

# **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

## **College ODBL Full Inspection**

**PROVIDER:** UK Varsity

**ADDRESS:** Universal Square  
Suite 2  
4<sup>th</sup> Floor  
Building 3  
Devonshire Street North  
Manchester  
M12 6JH

**HEAD OF INSTITUTION:** Mr Ramanjeet Singh

**ACCREDITATION STATUS:** Unaccredited

**DATE OF INSPECTION:** 21-23 May 2019

**DECISION ON ACCREDITATION:**

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

DATE: 16 July 2019

## PART A – INTRODUCTION

### 1. Background to the institution

UK Varsity (the Institution) is a privately-owned organisation which offers accredited qualifications in a wide range of courses, including Accounting, Business, Computing, Digital Marketing, Healthcare, HRM, Teaching and Travel and Tourism. The Institution was established in 2015, with the mission to provide accessible, affordable high-quality courses that meet the diverse needs of students and professionals.

The sole proprietor is also the Principal. He is supported by the Financial Director, Course Co-ordinator, Registrar, Administrative Officer and Quality Manager.

More recently, the Institution has started to offer face-to-face learning in Business Management and Health Care. At the time of Inspection, only Business Management was being delivered face-to-face.

The Institution is based in Manchester.

### 2. Brief description of the current provision

The Institution offers a wide range of courses including Business and Management, Tourism and Hospitality Management, Health and Social Care, Teaching and Learning, Assessment, Internal Quality Assurance, Computing and Information Technology, Human Resource Management, Supply Chain Management, Accounting and Finance and Administrative Management. The courses are offered at Certificate and Diploma levels, ranging from Levels 3 to 7. The institution is a Functional Skills test centre and offers online testing to achieve Level 2 Functional Skills in English and Maths.

The Institution offers online and face-to-face learning. The vast proportion of delivery is online. Face-to-face teaching is with small groups of between 3 to 5 students. The Institution is a Functional Skills test centre and offers English support sessions for small groups of students.

At the time of the inspection, the total number of students enrolled was 83. All courses were running at the time of Inspection. All students are over the age of 18. At the time of inspection, the majority of students were male. Online-students are recruited from over 18 countries, including the United Kingdom (UK) and therefore there are a range of nationalities. Students were from Europe, Nigeria, Ghana, UAE, Pakistan, Malaysia, Hongkong, China and India. All students accessing face-to-face learning are from the UK.

The Institution offers continuous enrolment due to the mode of course delivery and therefore the number of enrolled students can alter on a daily basis.

### 3. Inspection process

One Inspector conducted the inspection over two and a half days. Staff meetings were held, meetings were held with online students and teaching staff, observations of teaching and learning were completed, including online and face to face lessons and a range of documentation was scrutinised. The Institution's premises, including classrooms, were also inspected. The Institution cooperated extremely well with the inspection process and provided all evidence requested.

## PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance, and blended learning.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

## Comments

The management structure is clearly defined. Job descriptions outline clear and well-developed roles and responsibilities. The senior management team clearly understands the role and authority of the Principal. The Director of Finance has a clear role in managing the finances of the organisation and supports the Principal in strategic decision making.

Comprehensive staff records show the range and scope of the qualifications and experience of the senior management team. The Principal is well qualified and has a post-graduate teaching qualification. He has extensive experience of teaching and managing learning, including online and blended learning. The Director of Finance has appropriate professional qualifications to undertake his role. Job descriptions clearly identify the specific responsibilities of the senior management team. Staff members report that the non-hierarchical and supportive managers are very effective in leading and managing the organisation.

Meetings are held weekly, quarterly and annually. Minutes of meetings are communicated to all staff. Communication includes social media applications, email and telephone. A staff newsletter is published each quarter. Staff, including those who work remotely, report that communication between the staff and the management team is very effective. Inspection findings confirm this view.

## **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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.            | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are well documented and effectively disseminated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Student and teaching staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.8	The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Staff records show that the Registrar and Administrative Officer have appropriate qualifications and experience. Well-developed job descriptions identify roles and responsibilities which are clearly understood.

