

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Reaccreditation Inspection

**INSTITUTION:** Maryvale Institute

**ADDRESS:** Maryvale House  
Old Oscott Hill  
Birmingham  
B44 9AG

**HEAD OF INSTITUTION:** Father Edward Clare

**DATE OF INSPECTION:** 5-6 April 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 25 May 2017

### 1. Background to the institution

Maryvale Institute (the Institution) is an educational institution, which is part of the Catholic Church. It was established in 1980 with the aim of running part-time learning in further and higher education in the Catholic faith. The Institution is a teaching and administrative centre for academic courses and programmes, all of which are delivered through distance learning but which also include compulsory study days or residential elements, three times a year. The Institution runs the residential periods from other sites both in the United Kingdom (UK) and overseas. BAC only accredits the provision offered in the UK.

Maryvale Institute has a recognised Higher Institute of Religious Sciences (HIRS) which is validated by the theology faculty of the École Cathédral of Paris, on behalf of the Congregation for Catholic Education in Rome. It is currently the only such institute in the English speaking world to be approved by the Catholic Church to award bachelors degrees and licence degrees in Divinity. It is governed by a board of trustees, which is chaired by the Archbishop of Birmingham. The Director, who is a priest, reports directly to the board of trustees.

The Institution is based in Maryvale House, in Birmingham. Maryvale House dates back to 1752 and has been associated with the Archdiocese of Birmingham since the mid-eighteenth century. Cardinal Newman was based in Maryvale House after his conversion to Catholicism and the building housed Oscott College between 1794 and 1838. Maryvale House has been used by several religious orders and has also been used as an orphanage. The buildings have been altered and expanded within the limits allowed by its Grade II listed status.

### 2. Brief description of the current provision

Maryvale offers programmes from further education level to Doctor of Philosophy (PhD). The higher education provision is covered by three partnership agreements, which are with the Faculté Notre Dame at École Cathédral, Paris, for the Divinity undergraduate and the postgraduate licence courses, the Centre for Inclusion and Collaborative Partnerships (CICP) at the Open University for the Bachelor of Arts (BA) in Philosophy and the Catholic Tradition, the Master of Arts (MA) in Catholic Pastoral and Educational Studies and the MA in Catholic Applied Theology with five pathways and, finally, with Liverpool Hope University for its research degrees leading to Master of Philosophy or PhD. The Bachelor of Divinity (B Divinity) is recognised by the Holy See, covered by the Bologna agreement and fully recognised by most countries within the European Union.

In addition to the degree programmes, Maryvale currently offers nine certificate courses. These include Catholic Certificate in Religious Studies, Art, Beauty and Inspiration, Catholic Catechism, Catholic Church Healthcare Chaplaincy, New Evangelisation and Ministry, Parish Mission and Ministry, New Testament Studies, Maryvale Certificate in Catechesis and Certificate in Marriage and Family.

The inspection occurred when new students were enrolled. A total of 506 students are currently enrolled. All students are part-time. A number of the residential certificate course study days and the residential elements of the B Divinity course are delivered both at Maryvale and elsewhere, including in the Republic of Ireland, Scotland, Minsk, Belarus and in Singapore. Both the programme and the staff providing the face-to-face teaching and the distance learning support are the same for all venues. Currently BAC only accredits the face-to-face provision, which is offered in the UK and the distance learning provision, which is run from the UK.

There is a small complement of eight permanent academic staff, three of whom are part-time. The delivery of the provision is supported by a pool of 85 associate staff drawn from academic institutions and the Church in the UK and overseas.

### 3. Inspection process

The inspection was carried out over two days by a team of three inspectors. The team held meetings with the senior management, the programme directors, a selection of academic staff and the administrative staff. Meetings were also held with a number of students from different programmes. The team held an on-line meeting with the Further Education Programme Director and a telephone conversation with one Master's student. The team undertook a tour of the premises, including the library. Six teaching sessions were observed.

Maryvale Institute had prepared well for the inspection and an extensive range of appropriate documentation was available for scrutiny. The Institution co-operated well with the inspection process.

#### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	20 - 21 March 2009
Interim	28 May 2010
Re-accreditation	1 - 2 March 2013
Interim	16 April 2015

## 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 - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### 1. The institution is effectively and responsibly governed

- |     |  |   |
|-----|--|---|
| 1.1 | The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons 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 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The head of the institution, directors and other relevant persons 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 |
| 1.6 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <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 organisational structure, which is appropriate and well documented. The head of the Institution is well-qualified and fully aware of the responsibilities of that position.

There is an effective risk management process, which includes external reports to the trustees. Points that need addressing are transferred to an internal action plan, which enables progress on risk areas to be monitored effectively. The Institution has recently recognised the need to monitor this action plan by including a review of it as a standing item on the senior management board. Progress is then reported to the board of trustees.

Relationships with the partner universities are covered by agreements, which are all up-to-date and clearly indicate the length of the validation arrangements.

#### 2. The institution has a clear and achievable strategy

- |     |   |   |
|-----|---|---|
| 2.1 | The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | There is provision for stakeholder input to inform the strategic direction of the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The Institution has a strategic plan with five main streams. This is reviewed and updated on an on-going basis. Developments with regard to the strategic plan are reported on a regular basis to the board of trustees. The minutes of the board of trustees' meetings show that there is full awareness of any issues and that a suitable recovery management plan is in place to address these. There is evidence of discussion involving external stakeholders in the development of the Institution.

Both the trustees and the senior management board review their own performance. The action plans, which are drawn from the minutes of meetings, enable the effective tracking of agreed actions.

3. **Financial management is open, honest and effective**

3.1 The institution conducts its financial matters transparently and with appropriate probity.  Yes  No

3.2 The institution's finances are subject to regular independent external audit.  Yes  No

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

**Comments**

The Institution has full sets of externally audited accounts. The minutes of the board of trustees' meetings provide evidence of robust discussions of the finances and how these are monitored.

**INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION**

4. **The institution is effectively managed**

4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.  Yes  No

4.2 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.  Yes  No

4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders.  Yes  No

4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.  Yes  No

4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.  Yes  No

4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.  Yes  No

4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct.  Yes  No

4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.  Yes  No

4.9 A policy exists and is administered effectively regarding collection of and refund of student fees.  Yes  No

4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.  Yes  No

4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.  Yes  No

4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.  Yes  No

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

**Comments**

There is a clear management structure and a complement of well-qualified staff who are fully aware of their roles.

Clear channels of communication exist, including effective reporting systems.

There is an effective committee structure, which is framed by clear terms of reference, which support decision making.

Effective policies and procedures support the management of the organisation well. However, it is not always clear how or whether these apply equally to the further education provision as well as to the higher education programmes.

Annual reports are produced for internal and external stakeholders. These include comprehensive action plans, which are monitored appropriately.

Staff have access to appropriate annual appraisal mechanisms and staff development which meet the needs of the organisation.

## 5. Academic management is effective

- |     |   |                                      |                                     |
|-----|---|--------------------------------------|-------------------------------------|
| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

### Comments

New course provision follows a rigorous validation process and reflects the needs and interests of the students as well as the mission of the organisation. Outcomes for validating partners are well monitored and ensure students fulfill the learning objectives identified in the programme specifications.

Staff review programmes on a regular basis. The programmes are well resourced.

5.5 There is limited classroom observation of new staff but no regular observations of the face-to-face sessions.

Staff are supported in their professional development and good practice is shared between programmes at the Programme Directors' meeting. However, there is insufficient focus on the sharing of good practice in delivering teaching and learning in classroom settings and of encouraging staff to develop their pedagogic practice in these settings.

## 6. The institution is effectively administered

- |     |   |   |
|-----|---|---|
| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | 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 |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

There is a well-qualified administrative staff team, which is of an appropriate size for the Institution's current distance and site based activities.

Administrative staff support the management of the curriculum very effectively.

Data is collected and collated and put to effective use to make management decisions. Administrative records are well kept and secure.

