

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## SMALL COLLEGE REACCREDITATION

**INSTITUTION:** TILSLEY COLLEGE

**ADDRESS:** 78 Muir Street  
Motherwell  
North Lanarkshire  
ML1 1BN

**HEAD OF INSTITUTION:** Mr Mark Davies, BSc, MTh

**DATE OF INSPECTION:** 6 and 7 June 2013

**ACCREDITATION STATUS:** Accredited

### DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 31 Jul 2013

**1. Background to the Institution**

Tilsley College is a Christian theological college situated in central Motherwell on a property owned by the charity Gospel Literature Outreach (GLO), an evangelical mission organisation that is part of the Brethren church. The property was acquired from the Church of Scotland in 1974, the year the GLO Training Centre began and in 1995 was renamed Tilsley College. The College is situated on the headquarters property of GLO and occupies one building out of three on the property. The main building containing an auditorium is a mid-nineteenth century Grade 2 listed building and an impressive multiple use facility, used for public meetings of up to 350 people and containing a coffee shop. The second building consists of staff flats sometimes used by married students. The third building is the College building containing the classroom, the offices and a public bookshop.

**2. Brief description of the current provision**

The College offers a full-time course of one year, the Certificate in Higher Education (Cert HE) in Biblical Studies and Christian Ministry, and the 9 students presently on this course are full-time residential. Two students from Zambia attended for six months on student visitor visas, and have returned to Zambia. The College also runs a second-year part-time internship diploma (7 students), part-time evening classes (33 students in April 2013) and a part-time pre-gap year programme (4 students). The Cert HE is recognised for credit for the first year of a Bachelor programme at two theological colleges with university validation. The College is preparing for accreditation by SCQF for its Cert HE and Diploma programmes at levels 7 and 8 respectively. Numbers of students have fallen slightly this year, and there are concerns about the incoming cohort in 2013/14, as so far only two applications have been received. The College estimates it needs ten to eleven students in a residential cohort to break even. New initiatives to introduce e-learning programmes are planned, and a former HE/FE college principal has been employed in a part-time capacity to oversee this.

**3. Inspection process**

The inspection was conducted by one inspector over two days during the third and final teaching term for the Cert HE students. The Principal, the Academic Dean and College staff were fully cooperative and all necessary documents were provided. During the inspection, two different classes were observed. A meeting with the students and teaching staff was held, and a final feedback session with the Principal and the Academic Dean at the close of the inspection.

**4. Inspection history:**

<b>Inspection Type</b>	<b>Date</b>
Stage 2	28 Jul 2009
Stage 3	16 Oct 2009
Interim	7 Sep 2010

## PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

- |     |  |   |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments \_\_\_\_\_

#### 2. The administration of the institution is effective

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

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

Comments \_\_\_\_\_

3. **The institution employs appropriate staff**

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

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

**Comments**

- 3.1. Although the College does not 'employ' its academic members of staff, a Memorandum of Understanding must be drawn up for all College staff members setting out mutual duties and responsibilities and signed by both parties.
- 3.3. Annual staff appraisals are held.

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

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

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

**Comments**

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

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

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

**Comments**

- 5.4. Overseas recruitment is conducted through the church network and a briefing document is given to church leaders who must recommend all applicants.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No  NA
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.  Yes  No  NA
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

**Comments**

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

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

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

**Comments**

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7.2. Although there is regular informal contact between staff and students, a formal, regular meeting with student representatives is recommended.

7.4. The College has a review of feedback at the end of every year, and during the year administrators meet with student representatives on a regular, almost daily, basis. It is good practice to give a response to student feedback to the student body before the close of the academic year, when the students leave.

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

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

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

**Comments**

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8.1. A comprehensive internal review of the College's quality assurance practices was conducted in December 2012 and March 2013, with a special focus on the Cert HE student perspectives. Different aspects of the College provision will be reviewed annually. The report produced forms the basis for a quality assurance policy document.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

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

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

#### Comments

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

- |      |  |   |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

10.3. Formative assessments are presently used in a somewhat ad hoc fashion. It is recommended that a system be instituted for all courses that makes regular use of formative assessments connected to summative ones (such as end of course essays).

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

- 11.1 Teachers are appropriately qualified and experienced.  Yes  No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.  Yes  No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  Yes  No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.  Yes  No

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

**Comments**

11.6. Good practice of teaching methods involving use of small groups. All tutors must be encouraged and trained to develop learning methods that are less teaching-focussed and more enquiry-based.

