

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: Docklands Academy London

ADDRESS: 11 Selsdon Way
London
E14 9GL

HEAD OF INSTITUTION: Mrs Aysegul Yesildaglar

DATE OF INSPECTION: 14 - 15 October 2014

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 27 Nov 2014

1. Background to the institution

Docklands Academy (the Academy) was originally established in Aston, Birmingham, in 2010. The Academy's registered company name is Simply Alliance. The decision to move its operations to London was based on location, judged as being more attractive to students from EEA countries. Some 25% of the current students are from the EU, with others from Turkey, Asia and Eastern Europe. All teaching takes place at the London premises, where the Academy has made major investment to enhance the learning environment and study facilities for all its students. The Academy is accredited by Pearson (Edexcel), the Confederation of Tourism and Hospitality (CTH) and, more recently, by NCC Education Ltd. Additionally, it has educational oversight with QAA, a working relationship with the British Council and connections with a number of stakeholders.

The Academy is in a period of rapid expansion, with a number of recent appointments at senior management level. The mission statement emphasises high quality education for future business leaders and a priority on the academic content of courses being matched to work experience. This reflects the Academy's aim of bridging education and the world of work. Partnership is being forged with the University of Wales, which occupies some of the Academy's premises and with whom degree courses are being planned.

2. Brief description of the current provision

At the time of this inspection, a new cohort of 56 students for the CTH Catering and Restaurant Management course had been enrolled, with an additional 130 students working towards Edexcel and CTH qualifications at levels 4, 5, 6 and 7 in Business, Management, Hospitality, Travel and Tourism. A non-accredited General English course was also being studied by 30 students. Students on academic courses are able, if required, to attend the English classes to improve their assignment writing and levels of understanding.

3. Inspection process

The reaccreditation inspection was carried out over two days by one inspector. Meetings were held with senior management and members of staff covering management, quality assurance, administration and procedures for recruitment and student attendance. Meetings took place with teaching staff and students, and a number of lessons and tutorials were observed.

4. Inspection history:

Inspection type	Date
Stage 2	11 August 2010
Supplementary	20 July 2011
Stage 3	05 September 2011
Interim	11 March 2013

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

There is a clear organisation chart, which shows that the staff are overseen by a Board of Directors and the Principal, who is responsible for the four department heads whose roles are clearly defined. Teaching is the responsibility of the Academic Head, with well qualified and experienced teaching staff.

The close working relationship between members of staff is enhanced by clear lines of communication.

The open-door style of management encourages close links between staff and students.

2. The administration of the institution is effective

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

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

Comments

The administration of the Academy is supported by effective management information systems and policies and procedures, some of which have recently been updated.

Administrators provide information and practical help to both staff and students.

Student records relating to attendance and academic achievement are up-to-date, with clear operating methods.

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

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

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

Comments

Staff recruitment is rigorous and ensures that the necessary qualifications and experience match the requirements of the different job roles.

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

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

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

Comments

The Academy's website is currently in the process of being updated, with targets for completion within the next few weeks. Currently, there are some inaccuracies in detail and links not yet populated. Basic information is in place and student application procedures are available on-line.

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

The selection process for student recruitment includes interview and initial assessment.

Overseas agents' performance is measured against the quality of the students they recommend, with de-selection if high standards are not met.

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

Members of the administrative staff take full responsibility for ensuring full student attendance.

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

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

Comments

Feedback is frequent, analysed and action taken where appropriate.

The student committee members take their responsibilities seriously in supporting their peers, with requests made to management considered and acted upon appropriately. They are additionally invited to give their opinions on the effectiveness of teaching, with action taken if any poor practice is reported.

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

The self-evaluation was found to be fair and critical, with effective action planning. The business plan is another useful tool in measuring outcomes and driving improvement forward.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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

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

Comments

The Academic Head, recently appointed to the role, is fully committed to the learners meeting their stated objectives.

The curriculum strategic plan outlines aims and objectives and there is a formal review of annual achievement, strengths and weaknesses and action planning towards continuous improvement.

Quality policies are mapped to the UK Quality Code.

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

Teachers plan class delivery to match the learning styles of the students. In most cases, lessons observed showed a good range of teaching methods.

Delivery focused round current industry practice was challenging and interesting, and weekly tutorials driven by students' individual needs.

