

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**NAME OF PROVIDER:** Capernwray Bible School

**ADDRESS:** Capernwray Hall  
Carnforth  
Lancashire  
LA6 1AG

**HEAD OF INSTITUTION:** Jonathan Halsey

**DATE OF INSPECTION:** 28 - 29 May 2019

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 16 July 2019

### 1. Background to the institution

Capernwray Bible School (Capernwray/the Provider) is an international and interdenominational Christian bible school that offers a short-term accredited Bible School course at Level 3. The course is offered as a ten-week spring school, a 22-week winter school or both courses can be combined into a one-year school.

It is operated by the Capernwray Missionary Fellowship of Torchbearers which is a charitable organisation registered in England. It is a company limited by guarantee. Capernwray is one of 25 worldwide Torchbearer Christian centres.

The Provider is housed in Capernwray Hall, a former manor house with Grade 2 listed status, dating back to the early nineteenth century.

The Provider's premises comprise a main hall, conference hall, dining hall, sports hall and swimming pool. It is located within 175 acres of farmland and landscaped gardens in North Lancashire.

Capernwray Bible School offered its first short-term Bible course in 1948 as part of an initiative by its founder, Major Ian Thomas. It was purchased for the sole purpose of Bible study aimed at reconciliation following the Second World War.

The Provider is run by a Managing Director who administers the school on behalf of the trustees. The Principal supports the Managing Director. They work together with the Senior Management Team (SMT) to fulfil the aims and objectives of the organisation which are based on Christian values and the study of the Bible.

### 2. Brief description of the current provision

Capernwray Bible School offers the Spring Bible School in April and the Winter Bible School in September of each year. These courses are face to face and are residential. Most delivery of the programme is through lectures, seminars and small group work. There is no formal online study, although participants can research topics at certain times of the day when they can have access to the internet.

Participants can elect to enrol on either or both of these programmes. In the current Spring Bible School, there are 103 enrolled participants. All participants are aged over 18 and the Provider does not accept applications from applicants who are under the age of 18. The majority of participants are female. The Provider has the capacity to enrol up to 180 participants.

The majority of participants are from Canada, United States of America (USA), Germany and the United Kingdom (UK). Remaining participants are from 11 other countries: Switzerland, South Korea, Austria, Spain, France, Australia, Brazil, Denmark, The Netherlands, Hungary and South Africa.

There is one participant who has limited mobility and uses a wheelchair. The school has made adjustments to support her study and accommodation needs.

For the next Winter Bible School to be offered in September 2019, the provider has issued acceptance letters to 122 participants. It is anticipated that the actual numbers will rise to 150 to 160. The nationalities of the participants are similar to the Spring Bible School cohort.

### 3. Inspection process

The inspection was carried out by two inspectors over two days. The inspection included meeting the Managing Director (MD) and the Senior Management Team, trainers, the Head of Human Resources (HR), the Information Technology (IT) staff member and a group of participants. The inspectors had a tour of the teaching areas, accommodation blocks, the sports hall, swimming pool, food hall and the historic Capernwray Hall.

During the inspection, a number of observations of teaching, learning and assessment took place as well as observations of tutorial sessions. The inspectors also scrutinised a range of documentary evidence and electronic data. The staff co-operated well with the inspectors throughout the inspection.

## PART B - JUDGMENT AND EVIDENCE

The following judgments 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 and those working at the delivery venue/s.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

#### Comments

There is a clearly defined management structure. The organisation chart shows clear reporting lines. All staff understand their roles and responsibilities and to whom they report. The MD liaises with the Board of Trustees and reports to the trustees with regard to any developments and operational concerns which allows the trustees to make clear strategic decisions. There is an excellent working relationship between the MD and the senior managers.

All senior managers are well qualified for their posts. Their Curricula Vitae (CVs) show extensive experience in previous roles that help to equip them for their roles in the Provider. They use their experience of working in the state education system and other organisations to inform their management responsibilities.

There are weekly Heads of Department meetings with e-mail summaries circulated to staff, weekly Bible school meetings, as well as weekly whole staff meetings, with notes circulated in a staff bulletin. As a result, there is good communication and, therefore, the staff are aware of the Provider's priorities.