The size of the team is sufficient to ensure the effective administration of the college.

Job descriptions effectively identify the support function for managers. Discussions with managers confirm they are fully supported.

Appropriate policies and procedures are available online and as hard copy. Policies and procedures are identified and discussed at induction, electronic copies are available on the Virtual Learning Environment (VLE) and also included in the staff handbook. Policies and procedures are reviewed and updated regularly.

Computer passwords protect staff and student data. Passwords are only available to key members of staff. Paper-based data is secure and kept in cabinets. The college has a General Data Protection Regulation (GDPR) policy and is GDPR compliant.

The Institution has an appropriate process to ensure the verification of a student's identity. This includes a student identity card with a photograph, a student registration number and awarding body registration. Online tutorials provide evidence of the visual identity of the student.

UK Versity has access to an Information Technology (IT) technician who supports staff and students. The technician is well qualified and experienced and ensures systems are always accessible, particularly for online learning.

The Principal, Course-Co-ordinator and Registrar are available for general and other technological support. The Institution has a two-hour benchmark for responding to student enquiries. Students report they are very satisfied with the response time of the Institution and speak highly of the professional way enquiries are dealt with.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3.3	The institution has a robust teaching staff recruitment system which is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to- interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Appropriate policies for the recruitment and continuing employment of staff are very effective. Staff records show all staff are highly qualified and experienced. Applicants use an online application form and have to attend an interview.

Staff folders show that qualifications and experience are verified before employment. Employees have to provide original copies of qualifications and references have to be provided before employment starts. All staff records are complete and well-managed.

All teaching staff have a Disclosure and Barring Service (DBS) certificate. All staff have had face-to-face interviews with the Principal.

All staff have an annual appraisal which includes the outcomes of observations, where appropriate. Scrutiny of completed appraisal paperwork shows that staff have the opportunity to self-appraise before the formal meeting. All staff have a personal development plan with focused training and support identified, when appropriate. All staff highly value the appraisal process and the training and support provided to meet their training and developmental needs.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up-to-date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Text and images on the website provide an accurate description of the Institution's location, premises and facilities. The range and nature of resources and services described are also accurate.

Scrutiny of the website, course information sheets, course handbooks and feedback from students, demonstrate course information is comprehensive, accurate and up to date.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.6	Students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

5.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
-----	---	---

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

**Comments**

Entry requirements are set by the awarding bodies and are identified in all course information materials, including electronic information.

Students have to complete an application form and are interviewed. Student folders show evidence of seeing original certificates and copies are available.

Students are provided with good Information, Advice and Guidance (IAG) when they enquire. This includes a discussion of personal career aspirations. Students are provided with comprehensive information and there is enquiry evidence which shows that, where appropriate, students are directed to a more appropriate course. Student feedback confirms that application enquiries are responded to promptly and professionally.

Entry requirements identify that students have to have a qualification one level below the accredited course and that they have to demonstrate an appropriate level of English. All students are provided with an initial assessment. This includes initial and diagnostic testing of their English skills. When appropriate, students are directed to functional skills support to ensure their English language skills are consolidated before they enter their course of study.

Students are made aware of the level of digital literacy required to follow the programme. The Institution also assesses their digital literacy on the quality of their online application. The Institution informs applicants of the entry requirements prior to enrolment.

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

6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

An appropriate and clear attendance policy is published. Students are made aware of the attendance level requirement prior to enrolment and at induction. All policies and procedures are available on the Institution's open source learning platform.

Attendance is monitored on a daily basis, collated centrally and monitored on a weekly basis by the Principal. The attendance data is kept electronically and is password protected.

Student absences are followed up on the day of absence. Information for online attendance is identified from electronic records. Face-to-face absence is monitored daily from registers and cross-checked with signing-in records.

The attendance policy identifies the three stages of intervention. This includes a telephone call, email and letter. Records show that intervention is prompt and effective.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

The Institution has highly effective formal mechanisms for obtaining student feedback. A monthly student feedback mechanism collects information on the quality of teaching, learning and assessment. Feedback is also gathered at the end of the course. The Principal is in regular contact with employers, who employ the students during and/or after the completion of their courses and collects informal feedback on the courses. Informal feedback from employers has resulted in changes to the curriculum offer to better meet the needs of the employer.

