

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

UK Higher Education Institution (UKHEI) Reaccreditation Inspection

INSTITUTION: QA Higher Education, London

ADDRESS: St James' House
10 Rosebery Avenue
London
EC1R 4TF

HEAD OF INSTITUTION: Julie Noone, Managing Director

DATE OF INSPECTION: 9 and 10 March 2015

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 16 Apr 2015

1. Background to the institution

QA Higher Education Ltd (QAHE), formerly QA Business School, is part of QA Ltd (formerly QA-IQ Ltd), a well-established training company. There have been significant mergers, acquisitions and rationalisations since the original company was established in 1983. There are currently two centres: Birmingham, which also acts as the main administrative centre, and London, which has the majority of students. The centres are separately accredited by BAC.

At the time of the supplementary inspection in April 2011, the course provision was HND level in Business and in Computing, the Advanced Diploma in Management Studies from Edexcel, and the Association of Business Executives Diploma in Integrated Management. Early stages of recruitment were in hand at that time for the University of Ulster programmes.

QA Business School (QABS) was established and incorporated in October 2010 with the first students enrolling on the University of Ulster franchised programmes in September 2011. In January 2013 a 10-year agreement was signed by QA Business School and the University confirming QABS as an affiliate college and, since that time, the London and Birmingham centres have been designated as branch campuses of the University. Formal programme recognition agreements were signed in January, May and September 2013 and January 2014 covering levels 3,6 and 7 courses. In July 2014 QABS changed its name to QA Higher Education. Its mission is to provide high quality vocationally-orientated programmes that support the development of student knowledge and professional skills, preparing students for the world of work and continuing professional development.

2. Brief description of the current provision

All academic provision is franchised from the University of Ulster. There are undergraduate courses in Business Studies, Computer Systems, Accounting and Accounting with Finance. In total 830 students are registered on these programmes with the overwhelming majority (approximately 81%) based at the London campus. In addition there are two postgraduate courses: MSc in Marketing and MSc in International Business. There are 250 students studying for these postgraduate awards with 66% in London and the remainder in Birmingham. There are two other University of Ulster courses offered at the two centres: an International Foundation Programme with ten students and a Graduate Certificate with seven students. The former course is at level 3 and the latter level 6.

3. Inspection process

The inspection was carried out by one inspector over a two-day period. In addition to meetings with members of the senior management team, the inspector met with representative groups of academic staff and students and undertook classroom observation of undergraduate and postgraduate classes. Senior administrators were interviewed, including the Heads of Enrolment, Registry and Student Services, Library and Learning Resources and the Acting Head of Student Welfare. A meeting was also held with the Director of the Ulster University/QAHE Partnership who spends three days each week at the London campus for meetings with senior staff and students.

4. Inspection history:

Inspection type	Date
Full Accreditation	7 December 2010
Supplementary	7 April 2011
Supplementary	24 August 2011
Interim	19 March 2012

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 |
| 1.4 | The institution conducts a regular and systematic review of its overall performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

QAHE has a strong and experienced senior management team. The communication structure is transparent with an Executive Dean, two Associate Deans, Course Directors and Module Leaders. The University of Ulster's QAHE Partnership Director spends three days per week at the London campus and holds regular meetings with members of the management team. This is evidence of good practice given the distance between the University and its London campus.

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 |
| 2.6 | Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.7 | Administrative records are efficiently organised and stored. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Data collection and recording systems are admirable.

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
- 3.4 Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching, e.g. those teaching at undergraduate/HND level will hold a post-graduate degree and appropriate experience. Yes No

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

Comments

All staff must be approved by the University prior to appointment. Academic staff must possess academic qualifications that are equivalent to, or better than, the level of the courses upon which they teach.

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
- 4.3 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No
- 4.4 Students are informed of the full cost of all programmes, including costs of examinations and any required materials. Yes No
- 4.5 Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated. Yes No

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

Comments

4.5 The awarding body is a UK University.

The University has just completed a re-branding exercise and, from the next academic session, will be known as Ulster University as opposed to the University of Ulster. The University will also have a new logo. All QAHE materials and website will be updated.

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

QAHE complies with all admission requirements imposed by the University, including any IELTS/TOEFL standards set for international students.

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

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

There is evidence of much good practice particularly in capturing student views and opinions. There are formal Staff/ Student Consultative Committee meetings held each semester and, in addition, student opinion is obtained at the end of each module through the University's on-line quality surveys, as well as QAHE feedback forms.

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

QAHE's performance is monitored at three levels. First the QA Board at its monthly meetings, secondly via the University of Ulster's Affiliate College Executive Board and thirdly its academic performance is assessed through the University's academic quality assurance programmes.

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 |
| 9.5 | There is provision for academic leadership in each area of the academic programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are effective procedures in place for the induction and appraisal of all academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | Students have access to individual teaching staff in order to supplement classroom-based teaching and learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The new management structure provides for strong academic leadership. There are two Associate Deans, one with responsibility for undergraduate, and the other postgraduate courses. Course Directors report to them and Module Leaders report to the Course Directors. Overseeing this is the Executive Dean.