The vision and mission are clearly articulated by the senior management team. All staff understand the mission of the Provider and subscribe to its values. They understand the contribution they make to the success of their work.

**2. The administration of the provider is effective**

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the 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	Policies, procedures and systems are 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Administrative and other support staff are well qualified. Their job descriptions clearly identify their job roles and they understand their responsibilities well.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. They are an efficient and well managed team. Computer based systems are being increasingly used for all administrative functions and this is intended to increase the efficiency and effectiveness of the team.

There is excellent proactive support from the administration team for the effective management of the Provider. Job roles are clearly defined and are documented in the staff handbook and are well understood by the managers and trainers.

Policies, procedures and systems are well documented in the staff handbook and are available to all employees on the website. All policies and procedures are available via the Provider's intranet and there are checks in place to ensure that staff are aware of these and have read them. Data collection is electronic. All data is easily accessible on the system and managers can input data and have efficient access to relevant data.

Computer systems designed for data collection and collation are used effectively. The senior administrator has established IT programs to support functions such as human resources and health and safety. This system will be further enhanced through the use of an online suite of programmes for all other administrative functions by September 2019.

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

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Staff are recruited through advertisements on the Provider's website and subject-specific recruitment websites. Applications are assessed against the job description and key requirements and the strongest candidates are invited for interview.

Referees are contacted prior to employment and are asked to comment on the experience and suitability of the applicant. There is a process for verifying qualifications. All successful applicants are required to produce original qualifications and to confirm their veracity. They are then signed and dated. These copies are kept on record in staff files.

The identification of continuing professional development and the creation of training plans form part of the annual review process which takes place as part of staff appraisals. Key performance indicators are identified at appraisal meetings and staff performance is measured against these indicators. Managers recognised that the appraisal process was effective in supporting the needs of the organisation and identifying the development needs of the staff they manage. Discussions with staff confirmed that they find the appraisal process useful and feel valued by the process. Inspection findings confirm this view.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 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 |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Provider's website has an up-to-date and accurate depiction of the location, premises, facilities and the range and nature of resources and services offered. Separate pages give detailed information about the courses, teaching, rooms, location, community life and practical issues related to a residential course. Although most of the publicity is online, an up-to-date and accurate hard copy promotional leaflet is also available for distribution to churches and at public events.

The website also provides information about the courses offered which is comprehensive, accurate and up to date. This includes profiles of the teaching staff including guest lecturers, the course content, the learning objectives, course options and prices.

A social media channel linked from the website has videos of three current lecture series recorded live during the delivery of a course. Also, there are suitable images and videos with accompanying text that give an accurate depiction of Capernwray's location, premises, facilities and services.

Excerpts of the programme are also transmitted through a Christian world radio programme and although there was no hard evidence that this increased engagement in the programme, it raised the profile of the programme and the organisation.

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

- |     |   |   |                             |                             |
|-----|---|---|-----------------------------|-----------------------------|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.                               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA

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

#### Comments

There are no formal academic entry requirements for any of the programmes offered. The nature of the courses emphasises spiritual development over academic attainment. The application process tests the applicant's intent to deepen Christian discipleship, spiritual growth and Biblical knowledge. The ability to perform academically at the required level is assessed through the completion of the application form and sometimes through further communication with the applicant through e-mail and telephone calls. References are also used to determine the appropriateness of the applicant.

The website clarifies the required level of English proficiency. Applicants need to be able to perform in English at the Common European Framework Level (CEFR) B1. Most foreign nationals, who have English as a second language, are highly proficient in English. Special educational needs are identified during the application process and discussed as required with the applicants.

Applicants apply for the programme through the Torchbearers Online Application System (TOAS). This formal application process ensures that applicants have the requisite commitment to the course objectives. This is verified through the receipt of two satisfactory references.

The admissions and administration officer replies promptly and appropriately to all application enquiries as evidenced in correspondence and responds fully to applicants' questions. Telephone, e-mail and online discussions are held with applicants or parents where necessary to confirm suitability.