Staff regularly provide informal feedback at staff meetings which are recorded and inform actions. However, formal documented feedback from staff and employers would improve centralised recording of feedback. Student feedback is recorded and analysed each month by the Principal and Course Co-ordinator. An analytical tool is applied which provides clear quantitative evidence of the student experience. This then informs a risk assessment judgement and appropriate actions are taken.

The Principal and Course Co-ordinator review feedback and action plans are developed which are monitored weekly and quarterly.

A quarterly newsletter is used to give feedback to students and staff. Individual emails or telephone calls are also made to students with specific concerns.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

The Institution uses a self-assessment report, programme reviews, outcomes of standardisation meetings and awarding body reports to capture all aspects of performance.

Annual reports are compiled which are supported by action plans. Rigorous data analysis is used to identify trends, including student satisfaction, attendance, retention and achievement rates.

Action plans are monitored by the Principal at quarterly meetings with recorded updates.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**9. Academic management is effective**

9.1	There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

9.3	The allocation of teachers to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

The Principal acts as the academic manager of the Institution and is responsible for teaching, learning and assessment, including management of the teaching staff. He is appropriately qualified to undertake this role effectively. He is a qualified assessor and Internal Quality Assurer (IQA). The Principal has significant experience of managing online and blended learning.

Very flexible online classes are timetabled to reflect time zones and students' availability to attend online tutorials. All support materials are provided online if a student cannot attend. Additional tutorials are also made available. Students speak highly of a flexible and supportive organisation that allows them to combine study with work. This results in high retention rates.

Teachers are allocated to classes based on their subject expertise. Timetables also reflect themed specialisms, where one tutor will deliver their area of expertise across all courses. This ensures that students are taught by subject specialists which enhances the quality of tutor knowledge across all courses.

Resource acquisition reflects the demands of awarding bodies and the policy reflects this. In addition, teachers and students can request resources from the Principal. Students and staff report that the Principal consistently supports the acquisition of additional resources. Teachers and students have access to e-books and e-library facilities. Teachers are encouraged to develop their own resources which are shared with the team on the Institution's open source learning platform. This results in high quality, comprehensive teaching and learning resources that support progress and achievement effectively.

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

10.1	Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.7	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.8	The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Well-developed and comprehensive planning documents demonstrate the effective alignment of planning and delivery to ensure students develop the skills and knowledge required for success in final summative assessments or external tests. This results in very high achievement rates.

High quality resources are used well to support the delivery of teaching and learning. Effective use is made of whiteboards as well as visual and audio aids that enhance learning and teaching.

Observations of teaching and learning demonstrate well-planned and structured lessons that enable a close focus on learning outcomes and assessment criteria which are communicated to the students.

Well-developed and well-planned formative assessment plans reflect the demands and standards of summative assessment.

Students are regularly set well-planned extension exercises and homework. Comprehensive study skills support materials include information that supports the development of independent learning.

A clear and timely assessment schedule is shared with students prior to the course. The schedule is available on the Institution's open source learning platform and in course handbooks.

Comprehensive planning documents demonstrate how planning includes the recognition of prior learning. Assessment plans include extension tasks to support more able students to achieve higher grades.

A wide range of accessible technology is used to interact with and support students. This includes course groups on the Institution's online learning platform, social media messaging course groups, email and texts.

**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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2  | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3  | The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4  | Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.5  | Teachers have an understanding of the special challenges and demands of online, distance and blended learning.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6  | The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.7  | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.8  | Teaching staff are properly and continuously trained with respect to institution policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.9  | Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.10 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Highly qualified and experienced teachers deliver the courses. Excellent tutor knowledge and strong pedagogic skills enable all teachers to effectively deliver courses. Effective timetabling provides flexible and responsive delivery, making effective use of teachers' specific skills and experience.

An annual observation cycle monitors delivery and assessment to ensure high standards are consistent across all teachers. The outcomes of observations inform appraisal and personal development plans. Peer observations are used to share best practice.

