropriately reflect the content and standards of final assessments. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.4 | Participants are made aware of how their progress relates to their target level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.5 | Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.6 | Feedback is given to individual participants 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 | |
| 11.7 | Participants have appropriate access to trainers outside the scheduled course delivery time. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.8 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.9 | Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.10 | Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard. | <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

The course handbook provides participants with a schedule of assessments. The procedures and assessment criteria are in written form and are provided in advance to participants and trainers. This means that participants are clear as to the demands that are made in order to complete the award.

The courses are assessed entirely through summative assessments. There are no ongoing formative assessments.

A comprehensive record of assessment marks is maintained and the Student Studies Co-ordinator intervenes if participants are perceived not to be making satisfactory progress.

The target level of achievement is set out in the course handbook, and participants receive regular feedback on how their assessment performance contributes to the target award and where improvements can be made. Emphasis is placed on participants' personal and spiritual development as well as their academic progress.

Participants who are not making sufficient progress are supported in different ways. Appointments with staff can be made for advice on studying or presenting assignments. Lectures are available in audio form and are accessible by participants for them to listen to them again. Alternative forms of assessment may be made available, for example a viva rather than a written assignment for a dyslexic participant.

Constructive feedback is provided following completion of assignments, concentrating on strengths and areas where the participant can improve. The objective is to help the participant develop and to deepen their learning and spiritual advancement.

There is plenty of opportunity for participants to access teaching staff outside class. Appointments can be booked, and teaching staff take their meals with the participants.

The course handbook provides guidance on the avoidance of cheating and plagiarism and sets out the penalties if such misdemeanours are uncovered. Participants are made well aware of appropriate academic processes, including the use of Harvard referencing, which are rigorously maintained. This stands them in good stead for future academic studies.

The course handbook sets out the deadlines that are expected to be met and also provides the criteria for the assignments.

Each assignment is given either a pass or a resubmit mark. Participants receive informative feedback irrespective of whether they have achieved a pass or a resubmit mark. The course handbook provides details of the procedure for seeking an extension of time to submit. Marks will be deducted if submissions are late without permission, which helps to concentrate participants' minds in completing their assignments.

The assessment process is effective and enables participants to make good progress towards the attainment of their target award.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The awarding body is recognised by Ofqual. The award is a customised qualification confirmed by the awarding body to be at level 3 on the Regulated Qualifications Framework (RQF). It is called a customised qualification because the award is not being offered by any other organisation and it is, therefore, unique to CBS.

The award is recognised by some universities in the world, particularly in the USA as a credit towards entry requirements, especially if the applicant is making an application for theological study at Bachelor's degree level.

13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA

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

13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

14. There are satisfactory procedures for the administration of examinations and other means of assessment

14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

Assessments methods are approved and externally moderated by the awarding body. There is a rigorous annual review of the CBS's quality assurance process by the awarding body.

There are no internal awards, and nor are examinations taken.

The course handbook sets out a clear, concise appeal procedure. The handbook is presented at the outset of the course, and the appeal procedure is made clear in the introductory lectures. In the event that a participant is unhappy with their mark or feedback, the participant approaches the Student Studies Co-ordinator, who addresses the appeal or escalates it in accordance with the Provider's procedure, ultimately to the awarding body.

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

15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA

15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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 NA

Comments

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

| | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 16.1 | There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.5 | The provider has policies to avoid discrimination and a procedure for dealing with abusive behaviour, including cyberbullying, and these are effectively implemented. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.8 | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.9 | The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Deans of Students for male and female participants, who are supported by a one-year voluntary appointee to assist with pastoral care, are overall responsible for participant welfare. They have all undertaken appropriate counselling and mental health first-aid training.

Staff are appointed as group leaders to oversee the provision of support for groups of participants and meet on a weekly basis with those participants. Participants are also able to access their group leaders outside the formal meeting times. Appropriate guidelines are provided to the group leaders before the commencement of each course. The participant groups provide an effective informal forum through which participants can share their thoughts or anxieties.