The website describes the nature, requirements and content of the programmes. Awarding body information is also provided on the website.

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

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

6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.  Yes  No  NA

6.3 Participant absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

#### Comments

There is a clear and published policy on participant attendance and punctuality in the application form, in the participant handbook and course handbook. It is reinforced through an introductory lecture, called the A-Z of Student Life, which takes place during induction.

Accurate and secure records of attendance and punctuality at each session are kept for all participants. They are collated centrally and reviewed on a daily basis. Repeated lateness incurs sanctions.

Participants are assigned a specific seat in lectures and absences or lateness are quickly identified as a result. Absences are followed up appropriately by teaching and pastoral staff. Participant sickness is reported and prompt and appropriate action is taken. Records of attendance are kept in the weekly register and a lateness to lectures list. This information is kept on the attendance database.

**7. The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

7.1	The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers 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
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	<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 Managing Director meets regularly with the trustees who are well informed about all aspects of the Provider. The trustees comment on the usefulness of the regular reports they receive.

The termly student voice session gives participants the formal opportunity, through participant-selected representatives, to feedback to staff under the headings of Community Living, Social Life, Outreach Opportunities, Lectures and Assignments.

Shortly after each student voice session, the Principal reports the key findings and intended actions to the participant body. The participant representatives also report on the staff's responses during their interactive group sessions. The Principal will also attend these meetings to report back responses if required.

Staff feedback is gathered during annual appraisals, weekly Bible School staff meetings, and weekly whole-staff meetings. Feedback from these meetings is used to identify future staff development or other developments in the school. Through these processes the staff feel very engaged in the growth and development of the Provider.

Participant feedback is recorded and analysed on a termly basis for student voice, annually for staff appraisals and weekly for Bible school staff and whole-staff meetings. All feedback is reviewed by management and appropriate action taken.

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

8.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are 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**

Weekly monitoring takes place at the Bible school staff meetings. These meetings include reviews of the previous week's teaching, the effectiveness and impact of the staff's pastoral oversight of the participants and the participants' weekly evaluation of lecturers. Trainers see this as helpful in continually improving their work with participants. Reports are compiled by the senior management for the trustees and for the self-assessment process. Within these processes all the feedback received regarding the performance of the organisation is responded to and action plans created. These action plans contain timelines and target dates for achievement and are regularly reviewed to identify progress.

The termly student voice sessions also enable the participants to make an effective input into the monitoring and reviewing of the Bible school's performance.

Actions are agreed and implemented after each weekly Bible School Staff Meeting, each termly 'Student Voice' session and each Bible School review. Reviews are held at the end of each Winter and Spring Bible School, resulting in reports including action plans to implement suggested improvements.

The Principal visits three other European Torchbearer Bible schools annually and takes the opportunity to benchmark Capernwray's performance and systems against similar providers. This helps the dissemination of good practice and lessons learned across the Torchbearer group.

## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

### 9. Programme management is effective

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

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

The Principal, who is also the Programme Manager responsible for the teaching team is well qualified and experienced and qualifications includes a higher-level degree and teaching qualification. Participants are given pre-lecture activities to carry out in their own time and in classes which are planned prior to lecture delivery. These activities support the effective development of learning and understanding.

Classes include lectures and interactive classroom activities. Lectures are delivered in a well-resourced lecture theatre which easily accommodates the number of learners. Classrooms are of a high quality and are allocated appropriately.

Trainers are allocated to classes based on their academic expertise. The participant experience is enhanced by guest trainers who add value with additional expertise. Annual observations monitor the quality and consistency of the learning experience and delivery. Guest trainers receive well developed support material which identifies expected teaching and learning standards. Participants provide feedback after each guest lecturer to ensure quality standards are maintained.

A policy exists which includes procedures for the acquisition of academic resources. Course reviews include a review of academic resources. Trainers and participants report academic resources are readily available and of a high quality. This results in well-managed, highly effective delivery of teaching and learning which supports high pass rates and good progress.

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

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.5	The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

#### Comments

Courses are designed to reflect the demands of the awarding body and demonstrate an effective framework in allowing participants to develop appropriate skills and knowledge required for summative assessments. Observations demonstrate that delivery effectively underpins opportunities to acquire relevant and appropriate knowledge and skills that support achievement in summative assessments.