Effective delivery methods ensure well-planned lessons focus on key learning outcomes and assessment criteria. Online teaching sessions are recorded and uploaded onto the Institution's online learning platform for student use. All course materials are also available on the online learning platform. The use of interactive videos adds value to the student experience. Classroom-based students are provided with tablets to allow them to access online resources and materials. Additional English language support is provided online and face-to-face.

All teachers are experienced in delivering online and blended learning. Teachers demonstrate a good knowledge of the demands and challenges of delivering, teaching and learning and use this to support students effectively.

Regular appraisals include evidence from monthly student feedback data. This is used to identify appropriate training and informs personal development plans.

Comprehensive personal development plans show very good planning for Continuing Professional Development (CPD), including pedagogic skills. All staff are undertaking a teaching qualification to enhance their pedagogic skills, particularly for online learning. This results in high levels of good teaching and learning, particularly online learning.

Continuous CPD planning includes policy updates, sharing of best practice and updates on technological changes, for example, use of the Institution's recently updated open source online learning platform. Teachers are provided with support to embed English and mathematics skills in vocational delivery.

A comprehensive initial assessment includes the identification of learning styles. This is referenced in planning documents and demonstrated in delivery.

Most teachers employ effective strategies to encourage student interaction. However, a few teachers need to improve their use of questioning techniques to engage students and check learning.

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

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 12.1 | Appropriate resources and materials for study are available to the students and teachers.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.2 | Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.4 | Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.5 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.                                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.6 | The institution makes effective provisions for students to access conventional and online resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

High quality resources and study materials are available for staff and students. This results in highly effective resources that support high achievement rates.

The Principal consults regularly with the teaching team to ensure additional course materials are purchased. Resources and materials advised by awarding bodies are purchased. Teachers and students have access to a wide range of e-books and an e-learning repository. Regular standardisation activities ensure resources and materials are checked across all courses. This results in high quality appropriate resources for all students.

All course materials and resources reflect the level of study required. Teachers develop their own materials to increase the range of available resources, which are included in standardisation meetings. Teachers offer additional tutorial support when required. Teachers also offer additional support with assignment briefs and key study skills.

Comprehensive and well-presented course materials fully support students to achieve learning outcomes and assessment criteria.

Regular standardisation meetings ensure course materials are up to date and accurate.

Students studying online have access to a wide range of online resources, including e-books and an e-learning repository. Course handbooks are also available in hard copy. Students accessing face-to-face teaching and learning are provided with conventional and online resources. Students are provided with tablets to access resources on the open source learning platform.

**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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 13.3 Students are made aware of how their progress relates to their targeted level of achievement.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.                                   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 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="checkbox"/> Yes <input type="checkbox"/> No                             |
| 13.7 Students have appropriate access outside class time to teachers or personal teachers for academic support.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

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

**Comments**

All courses are planned with a comprehensive timetable of assessment schedules, which are available in course handbooks and on the online learning platform. Students receive useful information at induction.

Effective and regular monitoring of assessment outcomes identifies students who are not progressing and those who can achieve a higher grade. Intervention by teachers includes additional tutorial sessions and extension tasks.

A comprehensive and well-monitored tracking document evidences student progress and is available to students on the online learning platform. Students are also informed of progress during tutorial time.

The Institution has an appropriate policy on plagiarism and students are informed of this policy at induction. The policy is also stated in course handbooks and on the online learning platform. Students have to sign an authenticity self-declaration form when submitting assessed work. The Institution uses scanning software to identify any issues with plagiarism and the results are communicated to students.

Students receive good advice and support at the beginning of the course and are re-directed to alternative provision, where appropriate. Effective monitoring of at-risk students and additional support has resulted in no student leaving the course because of making poor progress and the Institution realises a very high retention rate of 97.5 per cent.

Regular, comprehensive, focused and constructive feedback is provided to all students. This includes feedback on their strengths and any areas to improve. This results in students making very good progress.

Students have excellent access to teachers outside teaching time. Students have access to teachers on the telephone, through social media groups and email for personal and academic support.