The meetings will often include interesting activities or games to enable participants to relax and be more open to express any issues that are of concern to them. The groups enable participants and group leaders to share experiences and emotions in a small group setting. This provides a strong personal and peer support mechanism that enables participants to gain support through being able to express any personal concerns and reflections.

Participants receive appropriate information, advice and guidance before the start of the course through the distribution of welcome and participant handbooks. They are invited to raise issues with the Admissions Officer and to join an online meeting with staff in the month before arrival.

During the first week of the course, participants receive introductory lectures covering relevant information about the course. These cover the course aims and objectives, module outlines, timetables, term dates, how to study effectively, and information about the Provider's facilities, including recreation, safety advice, the disciplinary procedure, the complaints policy, the pastoral care arrangements, as well as a guide to the local environment and amenities.

Telephones are located around the premises, with the emergency number posted on them. Participants are also provided with the emergency telephone number in the introductory lectures as well as in their welcome handbook.

There are comprehensive anti-bullying, harassment and equal opportunities and whistle-blowing policies. These policies are made available on the website and in the participant handbook.

The Provider does not enrol participants aged under 18.

There is a very detailed policy that provides details of how the Provider protects participants from risks associated with radicalisation and extremism. In addition, the Provider has carried out a comprehensive risk assessment, and all staff have completed suitable online training on the prevention of radicalisation and extremism. Comprehensive records are maintained.

Access to wireless connectivity is provided on condition that participants have agreed to the Provider's policy that covers the acceptable use of the internet. The staff handbook and safeguarding policies also include guidelines regarding the use of social media, mobile telephones and cameras.

Contact details of participants and their next of kin are collected during the application process and stored on the database, with appropriate staff being granted access as necessary.

CBS is a very caring organisation that is focused on providing excellent levels of pastoral support to participants in a very safe environment.

17. International participants are provided with specific advice and assistance

- | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | 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

The majority of participants are from outside the UK and the Provider has excellent pastoral arrangements in place that ensure their effective care and well-being. The welcome and participant handbooks provide appropriate advice, including about arriving and travelling in the UK, visa arrangements, handling money and security, particularly with regard to mobile telephones. Much of this information is also covered in the pre-arrival online meeting hosted by the Principal, the Deans and members of the administrative team.

The completion of the application form requires participants to advise about any physical or mental healthcare needs, which are then discussed with them on an individual basis. This enables participants to understand the facilities available and the support mechanisms in place before committing themselves to enrolling on a course.

The induction processes are comprehensive and include an orientation to introduce the participants to the local area. Participants receive advice on living and travelling in the UK, including a guide to British culture and any hazards they may encounter. This is particularly important before they proceed to their weekly church or other placements. Staff are always available to provide further advice as necessary.

The ongoing support provided takes into account the participants' cultural and religious considerations, and provision is made to enable participants who speak English as an additional language to converse with others in their mother tongue.

Participants expressed their appreciation of the support and extensive pastoral arrangements provided, saying that these help them to settle into their course quickly. The participants also confirmed that the support and guidance continue as the courses progress, which enables them to feel very safe and secure. Inspection findings confirm this to be the case.

18. The fair treatment of participants is ensured

- | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | Participants 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 |
| 18.3 | Participants are advised of BAC's complaints procedure. | <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

Participants apply for and enrol under fair and transparent terms and conditions. An application fee is payable on submission of the application. An appropriate non-refundable deposit to secure a place on the course is payable 30 days after an acceptance letter has been issued.

In the event that the applicant is not accepted onto the course or changes their mind within a cooling-off period, the application fee is refunded. The refund arrangements are fair and are set out in the terms and conditions, the acceptance letter and on the Provider's website.

The Provider has a robust, three-stage complaints procedure posted on its website and in the participant handbook. This gives comprehensive information to potential complainants as to how they may progress any grievances.

Applicants are advised orally and in writing of BAC's complaints procedure. It is made clear that this may be accessed only after exhaustion of the Provider's own procedures.

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

- | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided that meets the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The residential accommodation is safe and maintained to a high level of cleanliness by the housekeeping and maintenance departments. It is appropriate to meet the needs of the participants, including those with specific requirements.