Observations and scrutiny of assessed work show that lessons and assessment maintain a very good focus on assessment objectives and learning outcomes. However, the link between assessment and learning objectives in planning documents could be more consistently evidenced. Formative assessments are well-planned and demonstrate a clear and effective link with summative assessment.

Participants are encouraged to develop independent learning skills in a variety of ways. Classroom activities are supported by a research task, additional reading lists are attached to each assessment brief and trainers direct participants to additional reading as part of the lectures.

Trainers use a variety of strategies to respond to the academic backgrounds and particular needs of participants. Audio, written and visual materials respond to learning styles. Additional reading is suggested to stretch and challenge participants. Pair work and small group work allow participation by some participants who are less confident in speaking in the larger group. Classroom activities provide additional support for participants who need additional time to develop knowledge and understanding.

This results in well-planned and highly effective delivery strategies that support participants to succeed sometimes beyond their expectations and achieve high pass rates.

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

11.1	Trainers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and 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
11.5	Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	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

CVs show well qualified and experienced trainers. This includes teaching qualifications.

Teaching observations show inspirational and motivating trainers who have excellent subject knowledge, pedagogic and communication skills that ensure that delivery is highly effective.

Teaching observations are included in appraisals. Appraisal documentation shows that targets are set for improvement.

Personal Continuing Professional Development (CPD) plans are developed with a clear focus, where appropriate, to develop pedagogic skills.

Participants identify their preferred learning style prior to the beginning of the course. Trainers use audio, written and visual materials to respond to the different learning styles. Appropriate support plans are developed to capture additional learning needs which are supported by trainers.

Trainers are highly effective in encouraging participation and checking learning. Classroom activities are closely aligned to lectures. Feedback from these activities is included in the lecture, with the trainer responding to points of clarification or understanding. Trainers encourage feedback and participation throughout the lectures. This includes individual, pair and group work. One-to-one tutorials further support the development of skills, knowledge and understanding.

Excellent trainer knowledge and skills, supported by effective delivery strategies, provide an outstanding learning experience for participants.

**12. The provider provides participants and trainers with access to appropriate resources and materials for study**

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Participants and trainers have access to a well-stocked library and online electronic resources. A bookshop provides further access to resources. Trainers provide additional handouts and access to personal collections of books.

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

13.1	Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.5	Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.6	Participants have appropriate access to trainers outside class time.	<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**

Effective and comprehensive oral and written feedback is provided to participants. Annotation and summary feedback are provided on assignments. Oral feedback is provided in regular one-to-one tutorials.

Assessment schedules, marking criteria and assessment procedures are in course handbooks and provided before the course starts. This includes submission dates. Formative and summative assessment information is also reinforced at Induction.

A log of assessment outcomes is kept centrally. The log is updated after each assignment mark. The student studies coordinator monitors the log regularly and identifies and ensures any intervention required is provided.

Additional one-to-one support is provided to respond to participants who are not making expected progress. Lectures and teaching resources are online and available for additional support or if participants have not been able to attend. Participants speak very highly of the support offered. They report that support is prompt, comprehensive and effective. Inspection findings confirm this view.

Participants are given information on their progress after each assignment. They are allowed to resubmit if the assignment is not at the required standard. If not making good progress, additional tutorials and support are offered. A list of units, with submission dates, is available for students to track progress at the front of each portfolio.

Some participants who are not making expected progress, are advised to focus on individual units or not to go forward with the accredited course. They receive an internal certificate of attendance. It would be beneficial to offer an additional accredited course at a lower level on the Regulated Qualifications Framework (RQF) to provide participants with more choice.

Teachers are available every afternoon and in the evening. Students can book appointments.

This results in effective feedback and monitoring of achievement and progress that ensure many participants make good progress and achieve highly.

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

The Provider offers an accredited course through the awarding organisation, NCFE. This is accredited as a Level 3 programme by the Office of Qualifications and Examinations.