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

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- 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. Yes No
-
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No
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- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No
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- 10.4 Students are encouraged and enabled to develop independent learning skills. Yes No
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- 10.5 Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. Yes No
-
- 10.6 Any required coursework and revision periods are scheduled in advance. Yes No
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- 10.7 The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. Yes No

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

Comments _____

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
- 11.7 There is evidence of course planning to ensure curriculum coverage. Yes No
- 11.8 The balance between large and small group teaching is appropriate to the needs of higher education learning. Yes No
- 11.9 Students are encouraged to develop autonomy in the planning and management of the learning process. Yes No

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

Comments

11.3 QAHE has an annual appraisal procedure but its implementation is inconsistent; appraisals for some staff do not necessarily take place on an annual basis. Central HR informs the manager and staff member of the need to conduct an appraisal, but it is left to the parties to determine when the meeting should take place. Classroom observation, while taking place, does not appear to be a mandatory element of the appraisal process.

11.4 Staff are permitted three days per annum free from academic responsibility to undertake professional development. At the moment the three days are linked to existing QA company training courses that may not necessarily enhance the professional skills of staff members in the context of undergraduate and postgraduate programmes. However, other CPD activities designed to improve teaching and learning skills are available to QAHE staff. New staff development opportunities could be linked to the University of Ulster staff development programmes: for example, inviting QAHE staff to deliver papers or undertaking research or writing opportunities with Ulster staff.

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

- 12.1 The teaching methodology requires students to make use of the resources for study available to them. Yes No
- 12.2 Resources for study are well organised and catalogued to facilitate access. Yes No
- 12.3 Handouts and other resources are appropriate to the level of the course. Yes No

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

Comments

Students have access to good learning resources, in particular the right to use the University's on-line e-learning portal containing journals and key texts. Professional library support is also available to the students.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.8 | Student progress is measured and recorded regularly on the basis of adequate and explicit data. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.9 | There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.10 | There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Assignments are marked electronically and consequently students receive very constructive feedback on their work. Issues are signposted on the scripts and discussed in some detail at the end of the assignment. This is good practice, as many universities have still not actioned this feedback methodology although it may well be under active consideration. Student performance is rigorously monitored and performance in all elements of the assessment process is subject to scrutiny by University moderators and University-appointed external examiners. Students studying at the London campus are monitored, assessed and examined in exactly the same way as their Ulster counterparts. On graduation all students, in addition to their degree certificates, receive a transcript of their overall performance. QAHE should also respond to comments by external examiners.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> 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. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

The formal agreement between the University and QAHE lasts until 2023.

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
- 15.4 There is evidence that the comments of external moderators have been addressed. Yes No NA

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

Comments

There are no unaccredited or internal awards.

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

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

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 |
| 18.6 | There are effective systems to communicate with students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.7 | There are effective means for identifying and responding to student opinion. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments _____

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 _____

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

Students have access to the University's complaints procedures and these are discussed in the induction programme and contained in student handbooks.

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 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.4 Separate accommodation blocks are provided for students under 18. Yes No NA
- 21.5 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

Residential accommodation is not offered by QAHE, although information may be provided to students about local accommodation providers.

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. | <input type="radio"/> Yes | <input type="radio"/> 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. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes | <input type="radio"/> No |

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

Comments

QAHE does not provide any home-stay accommodation.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 23.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

QAHE is in the process of implementing a six-month student-focused social programme aimed at developing social and leisure activities that are student-centred. This initiative is the responsibility of the Student Relations Officer. This is a major initiative for QAHE and was under discussion at the time of the inspection but not implemented.

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

QAHE has, by a lease signed in December 2014, a tenancy agreement for its current premises until 2029 with a break clause in May 2024.

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

The London campus provides students with a good quality learning environment that is well maintained and fit for purpose.



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
- 26.4 Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials. Yes No

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
- 27.7 There is appropriate provision of required specialist teaching equipment and work areas. Yes No
- 27.8 There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students. 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

Experienced academic management team.
Effective administrative systems to monitor students progression, attendance and performance.
Excellent working relationships with University of Ulster personnel at all levels from senior management to module leaders.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Lively, participative students who are very supportive of their organisation.
Enthusiastic and well qualified staff.
Assessment procedures that are consistent with those across the higher education system.

Actions required	Priority H/M/L
11.3 Appraisal procedures must be applied consistently and include peer observation as part of the process.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
11.4 Professional staff development must be more aligned to enhancing academic and pedagogic opportunities, perhaps in conjunction with the University of Ulster.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Staff are very supportive of student welfare with robust procedures in place to assist students.

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

Pleasant and well-cared-for teaching and learning environment.
Good e-learning resource provision via the University of Ulster's portal.

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

RECOMMENDED AREAS FOR IMPROVEMENT

QAHE may wish to consider discussing with the University the possibility of semester-long staff exchanges. This could provide QAHE staff with a positive staff development opportunity and also allow them to compare the student experiences

in London and Northern Ireland.

QAHE should respond to comments by external examiners.

QAHE should continue with the process of implementing the new social programme.

COMPLIANCE WITH STATUTORY REQUIREMENTS