Appropriate annual budgets are allocated to ensure that the residential accommodation is well maintained. The ethos is of community-sharing facilities, which effectively ensures that the participants observe the housekeeping rules and cleaning schedules. Participants are allocated daily tasks in cleaning and catering, which enhances their community spirit.

No participants aged under 18 years are enrolled.

The accommodation is inspected under local authority regulations, with regular health and safety audits completed for all departments. Records are securely stored on an off-site server. Half-yearly site visits are undertaken by a reputable, external expert health and safety company. The fire plan is regularly reviewed, fire-alarm activations are logged and regular fire drills are carried out. All staff are trained in fire and health and safety using a proprietary online training suite and they also receive face-to-face training.

Staff live on site, and the accommodation for male and female participants is separated. The pastoral team and teaching staff are on site, and an emergency 24-hour on-call incident controller is available with a rota system in operation to provide supervision in emergencies. All staff living on site are appropriately trained and proficient in carrying out supervision of residents.

Participants confirmed that they feel very safe and secure.

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

- | | | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| 20.1 | Due care is taken in selecting home-stay accommodation which that provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | The provider 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 |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place with opportunities for participant 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

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

- | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 21.1 | Participants 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 |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|

| | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------|
| 21.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 21.4 | The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result. | <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

Participants are made fully aware of the social and leisure facilities on site during the induction, and information is contained in the participant handbook. They are also made aware of the outreach opportunities. At the beginning of each week, they receive information about the following weekend's social programme, including trips to local places of interest. There are regular, organised sports activities, and the times of access to the on-site swimming pool, gymnasium and craft facilities are clearly set out. There are two free minibus trips to the local town each week.

The participants are able to influence the social programme, which is reviewed regularly by the Deans. Participants are encouraged to plan their own social activities and are provided with information on local attractions and contacts for local taxi firms. Trips to cities in the UK are encouraged and effectively facilitated and accompanied by staff.

Most organised social activities are free and designed to be accessible to all participants. Trips off site carry a charge to cover coach hire. There are plenty of sports facilities available on site. There is a swimming pool, tennis courts, climbing wall, putting green, gymnasium and table-tennis facilities.

There are many trips off site to local venues and major UK cities. Organised trips off site are facilitated by staff. Activities requiring specialist expert supervision are appropriately staffed. Risk assessments are completed for off-site social activities, with safeguards put in place.

The leisure and sports facilities on offer are varied, and alongside the other social activities available, provide participants with a rich opportunity to relax safely with peers and staff, enhancing their overall experience of the provision.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

| | | | |
|------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 22.1 | The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <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 property is owned by the trustees, and the Provider has sole access to the premises.

There is no requirement for the Provider to use any other premises for training purposes.

23. The premises provide a safe, secure and clean environment for participants and staff

| | | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 23.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example science laboratories, which are readily accessible to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | 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 |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.8 | 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 secured. Security procedures are regularly reviewed by senior staff. Access to teaching and administration areas is restricted to staff and participants.

A sign-in procedure is in operation in the spacious and welcoming reception area. Staff and visitors wear coloured lanyards that are clearly visible. Staff who work and live on site provide supervision and are responsible for locking up at night. Some staff are provided with radio communication for use in emergencies.

The premises are maintained to a high standard of repair and decoration. The estates and maintenance departments undertake planned work and there is an on-call team of people who can carry out any urgent repairs. In addition, CBS has a planned refurbishment programme. There is an ongoing programme of refurbishment taking place across the site.

The Provider logs risk assessments for all areas and activities. Staff are required to sign risk assessments to demonstrate their compliance. The only hazardous area on site that requires specific safety rules is the swimming pool, which is properly supervised and maintained in accordance with health and safety and hygiene requirements.

Staff sign to say they have read and understood the health and safety policy, which is communicated in the employee handbook. Participants are made aware of the health and safety policy and rules at their induction. Visitors are made aware of the health and safety policy and procedures on arrival. Evacuation routes are clearly marked.