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

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

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

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

The internal Capernwray Hall Bible Study Certificate is accepted at some universities world-wide as credit toward entry requirements, especially if the applicant is applying for a theological course. Evidence of American universities allowing credits toward entry requirements is on the website.

Some participants have gone on to employment and used their internal certificate to support their successful application for employment.

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

16.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.2	For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

#### Comments

Awarding body reports show full compliance with all awarding body requirements relating to assessment, security and programme administration. The Provider has Direct Claims Status (DCS). DCS can only be given to a centre by the awarding organisation where there is evidence of a rigorous internal quality assurance system in place.

There is an appeals procedure available for students to appeal against their marks. This is detailed in the course handbook.

### INSPECTION AREA - PARTICIPANT WELFARE

#### 17. Participants receive pastoral support appropriate to their age, background and circumstances

17.1	There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	Participants receive appropriate advice before the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.4	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
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.7	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	

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

#### Comments

The Provider is a highly caring and supportive organisation which, because of its ethos, goes beyond the usual expectations with regard to pastoral support. The Women's Pastoral Care Coordinator is responsible for the pastoral care of female participants who constitute the majority of participants. The Dean of Students is responsible for the pastoral care of male participants. Clear job descriptions, including role and responsibilities and key performance indicators, provides a clear focus on the expected standards of support. This includes all pastoral issues and identifying disciplinary concerns, including bullying and harassment. The Course Coordinator is responsible for ensuring these actions are implemented. Assessors are responsible for raising any concerns identified in reflective tasks that may impact on the welfare of participants. These concerns are communicated to pastoral staff.

There is a welcome pack which includes all support and facility information. A participant handbook includes all policies. The handbook is provided at induction and includes aims and objectives of study, course outlines, timetables, teaching, term dates, recreation opportunities, communication, safety advice, disciplinary procedure, direction to the complaint policy and anti-extremism policy. Induction activities and information in the participant handbook clearly show the policies and procedures that are available for dealing with any issues of bullying or other forms of abusive behaviour.

A comprehensive induction includes tour and information on courses and assessment. Induction includes a clear focus on pastoral care, including preventing radicalisation and safeguarding.

There is an out of hours telephone number available in the participant handbook and there are a number of emergency telephones across the campus. Trainers reside in the residential accommodation and provide additional support if required.

Although all participants are over 18 years of age, the Provider goes beyond their statutory duty in relation to keeping participants safe. There is a safeguarding policy, recently reviewed in October 2018, and a Designated Safeguarding Lead (DSL). Safeguarding is a weekly agenda item in staff meetings. Monthly reports to the SMT consider any safeguarding issues. All staff receive mandatory training. The DSL has undertaken safeguarding training at Level 3 and Trustees have received training.

All staff have received training in preventing radicalisation and extremism and this is supported by a policy to protect participants from these risks. The policy is in the participant handbook and discussed at induction. A central log exists with evidence of training certification for Safeguarding and Prevent training. A comprehensive radicalisation risk assessment has been completed and the Provider is assessed as low risk.

**18. International participants are provided with specific advice and assistance**

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK.      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | 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**

Most participants are international students. They receive a range of advice and guidance and participants report they feel well advised and supported prior to and on arrival in the UK. Participants are collected from airports or train stations and taken to the Provider and this supports a positive first impression and ensures participants arrive safely.

Induction provides comprehensive and useful information specific to the local area. This includes information on health services and local police contact numbers. Pastoral staff provide on-going support throughout the course of study. This includes one-to-one meetings and informal discussions.

A highly effective system of family groups provides excellent support for all international participants. Family groups are organised to include speakers of similar first languages. Cultural awareness is integral to the planning of family groups and participants have the opportunity to share and discuss their cultural backgrounds. Family groups are intentionally small to allow international participants to make friends and feel comfortable in a new environment.

Trainers take on the role of de-facto parents and offer additional pastoral care and support. Participants speak very highly of a comprehensive and supportive environment which helps them settle quickly into study and provides a home from home. This approach results in highly effective support systems that ensure international participants are well-cared for and supported.

**19. The fair treatment of participants is ensured**

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in                           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

writing at the start of the course.