Staff development and appraisal occurs annually and effectively meets organisational needs.

## 7. The institution employs appropriately qualified and experienced managerial and administrative staff

- |     |  |   |
|-----|--|---|
| 7.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff.                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

The well-qualified and experienced administrators support the programme delivery effectively.

Appropriate policies for the recruitment of staff are in place and there are effective induction procedures.

Job descriptions for staff are available and clear.

There is an appraisal process for administrative staff, which is well documented. There is evidence of appropriate staff development opportunities arising from the appraisal process. The Institution has taken appropriate steps to formalise the arrangements, with its wide base of associates, by developing a framework agreement and letters of appointment.

The Institution has an equality and diversity policy, which is operated effectively. An appropriate complaints and appeals procedure is included in the Staff Handbook.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 8. Academic staff are appropriately qualified and effective in facilitating student learning

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.5	Academic staff ensure the active participation of all students in class activities.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.9	Academic staff draw upon current research in their teaching.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.10	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	<input checked="" type="radio"/> Yes	<input type="radio"/> No <input type="radio"/> NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

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

### Comments

As a distance learning institution, Maryvale Institute provides highly effective teaching and learning resources within course books and readers. The course books are written by curriculum specialists. They effectively lead students through the key learning outcomes and assessment evidence, additionally supported by prompts to contact the course tutor to clarify any issues. The readers supply students with a wealth of additional reading to supplement their studies. Access to tutors to clarify learning points is by telephone, email or online meeting facilities.

Staff are very well-qualified and experienced in their subject areas. The majority of the teaching on the residential programme is highly engaging and inspirational. However, some is traditional in approach and would benefit from the development of a broader range of pedagogic strategies.

Assessment strategies align well with the programme learning outcomes and this enables students to progress and achieve well. There are appropriate schemes of work and lesson plans, which are kept centrally by the administrative staff.

Tutorials and electronic communication with staff ensure individual student needs are met. Students are encouraged to develop independent learning skills. The induction for every programme provides a session on study skills.

Academic staff, who draw on current research and programmes, are well supported with appropriate resources.

Constructive, well planned and monitored work placements are provided where appropriate.

9.	<b>Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work</b>	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

Assessment is fair, well-organised and appropriate for the level and nature of the courses. The schedules are clearly communicated to students. Assessment tasks are clear and indicate what needs to be done to meet the standard of achievement.

There is excellent detailed written feedback on students' work, which makes clear both what was well done and what could be done to improve the work. This is a valuable support for students' learning and progress.

There are secure and efficient procedures to manage examinations. There is good evidence of internal moderation. Moderation for the further education programmes would benefit from adapting the same evidence forms as used in the higher education programmes.

The Student Handbook includes appropriate policies and procedures on assessment decision and appeals policies, including plagiarism.

The Institution has recently introduced an on-line system for uploading work and providing feedback, which has helped to improve the timeliness of the return of student work.

Student progress is carefully monitored by administrative support staff and programme directors.

10. **The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**

- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.  Yes  No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.  Yes  No
- 10.3 The institution encourages and supports staff to obtain additional qualifications.  Yes  No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.  Yes  No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.  Yes  No

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

**Comments**

The permanent academic staff are encouraged and supported to undertake research and publish their findings.

There is support for staff to gain additional qualifications and there is a fair and transparent process for application for financial support.

Staff meet regularly to discuss academic affairs and current research.

**INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION**

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

- 11.1 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
- 11.2 Information on the programmes available is comprehensive, accurate and up-to-date.  Yes  No
- 11.3 There are effective procedures to update information on a regular basis.  Yes  No
- 11.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award.  Yes  No
- 11.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.  Yes  No
- 11.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials.  Yes  No
- 11.7 Students are informed as to the necessary English language requirements for entry on to programmes.  Yes  No
- 11.8 The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students.  Yes  No

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

**Comments**

The promotional material provides an accurate and up-to-date description of the Institution and its provision. The website is informative, although it would benefit from some refreshment to make it more contemporary.

Information about the Institution would be enhanced by the provision of a map to provide a visual presentation of its location.