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

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

**Comments**

Courses offered by the Institution are accredited by awarding bodies recognised by the Office of Qualifications and Examinations regulatory body (Ofqual). The Institution has direct claims status with all awarding bodies.

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

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

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

**Comments**

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

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

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

**Comments**

The Institution complies with all of the awarding bodies' examination and administration requirements as evidenced in awarding body reports. Awarding body reports consistently show compliance.

**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 an appropriate staff member on further study and career opportunities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

The Principal offers advice on further study and career opportunities to online and face-to-face students. The Principal has a qualification in Information, Advice and Guidance (IAG) The Principal is in contact with a range of large and small employers and higher education institutions (HEI). The Course Co-ordinator and teachers are currently studying for the IAG Award.

University prospectuses and advice are available from the Principal. The Principal supports students in the application process. Course books include advice and support on making university applications.

#### INSPECTION AREA – STUDENT WELFARE

<b>18. Students receive pastoral support appropriate to their age, background and circumstances</b>		
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="checkbox"/> Yes <input type="checkbox"/> No
18.2	Students receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Students receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.4	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.5	Students are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.6	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
18.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.9	The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the institution's responsibility.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.10	The institution supports and encourages peer-interaction through a variety of communication channels including social media.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

**Comments**

The Course Co-ordinator is the person responsible for student welfare and has prior experience in this role. He has completed safeguarding training, training in strategies to protect students from the risks associated with radicalisation as well as extremism and equality and inclusion training. He is available to online and face-to face students for advice and informal counselling.

All students receive appropriate advice before starting the course. Students have an interview and all aspects of the course are discussed.

A comprehensive induction programme ensures all students are fully informed of the course and support services prior to beginning their studies. The induction session is recorded and available on the Institution's online learning platform.

Comprehensive study materials are available on the Institution's online learning platform and in hard copy in course handbooks. Study skills materials focus on key aspects of study which supports students to achieve their qualification. This is reinforced in written feedback on assessments. Advice is provided on how best to use tutorial materials, including guidance on how to achieve the best grade.

The Institution has comprehensive and published policies on avoiding discrimination and abusive behaviour. All staff have attended equality and inclusion training. Expected standards of behaviour are included in the student agreement. The policies are included in student and staff induction. The policies include a set of procedures identifying what action to take if reporting any issue. This includes a policy and procedure on whistleblowing.

Although the Institution does not recruit students who are under 18, effective safeguarding arrangements are in place. A policy is available and discussed at induction, including a whistleblowing policy. Policies include a clear set of procedures. All staff have an up-to-date DBS check. References are made available prior to employment. A central list of training is kept, including copies of certificates. Monitoring of certification ensures training is up to date. All policies are reviewed annually. However, the safeguarding officer has not completed Level 3 training.

All staff have completed training that supports the organisation to protect students from the risks associated with radicalisation and extremism. A central list is kept which includes evidence of certification. All staff and students are made aware of the policy to protect students from risks associated with radicalisation and extremism at induction. The Institution ensures locks on banned sites are secured on all IT devices. Monitoring of certification ensures training is up to date. The staff are well aware of the level of risk regarding students becoming radicalised or accessing extremist information. However, the Institution does not have a formal risk assessment in place.

System advice is provided prior to enrolment. Students are advised of the standard of device, including speed. Students have access to an IT Technician to provide support with any technological issues, which are responded to promptly.

Effective peer interaction is provided by course study groups on a wide range of social media. Teachers regularly encourage peer interaction by planning group activities that can be facilitated by these platforms.

**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 type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.    | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations.                                      | <input type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|------|---|---|

20.2	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
------	---	---

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

**Comments**

Clear and accessible terms and conditions are available on the website and in course information packs. This includes the ability to pay by instalments and requirements for refunds, with clear timescales identified.

A fair complaints policy is published and identified during the induction programme. The complaints policy is available on the Institution's online learning platform.