There is an adequate number of first aiders on site who have been trained, including in the use of the defibrillator. There is an incident controller on-call system that provides 24-hour emergency cover. Participants register with the local general practitioner surgery. International participants are required to hold their own health insurance. There is evidence of inspection by food hygiene inspectors from the local council. The most recent council inspector graded the food hygiene at the highest level.

The signage inside and outside the building is clear, and there is sufficient space to display notices and general information. There is plenty of circulation space and a reception area in which to receive visitors.

The toilet facilities are appropriate in their number, including in the residential accommodation, where all the rooms have an allocated bathroom and toilet facilities, and some rooms are ensuite. The toilet facilities are maintained to a high standard of cleanliness. All rooms have heating and ventilation that are adequate to meet the needs of users.

The facilities are of a high standard of quality and cleanliness, which enables participants and staff to feel comfortable, safe and secure.

24. Training rooms and other learning areas are appropriate for the courses offered

- | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 24.1 | Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | <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

The facilities for teaching in the conference hall are of a high quality. They are up to date with plenty of room and flexible in layout, enabling different configurations for effective learning to take place.

The conference hall easily accommodates all participants for plenary lectures. In addition, the smaller study rooms are comfortable and adequate in size to permit effective teaching to take place.

The conference hall is suitably equipped with computers, projectors and screens, and other training rooms are also appropriately equipped. There are no requirements for specialised learning areas.

The facilities for conducting assessments are suitable. There are no examinations. Participants are assessed on their submission of assignments and projects.

25. There are appropriate additional facilities for participants and staff

- | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 25.1 | Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.4 | There are individual offices or rooms in which teachers/trainers 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 |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

There is ample space for participants to undertake their own study. There are library facilities and rooms set aside for quiet study. The IT facilities are of a high standard, and participants have access to broadband, wireless connectivity and the VLE. They are provided with an e-mail address and messaging facilities. Participants use their own laptops, but there are computers available for their use if necessary. The library has space for quiet study.

There are individual offices for trainers and a large meeting room. Guest lecturers are provided with their own ensuite study bedroom.

CBS has a large dining facility where staff and participants eat together, and there are refreshment bases throughout the premises, including in the main building and adjacent to the residences. There is ample space for relaxation, making use of the sports facilities or walking in the spacious grounds, as well as in the comfortable lounges in the main building.

There are appropriate rooms in which staff can hold private meetings. There is plenty of space for whole-staff meetings and individual rooms for smaller gatherings. The administrative offices are of a sufficient size to comfortably accommodate staff and are well-equipped with effective technology to aid successful administration.

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

Provider's strengths

The management is committed to providing a high-quality educational experience and is effective in setting an excellent example to encourage an ethical spirit for staff and participants to follow.

The management systems are effective and efficient, enabling courses to run successfully.

The approach adopted by management is to ensure that CBS continually improves and to inculcate this approach so that the staff work effectively to improve their own performance and to feel proud to be part of CBS.

| Actions required | Priority H/M/L |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 7.6 The annual report submitted to the BoT must include details of participant feedback and action plans to address any issues raised. | <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Teaching is of a very high standard, and trainers have an excellent grasp of their subject matter, which enables participants to receive a high-quality educational experience.

Lessons are very well planned, and the organisation of courses is excellent.

Participants receive informative feedback on their performance, with helpful guidance on how they can improve.

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

PARTICIPANT WELFARE

Provider's strengths

Very strong pastoral support ensures that participants benefit from a safe and secure environment to pursue their studies.

There are very effective support mechanisms for international participants, ensuring that they are very well cared for.

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

PREMISES AND FACILITIES

Provider's strengths

High-quality premises and facilities enable participants to enjoy a safe and well-resourced learning experience.

| Actions required | Priority H/M/L |
|------------------|----------------|
| | |

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that CBS appoints an appropriate member of staff to take responsibility for approving all external publicity materials before publication.

CBS should consider reviewing applicants' capability to meet the academic demands of the award successfully before enrolment and provide advice accordingly.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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| |
|--|

THE INSPECTION WAS CARRIED OUT BY:

Richard Smith

Lead Inspector