Whilst the information does give an indication of the anticipated work load for students, not all students are fully aware of the work load when they start the course. The Institution could consider emphasising the anticipated work load in the advance information pack.

## 12. The institution takes reasonable care to recruit and enrol suitable students for its courses

- |      |   |  |
|------|---|--|
| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.                            | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.3 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.4 | All application enquiries are responded to promptly and appropriately.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated.   | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 12.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.              | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.7 | Students with special needs are identified so that appropriate support can be provided.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.                               | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

### Comments

The entry requirements are set at an appropriate level and the application process is clear. Applications and enquiries are handled promptly through a well understood formal process.

The Institution provides further guidance to students who are unsure which programme to follow.

There is a clear Accreditation of Prior Experiential Learning (APEL) policy in place.

The application process appropriately enables prospective students to declare a disability and the information is passed to the disability coordinator to enable the appropriate modifications to be put in place.

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

- |      |   |   |
|------|---|---|
| 13.1 | 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 |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

During the residential periods, a warden is always available to provide for any immediate welfare needs. Students have access to the programme directors and other members of teaching staff both during the residential sessions and when they are studying at a distance. Students are also provided with an emergency contact number. The Catholic ethos of the Institution underpins the provision of spiritual counselling and pastoral support which contributes to and enhances the educational aspects.

There are clear policies on discrimination.

The Institution has an etiquette on tutorial provision and offers students the opportunity of having a chaperone in one-to-one tutorials.

**14. Students receive appropriate guidance**

- |      |  |   |
|------|--|---|
| 14.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT.                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Students on all programmes receive a thorough induction in the first study day or residential period. This includes the use of the library facilities.

There is a documented and fair complaints procedure, which is included in the Student Handbook. However, the complaints and appeals policies do not include deadlines for the different stages in the process.

The majority of students are well established in their career and some are retired. Whilst there is no designated member of staff, who provides careers advice, all staff are able to provide some support and access to information. This provision meets the students' current needs and includes progression to further studies as well as potential openings for those completing a programme. The Institution has made plans to provide more explicit career guidance.

All the programmes include study skills and the further education courses have been designed to ensure that those students, who wish to move over to a higher education programme, are ready to do so.

**15. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

- |      |   |   |
|------|---|---|
| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.                              | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.                   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Student data is held securely both digitally and in print.

The submission of assessments is carefully tracked. Where a student fails to submit on time, the Programme Director, who acts as the personal tutor, will follow this up. The Programme Director also takes appropriate remedial action in the light of the outcomes of assessment.

Attendance at the residential sessions is monitored and unaccounted for absence is promptly followed up.

16. **International students are provided with specific advice and assistance**

- 16.1 Before their arrival, international students receive appropriate advice on travelling to and living in the country or location.  Yes  No
- 16.2 On arrival, international students receive an appropriate induction in issues specific to the local area.  Yes  No
- 16.3 Information and advice specific to international students continue to be available throughout their time at the institution.  Yes  No
- 16.4 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**

Advice is provided equally for UK and international students for the residential periods.

On the research programme, students, whose first language is not English, are provided with a speaker of their own language to give guidance on and access to the necessary academic documents, particularly during the preparation of dissertations.

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

- 17.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.  Yes  No
- 17.2 Any residential accommodation is open to inspection by the appropriate authorities.  Yes  No  NA
- 17.3 A level of supervision is provided appropriate to the needs of students.  Yes  No
- 17.4 Students are provided with advice on suitable private accommodation.  Yes  No

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

**Comments**

The accommodation is fit for purpose, clean and safe. Students are satisfied with the facilities.

17.4 The Institution has sufficient accommodation to cater for students attending residential sessions so there is no need for external private accommodation. Therefore, this key indicator is not applicable.

18. **The institution provides an appropriate social programme for students and information on activities in the locality**

- 18.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 18.2 The social programme is responsive to the needs and wishes of students.  Yes  No
- 18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.  Yes  No
- 18.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.  Yes  No
- 18.5 Students are encouraged to develop and participate in extra-mural activities.  Yes  No

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

**Comments**

Students are able to attend mass and prayer times throughout their residential sessions. This is valued as part of their participation in the spiritual life of the community. The Institution has a bar which is open in the evenings during residenceals.