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. All terms, conditions and payment details are clearly stated as part of the application process and details are also on the Provider's website.

The Complaints Procedure is posted on the Provider's website and students are directed to this in a section of the participant handbook, which they receive before the courses begin. They also receive at arrival on the programme, the Academic Appeals procedure in their Course Handbook. Both policies are reinforced during the A to Z of Student Life and study skills lectures during induction.

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

20.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
20.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	Appropriate measures are in place to ensure the separation between participants under the age of 18 and those over the age of 18 when in the accommodation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
20.5	Separate accommodation blocks are provided for participants under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

There are specific housekeeping, catering, estates, grounds, buildings and maintenance departments, ensuring that residential accommodation is clean, safe and of a high standard, which adequately meets the needs of participants, including those with specific, additional needs. Reasonable adjustments are made to accommodate wheelchair users and others with special needs.

Appropriate budgets are allocated annually and reviewed regularly to ensure that the accommodation is maintained to a high standard. There is strong emphasis on developing a community identity where participants share in keeping the accommodation clean and tidy. Daily cleaning schedules are adhered to by the participants.

Residential accommodation is open to inspection under local authority regulations. There are no participants under 18 years of age. It is central to the work of the organisation that all members of the staff who come into contact with participants provide a high level of pastoral support.

Regular health and safety audits are completed by all departments and, every six months, site visits are carried out by an external health and safety expert organisation. The Managing Director is the on-site designated Health and Safety lead. Weekly and monthly safety audits are reported using an online reporting program. These records are stored on an off-site server. An incident controller system is in place. All staff report any incidents using this online reporting system which is easily accessible and can be viewed by the Principal and other senior staff.

A 24-hour on-call incident controller is available and a rota system ensures supervision is available in emergencies. All staff are available and trained for supervision purposes.

<b>21.</b>	<b>Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed</b>		
21.1	Due care is taken in selecting home-stay accommodation which both 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
21.2	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
21.3	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
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	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**

**22. The provider provides an appropriate social programme for participants and information on leisure activities in the area**

22.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	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
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

Induction and the participant handbooks inform participants of social and leisure activities available on site.

The social programme is extensive and reflects the needs of participants. This includes visits to areas of interest in the local area, visits to the cinema and other leisure pursuits. Participants have access to an on-site swimming pool, tennis courts, climbing wall, putting green, gym, pool and table tennis. Team activities are organised and include football, netball, volleyball and handball. Participants take part in local netball competitions. Participants speak very highly of the social and leisure opportunities offered.

All on-site social activities are free. Off-site trips such as visits to local cities and cinema entry carry charges which participants confirm is affordable. All on-site activities include participation with members of staff. Trainers are present at any off-site social activity.

At the beginning of each week students are given relevant information about the weekend social programme, including optional Friday and Saturday evening social activities and Saturday trips to local places of interest. Regular organised and informal sports activities are also available.

During their induction, students are given a tour of the sports facilities, swimming pool and other facilities, with their accessibility requirements explained.

Free minibuses to the local town of Carnforth are available three times a week.

The planned social programme is reviewed at the beginning of each week by the Dean of Students and interns, and adjusted if necessary, in line with requests and preferences from the participant body conveyed to the Principal through the student voice. The termly student voice sessions include participant feedback on the social activities provided and community life.

Participants are also encouraged to plan their own social activities and are provided with relevant information such as local attractions and private and public transport contacts. Participants are encouraged to visit cities such as Edinburgh whilst in the UK. Staff are prepared to give up their time to accompany them on these visits.

This results in varied, responsive and affordable social activities that positively enhances the participant holistic learning experience.

### INSPECTION AREA – PREMISES AND FACILITIES

#### 23. The provider has secure possession of and access to its premises

23.1	The provider has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.2	Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Provider has secure possession of and sole access to its premises. The premises are owned by the trustees.

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

24.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.6	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	
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

There is an electronic sign-in system at the reception area for all visitors. Signage at the entrance to the grounds identifies that access is restricted to authorised persons. Security procedures are regularly reviewed by the senior management team. Access to teaching and administration areas is restricted to participants and staff. Staff

whereabouts are monitored using short-wave radio and are easily contactable. Staff living on site provide supervision and oversee the locking of all rooms in the residential areas at a specific time every evening.