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

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

**Comments**

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

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.  Yes  No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No

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

**Comments**

13.6. Feedback from tutors on assessments could be typed on the cover sheet in the space provided rather than in handwritten script at the end of the student work.

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

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

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

**Comments**

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

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA

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

**Comments**

15.1. The College is in the process of planning for SCQF accreditation.  
15.3. A new external moderator has been appointed recently, but the last report is dated 24 November 2010. The College must receive an annual report from the external moderator.

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.  Yes  No  NA

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

**Comments**

16.1 is not applicable.

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

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

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

**Comments**

17.1. Certain HE theological colleges with university validation have already accepted Tilsley Cert HE graduates for acceptance into the second year of an undergraduate degree.

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## INSPECTION AREA - STUDENT WELFARE

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

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No
- 18.2 Students receive appropriate advice before arrival.  Yes  No
- 18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

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

#### Comments

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18.1. The three full-time members of academic staff are all experienced and involved in student welfare. The College has a highly effective personal mentoring programme that involves staff in pastoral support.

### 19. International students are provided with specific advice and assistance

- 19.1 International students receive appropriate advice before their arrival on travelling to and living in the UK.  Yes  No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study.  Yes  No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.  Yes  No

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

#### Comments

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20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No
- 20.3 Students are advised of BAC's own complaints procedure.  Yes  No

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

**Comments**

20.3. The BAC complaints procedure has been added to the Handbook for 2013/14.

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.  Yes  No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.  Yes  No  NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.  Yes  No
- 21.4 A level of supervision is provided appropriate to the needs of students.  Yes  No
- 21.5 Separate accommodation blocks are provided for students under 18.  Yes  No  NA

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

**Comments**

- 21.1. Bathrooms and toilets are shared, separate for men and for women. The College might consider improving this, such as with internal walls that reach the ceiling.
- 21.3. A set of guidelines for students in residential accommodation should be drawn up.
- 21.5. Although the minimum age of students is 17, Scottish law defines a child as one under the age of 16. Single men and women are in separate accommodation wings.

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

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

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

**Comments**

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

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

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

**Comments**

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23.4. All students are responsible adults who need no supervision in their social and leisure activities.

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**INSPECTION AREA - PREMISES AND FACILITIES**

**24. The institution has secure possession of and access to its premises**

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

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

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

**Comments** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

**Comments** \_\_\_\_\_

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

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

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

**Comments** \_\_\_\_\_

**27. There are appropriate additional facilities for students and staff**

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

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

**Comments** \_\_\_\_\_

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

This is a vocational institution with highly committed staff and students. Lines of management are clear and focussed. Staff often go far beyond the call of duty and are highly motivated. Annual staff appraisals are held. Staff development, postgraduate study and sabbaticals are encouraged.

Actions required	Priority H/M/L
3.1 A Memorandum of Understanding must be drawn up for all College staff members setting out mutual duties and responsibilities and signed by both parties.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.4 A response to the student feedback must be given before the close of the academic year.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Academic staff are well qualified and experienced practitioners in Christian ministry. Formative and summative assessments are used in most classes and students are engaged and motivated. Regular feedback between staff and students happens on a regular basis and students have daily access to full-time staff.

Actions required	Priority H/M/L
11.6 All tutors must develop learning methods that are less teaching-focussed and more enquiry-based.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
15.3. An external moderator's report must be prepared annually.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### STUDENT WELFARE

#### Institution's strengths

There is an outstanding pastoral support system in place, creating a supportive College community. Students are exposed to international contexts and overseas students are given adequate support during their time in the UK. Residential accommodation is adequate.

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

**PREMISES AND FACILITIES**

**Institution's strengths**

The property is secure, safe and well maintained, with adequate facilities for staff and student numbers greater than the current cohort.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

The following recommendations are offered for future development:  
A formal, regular meeting with student representatives could be held.  
A system could be instituted for all courses to use formative assessments.  
Assessment feedback could always be typed on the cover sheet in the space provided.  
Shared bathrooms and toilets could be improved with internal walls reaching the ceiling.  
A set of guidelines for students in residential accommodation should be drawn up.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

There is no evidence of non-compliance with statutory requirements.