In one class observed, there were unclear explanations and a lack of response to questions asked.

There was a lack of classroom management to ensure full participation within a very large lecture room.

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

All teaching staff have a teaching qualification and are expert in their subject areas.

Senior management are committed to enhancing staff performance through on-going training and development.

Observations of teaching and learning are routine, particularly with new members of staff, and all schemes of work and assessments are moderated.

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

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

Comments

The Academy is well furnished and decorated. It is a safe environment, with good in-house resources and a well equipped library.

Students have access to a well maintained on-line learning platform.

Additional resources are ordered when needed and requests from the students considered and agreed if appropriate.

There were some isolated examples of insufficient proof reading of teaching materials, but overall, the standard was good.

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

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

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

Comments

Students' individual learning plans are regularly monitored and updated. They work towards deadlines given for both formative and summative assessment, with late submission challenged.

English support is offered to higher education students who find difficulty in expressing themselves within the assignment work.

Individual help is available through the weekly tutorials.

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

The Academy is recognised by the relevant awarding bodies and regulatory authorities.

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

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

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

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

Comments

Awarding body reports confirm that all necessary safeguards are being taken.

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

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

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

Comments

In addition to advice, the Academy staff provide training and guidance in CV writing and personal effectiveness, building confidence through presentation, public speaking and other essential skills.

INSPECTION AREA - STUDENT WELFARE

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

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

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

Comments

The Academy receptionist has the role of welfare officer and takes responsibility for ensuring that students are supported according to their needs.

Policies to ensure students' safety and well-being are published within the student handbook and on the website.

19. International students are provided with specific advice and assistance

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

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

Comments

The information provided effectively prepares students for studying at the Academy, with on-going support after enrolment.

Appropriate sensitivity is shown to students from different ethnic backgrounds, cultures and religions.

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

There are well described procedures outlining the terms and conditions of studying at the Academy.

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

The Academy has recently invested in a house, where three students are currently accommodated. Scrutiny of all necessary legal paperwork and guidelines for behaviour within the accommodation show close attention to all requirements.

The three students confirm that the house is clean, well decorated, spacious and offers all the facilities they require.

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

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

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

Comments

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

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

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

Comments

Planned activities are popular with the students. They are at all times accompanied by a member of staff, who can respond to their needs as required.

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

The Academy has a contractual licence to occupy its premises for 25 years from a start date of July 2011.

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

College premises are clean and well maintained and provide a healthy and safe learning environment.

The building is well signposted, with lift access to the upper floors.

Whilst there is a ramp for disabled access to the basement, with a specially adapted toilet, the remainder of the building would not be accessible to wheelchair users.

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

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

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

Comments

Teaching rooms are comfortable, well furnished and provide a good learning environment. All necessary teaching aids are available.

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

The premises provide both students and staff with the space and facilities needed to carry out their roles and responsibilities effectively.

There is open access to computer labs, with university e-resources available and the Moodle on-line learning platform.

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

Senior management are fully committed to high standards of provision for the students.
Senior management are well qualified to undertake their roles.
Open-door management encourages student contact whenever needed.
A highly effective student committee works hard to represent their fellow students and make representation to senior management on their behalf.
Quality policies are mapped to the UK Quality Code.

Actions required	Priority H/M/L
4.1, 4.2 The review and update of the Academy website must be completed to ensure that all information is accurate and up-to-date and all links are populated. The Academy must ensure that the lack of access for wheelchair users to the main part of the premises is clearly stated within the website information.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Strong, academic leadership, with well qualified and experienced teaching staff.
Clear guidelines to ensure students meet their academic deadlines.
Clear relationship between academic study and industry requirements.
Students' progress is tracked with any late submission of work questioned and extra help given if needed.
Good on-line learning platform.

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

STUDENT WELFARE

Institution's strengths

A dedicated member of staff committed to students' well being and available to give help and support when needed.
A good social programme, appreciated by the students.
Good awareness by students of their rights and responsibilities.

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

Well maintained premises, in good decorative repair and creating a comfortable learning environment.

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

RECOMMENDED AREAS FOR IMPROVEMENT

Within teaching and learning, PowerPoint slides should not be read out, but rather used as the starting point for further explanation.

Classroom management should be improved to ensure full student participation and clearer explanations given in answer to students' questions.

COMPLIANCE WITH STATUTORY REQUIREMENTS