The premises are maintained in an excellent state of repair. Decoration and cleanliness of the building and the upkeep of the grounds and gardens are of a very high standard. The estates and maintenance department operate pre-planned and reactive maintenance, including an on-call maintenance team to ensure all facilities are fit for purpose at all times.

All staff are required to read the health and safety policies and procedures and participants have a health and safety induction during their initial sessions on their first day at the Provider. Simple emergency contact procedures are in place, ensuring support is available at all hours of the day and night. All areas and activities are risk-assessed, and the information is logged on external servers provided by a health and safety specialist. Staff are required to sign off on risk assessments to demonstrate understanding and compliance.

All signage including evacuation routes are clearly marked on notice boards. Some notice boards are also used for general information for participants. Adequate toilet facilities are available in all areas. All rooms are adequately heated with good ventilation and natural light.

The high quality of the premises enhances the learning experience of the participants and enables them to feel safe and secure.

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

- |      |  |   |   |
|------|--|---|---|
| 25.1 | Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.2 | Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | There are facilities suitable for conducting the assessments required on 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 recently built conference hall provides a modern, spacious, flexible training space which accommodates lectures to the whole cohort of participants as well as break out spaces and group work.

The conference hall is equipped with computers, projectors and screens and can also be used for formative and summative assessment for the whole cohort.

Smaller quiet study rooms can be used for conducting assessments if required.

**26. There are appropriate additional facilities for participants and staff**

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 26.1 | Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.                                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.2 | Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.4 | Participants and staff have access to storage for personal possessions where appropriate.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.5 | There are individual offices or rooms in which 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 |                             |

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26.6 Administrative offices are adequate in size and resources for the effective administration of the provider.  Yes  No

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

**Comments**

There is a range of study rooms, which are of good size. These are comfortable and accessible with soft furnishings and located around the site. They are suitable learning areas for small scale seminars, tutorials and self-study purposes. There are timetabled group tutorials held in staff houses. The library is a comfortable quiet space for self-study. All participants have their own laptops, electronic pads or tablets and access to the internet is available at specific times during the day. Participants can be provided with additional IT equipment if required.

The conference hall includes an office wing with individual staff offices and a large meeting room.

There is a large dining facility where all staff and participants eat together. Other refreshment bases are located in the school office block, the main house and adjacent to accommodation rooms.

All participants have personal storage space in their allocated rooms, including adequate space for storing clothing and personal possessions. There is lockable storage in the main office safe for valuables.

The main house provides additional office and meeting spaces. There is also additional staff room space located in a purpose-built block. The administrative offices are of an adequate size and are equipped with computers and other relevant office equipment such as printers.

**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 vision and mission for the Provider are clearly articulated by the Senior Management Team. This helps all staff to understand the mission of the provider and subscribe to its values

There is a highly effective, efficient and supportive management and administration systems to ensure the successful delivery of the programme.

As a result of the consultative and inclusive nature of the school, communication is excellent, with all stakeholders feeling valued members of the community.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Well managed, highly effective delivery of teaching and learning supports high achievement and good progress.

Well planned and highly effective delivery strategies support participants to succeed very well.

Excellent trainer knowledge and skills provide an outstanding learning experience for the participants.

Effective feedback and monitoring of achievement and progress also ensure that many participants make good progress.

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

### PARTICIPANT WELFARE

#### Provider's Strengths

Capernwray is a highly caring and supportive organisation which, because of its ethos, goes beyond the usual expectations of pastoral provision.

Highly effective support mechanisms ensure international participants are well cared for and supported.

A varied, responsive and affordable social activities programme positively enhances the participants' learning experience.

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**

The high quality of the premises and the high number of staff with support knowledge and skills enhances the learning experience of participants and enables them to feel safe and secure.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

The Provider should make the link between assessment and learning objectives in planning documents more consistently evidenced.

The Provider should consider providing a programme at a lower level on the RQF than the current offering as this could benefit some prospective participants and give a better choice on the level of programme and accreditation available.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**