The Institution offers some excursions related to the particular programmes. These excursions are led by the relevant tutor.

The Institution is developing the use of on-line communities to support the interaction between students whilst they are studying at a distance. +

### INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

#### 19. The institution has secure possession of and access to its premises

- 19.1 The institution has secure tenure on its premises.  Yes  No
- 19.2 The institution has the legal right to use these premises for the delivery of higher education.  Yes  No
- 19.3 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  NA

#### Comments

The premises are owned by the Diocese of Birmingham, with whom Maryvale Institute holds a secure lease.

The Institution uses other premises, both in the UK and internationally, to enable students to take examinations locally. There is a checking process which ensures that these alternative premises meet requirements.

#### 20. The premises provide a safe, secure and clean environment for students and staff

- 20.1 Access to the premises is appropriately restricted and secured.  Yes  No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No
- 20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.  Yes  No  NA
- 20.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information.  Yes  No
- 20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.  Yes  No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms.  Yes  No

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

#### Comments

The Institution has a sign-in book for visitors at reception. There is also a board indicating whether staff are in or out of the building.

The premises are clean and in a good state of repair. Fire exits are signposted in every room and fire extinguishers are located throughout the building. Signage throughout the building is clear.

The listed nature of the building restricts the alterations that can be made. The Institution has installed a lift, which enables students with mobility problems to access the first floor.

Notice boards and a newly installed monitor provide relevant information to staff, students and visitors.

**21. Classroom and other learning areas are appropriate for the programmes offered**

- 21.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.  Yes  No
- 21.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.  Yes  No
- 21.3 There are facilities suitable for conducting assessments such as examinations.  Yes  No

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

**Comments**

The classrooms are sufficient and appropriately sized for the number of students. There is a large room that can accommodate desks for examinations. When the numbers of students sitting an examination is small, there are other appropriate rooms available.

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

- 22.1 Students have access to sufficient space and suitable facilities for private individual study and group work.  Yes  No
- 22.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.  Yes  No
- 22.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No
- 22.4 Students and staff have access to secure storage for personal possessions where appropriate.  Yes  No
- 22.5 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
- 22.5 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.  Yes  No

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

**Comments**

Students have access to appropriate study areas in the library and study bedrooms.

Full-time academic staff have dedicated offices and associate staff have access to an appropriate room for preparation of work. Rooms for meetings with students are available.

There is a large room, with a kitchenette, which students use as a common room and there is also a bar. Students have keys to the study bedrooms, which they can lock in order to keep their belongings secure.

23. **The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body**

- 23.1 The library is adequately staffed with appropriately qualified and experienced staff.  Yes  No
- 23.2 The library has sufficient space for student independent study and group working.  Yes  No
- 23.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials.  Yes  No
- 23.4 There is a well-organised lending policy.  Yes  No
- 23.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.  Yes  No
- 23.6 Library opening times are sufficient to encourage and support student independent learning.  Yes  No

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

**Comments**

The library is large and airy and is managed by appropriately qualified and experienced staff. There is a substantial journal and book resource. The librarian updates the stock in the light of recommendations from staff, reviewing the reading lists and student requests. The library also provides access to on-line resources of books and journals. Students are able to borrow books. The library is always open during residential periods and library opening hours are clearly displayed.

24. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

- 24.1 There are sufficient computers of the necessary specification to meet student and staff needs.  Yes  No
- 24.2 There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.  Yes  No
- 24.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.  Yes  No

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

**Comments**

There are four computers, in the library, which are well maintained and include the relevant software. This meets the needs of the students during their residential sessions. The hardware is appropriately renewed.

## INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### 25. The institution has effective systems to review its own standards and assess its own performance

- 25.1 The institution undertakes regular and systematic monitoring of its operations.  Yes  No
- 25.2 The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.  Yes  No
- 25.3 The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.  Yes  No
- 25.4 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.  Yes  No
- 25.5 Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.  Yes  No
- 25.6 All programmes are subject to annual review and to full revalidation every five years.  Yes  No
- 25.7 Annual review and revalidation of programmes involve external assessors.  Yes  No
- 25.8 All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.  Yes  No
- 25.9 Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.  Yes  No

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

#### Comments

The quality management processes are clearly described in a recently produced booklet, which is available to all staff. These processes include annual monitoring and periodic review. The documentation demonstrates the robust implementation of these processes and the escalation of findings to the next level, where appropriate. The Institution would benefit from producing a flow chart of academic quality management processes, in order to provide an easily accessible overview for students, staff and external bodies.

Whilst the guidance is not always clear as to whether the processes apply equally to further and higher education provision, evidence demonstrated that the further education provision is subject to robust review which feeds into the institutional review.

The Institution also reviews its own performance through a survey of the committees which involves all committee members.

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

- |      |   |   |
|------|---|---|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Views of stakeholders are collected both formally and informally through questionnaires, formal meetings and student representation. The Institution provides feedback to the students through an effective communication process. The channels for communicating this feedback include notice boards and the website.

New courses have been developed in response to feedback from stakeholders for example the development of a further education course in marriage and the family.

The Institution evaluates its provision and student progression carefully, making adjustments to course provision as appropriate.

26.4 There is no formal statement of key performance indicators.

27. **The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**

- |      |  |   |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of-session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.      | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The Institution is committed to the enhancement of its provision. All views and suggestions from stakeholders are listened to and acted on appropriately. For example, a suggestion made in a one-to-one meeting to develop a new course, was channeled through the appropriate module initiation and approval process.

Staff appraisal documents include the identification of enhancements made. Actions identified are carefully monitored through action plans. These plans pass appropriately through the committee structure.

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**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

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

There are appropriate and clearly documented strategies and processes, which ensure robust management.

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

### ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

The reporting systems are clear, effective and robustly monitored.

There is a well-qualified administrative staff resource, which effectively supports the teaching and learning.

Rigorous course proposal and validation.

Actions required	Priority H/M/L
5.5 Regular classroom observations must be carried out to promote the sharing and development of pedagogic skills for all teaching staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Course books and readers provide highly effective learning resources for the students.

Rich and detailed written feedback is provided to students on their assignments.

The teaching and tutoring staff are highly experienced and knowledgeable.

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

### STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

The guidance and pastoral support provided for students ensures that they are part of the spiritual and learning community.

There are good opportunities to attend mass and prayer during the residential sessions.

The establishment of the disability coordinator post, since the last inspection, has enhanced the provision.

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

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

The safe and secure premises effectively underpin the ethos of the Institution.

The library provision, which meets the needs of staff and students, clearly enhances the distance learning materials.

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

Student feedback is systematically and transparently responded to through an appropriate communication system.

The careful tracking of actions from review processes supports enhancement across the Institution very well.

Actions required	Priority H/M/L
26.4 The Institution must introduce key performance indicators to better enable the monitoring of performance and inform strategic developments.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should make it clear how and whether the policies and procedures, which support its management and quality assurance, apply equally to the further education provision as well as to the higher education programmes.

The Institution should increase focus on the sharing of good practice in delivering teaching and learning in classroom settings and encourage staff to develop their pedagogic practice in these settings.

The Institution should consider standardising the evidence format across the provision so that further education follows the same pattern and format for evidencing moderation and presenting learning outcomes for courses. This will underpin the ladder of learning for students moving from further to higher education courses.

The website should be refreshed to make it more contemporary and it is recommended that it includes a map of the location of Maryvale Institute, so prospective students and visitors know where it is.

The Institution should consider emphasising the anticipated work load for students in the advance information pack.

The Institution should consider including deadlines in the complaints and appeals policies, for the different stages in the process, to enhance their robustness.

Maryvale Institute should consider producing a flow chart of academic quality management processes in order to provide an easily accessible overview for students, staff and external bodies.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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