**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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.4	A level of supervision is provided appropriate to the needs of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.5	Separate accommodation blocks are provided for students under 18.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

**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="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No
22.4	Appropriate advice and support is given to both hosts and students before and during the placement.	<input type="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

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

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

**This standard is judged to be:**

Met    Partially Met    Not Met    NA

**Comments**

**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.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met    Partially Met    Not Met

**Comments**

The Institution has evidence of secure tenure on its premises.  
The institution has access to external premises, if required.

**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.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 25.4 | General guidance on health and safety is made available to students, staff and visitors.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 25.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information.                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 25.6 | There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.           | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 25.7 | There are toilet facilities of an appropriate number and level of cleanliness.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 25.8 | There is adequate heating and ventilation in all rooms.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met    Partially Met    Not Met

**Comments**

Access to premises includes the security arrangements arranged by the owner of the multi-occupancy building. This includes reporting to reception and showing proof of identification, including a photograph. Access to the Institution's space is granted through the use of a swipe card. A reception area includes signing-in facilities.

The premises are clean, in a good state of repair and well-decorated.

General advice on health and safety is included at induction and is made visible in classrooms and other areas. This includes the identification of first aiders and fire marshals. Visitors are directed to health and safety information at reception, when signing in.

Signage is good and there is an adequate number of notice boards which display general information.

There is adequate circulation space appropriate to the number of staff and students. Visitors are received in the multi-occupancy building's reception area which is large and bright.

Students and staff have access to a large number of toilet facilities which are regularly checked for cleanliness. There is adequate heating and ventilation. There are planned improvements to the building, including to the ventilation system.

**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.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

**Comments**

Classrooms are adequate for the very small number of students receiving face-to-face delivery.

There are a number of spaces available to conduct online tutorials, which are adequate for the nature of the delivery and the number of students. Specialist technology for delivering online learning is of a high quality.

Assessment facilities are suitable and appropriate.

**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.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

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

**Comments**

The Institution has not yet provided a private study area within their allocated space. However, students have access to a range of areas within the building for private study. There are only a small number of students who attend face-to-face delivery and they have been allocated tablets to access online resources and materials required to support their studies. There are planned arrangements for a private study area.

Staff have sufficient space and access to areas for planning lessons or relaxing.

The building has a coffee area, a restaurant and a gymnasium. All employees and students can access any of these areas. The Institution has tea and coffee making facilities.

A small number of lockers are available for staff or student use. Staff have access to desks and lockable drawers where they can store any personal possessions.

There are rooms available for one to one, small meetings and staff meetings

The administration area is sufficient in size for the two administrators. This includes a reception area. Administration staff are well resourced with access to IT, printers and phones, lockable storage cabinets and a small storage room.

#### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's Strengths

A highly effective, inclusive and supportive management team drives continuous improvement of the student experience resulting in very high pass rates.

Well-planned, comprehensive and individualised training opportunities ensure all staff are supported to perform their roles very effectively.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

Well-developed and comprehensive planning documents and resources demonstrate the effective alignment of planning and delivery to ensure students develop the skills and knowledge required for success in final summative assessments or external tests.

Excellent teacher knowledge and good pedagogic skills enable all teachers to effectively deliver courses of study.

Flexible delivery patterns and highly effective support mechanisms ensure many students stay on programme.

Regular, comprehensive, focused and constructive feedback is provided to all students.

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

### STUDENT WELFARE

#### Institution's Strengths

Effective strategies for peer interaction results in good peer support.

Comprehensive online and hard copy study materials provide highly effective focused support for good progress and achievement.

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

### PREMISES AND FACILITIES

#### Institution's Strengths

Comprehensive security arrangements contribute to good levels of student safety.

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

## **RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

It is recommended that the Institution uses formal documented feedback from staff and employers to ensure a central record is available.

It is recommended that the Institution ensures the improvement of the use of questioning techniques for a very few teachers, to improve student interaction and checks on learning

It is recommended that the nominate Safeguarding Officer achieves a Level 3 Safeguarding qualification.

It is recommended that the institution conducts a formal risk assessment for risks associated with radicalisation and extremism.

It is recommended that the planned improvement in ventilation is delivered in a timely way.

It is recommended that the planned private study area is implemented in a timely way, to ensure potential growth in student numbers is accommodated.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**