BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: Hyper Island

ADDRESS: 24 Lever Street
Manchester
M1 1DZ

HEAD OF INSTITUTION: Mr Nick Wright

DATE OF INSPECTION: 2, 12 & 13 June 2019

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation withdrawn

DATE: 26 September 2019

PART A – INTRODUCTION

1. Background to the institution

Hyper Island (the Institution) is a privately-owned provider of education and training programmes, focusing on digital and interactive communication, business transformation and leadership. The Institution was founded in Sweden in 1994 and provides programmes through locations in Stockholm, Karlskrona, Manchester, London and Singapore and other locations around the world. The company established its higher education provision in the United Kingdom (UK) in 2009 and set up its Master's level programmes, in partnership with Teesside University, in Manchester in 2011. A further centre offering a part-time Master's degree option was established in London in 2014. Hyper Island also runs business training programmes for local and multi-national organisations. Only the postgraduate provision offered in Manchester and London is the subject of BAC accreditation.

The aim of the Institution is to design and facilitate learner centred education and professional development that responds directly to the needs of the regional market, the changing digital environment and the global context. The programmes cater for students and industry professionals seeking to develop their knowledge and understanding of digital culture and technology and how these affect human behaviour and organisation development.

Hyper Island UK, which is part of the broader Hyper Island organisation, has its own Managing Director who is part of the international senior management team, and reports to the Hyper Island Chief Executive Officer in Sweden and the Global Hyper Island Board. The Board of Trustees, that is based in Sweden, is the senior body with overall oversight of operations and strategic planning for all Hyper Island activities, including in the UK. The Director of Programmes for Europe is based in Manchester and works with the Managing Director to oversee the management of the programmes.

A new Managing Director has been appointed since the last inspection. The Institution will be moving to new premises within the current building in Manchester in the summer of 2019. The team were able to view the new premises which are currently being renovated. They are fit for purpose. The London part-time provision operates from rented premises for the weekend workshops offered. Alternative premises in London are being considered for the future.

2. Brief description of the current provision

The Hyper Island methodology is centred around experiential learning, which draws on the Swedish and Scandinavian educational theories of constructivism and constructionism. Constructivism encourages students to create their own internal models and understanding of theories and information, whilst constructionism encourages learning through experimenting and creating models and developing and testing new solutions.

Two full-time postgraduate degrees are delivered in the Manchester centre. These are a Master of Arts (MA) in Digital Experience Design and an MA in Digital Management. The London centre offers a part-time MA in Digital Management which requires students to attend weekend face-to-face teaching sessions once per month, as well as undertaking their own research projects. The degrees are validated by Teesside University with whom Hyper Island has a long-standing partnership since 2011.

At the time of the inspection, 95 students were enrolled, 62 studying full-time and 33 on the part-time programmes, with an equal balance between male and female students. The large majority of students come from outside the UK, including Bulgaria, Brazil, Canada, Denmark, France, Germany, Greece, India, Indonesia, Mexico and the United States of America (USA). All students are aged over 21 years, as the programmes are at postgraduate level. There are no plans to introduce programmes which would recruit younger students.

Students are enrolled twice per year in September and in January, with dates published on the Hyper Island website.

3. Inspection process

The inspection was undertaken by a team of three inspectors, including a student inspector. A one-day visit was made by the Lead Inspector to the London centre to inspect the part-time provision. The Lead Inspector and student inspector spent two days at the Manchester centre and were joined on the last day by a team inspector. Meetings were held with the Managing Director for the UK provision, senior managers, academic staff and administrative staff. A meeting was held with the part-time students in London and with full-time students in Manchester. A wide range of documents were scrutinised both before and during the inspection. The Institution cooperated very positively with the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	24-25 June 2015
Interim	18 August 2016

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 - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1.   The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes ☐ No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	☒ Yes ☐ No
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes ☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	☒ Yes ☐ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	☒ Yes ☐ No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	☒ Yes ☐ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☒ Yes ☐ No ☐ NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	☒ Yes ☐ No

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

Comments

The Institution has a clear organisation chart that sets out the structure of the organisation in the UK. It also includes the overarching international management structure of Hyper Island, including the staff based in Sweden. The structure and management of the Institution is referenced in course descriptors which are available to all stakeholders through the website. Information is also included in staff and student handbooks and highlighted during the induction programmes.

The committee structure is simple and clearly documented in handbooks. Academic Boards include representation from Teesside University as the validating body for the Masters programmes.

The governance arrangements are clearly set out with ultimate authority lying with the Hyper Island Board which is based in Sweden and includes the senior managers from the UK.

Policies and procedures are clearly documented and made available to staff and students electronically. Key policies are summarised in staff and student handbooks. The Institution also utilises the student recruitment and academic management policies of its validating partner, Teesside University.

The Institution has a clear and detailed risk assessment approach, with risk assessment updates being reviewed monthly by the senior management teams both in the UK and in Sweden. The detailed and ongoing review of risks represents good practice.

As a result of regular risk assessment reports and reviews, appropriate changes are agreed by the senior management team. The Institution also conducts risk assessments of the support services provided by Hyper Island teams in Sweden to support the UK provision which includes Information Technology (IT) support and recruitment management.

The partnership with Teesside University is clearly set out in the Memorandum of Agreement which includes the responsibilities of both Institutions.

The online communication channel which is available to staff and students provides clear access to messages, information and advice and guidance. The website and social media sites also provide information and channels for communication with external stakeholders.

The clear structure, provision of policies and procedures, risk management approach and clear channels of communication enable effective governance to be exercised.

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 implementation plans and financial management and takes into account the quality of the student experience.	☒ Yes ☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes ☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes ☐ No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets.	☒ Yes ☐ No

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

Comments

Hyper Island has a clear strategy which is approved by the Global Senior Management Team in Sweden. The strategy is supported by implementation plans which are discussed at senior management team meetings in the UK and Sweden. The strategy draws on the outcomes of programme review meetings and student feedback to inform improvements to the student learning experience.

Stakeholder feedback including that from Industry Leaders, the partner university, staff and students is used to inform strategic planning of Hyper Island UK. Regular surveys of students, programme team meetings and informal feedback from students are effectively used to inform development priorities and ensure that programme content remains fit for purpose.

Hyper Island publishes a clear strategy which is available to staff and student via the shared drive and, in summary, to external stakeholders through the website enabling all stakeholders to have a clear understanding of its strategic goals.

The strategic targets are linked to defined performance indicators agreed by the senior management team which serve to support the systematic review of institutional performance both within a year and across years and cohorts.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, 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

Clear financial responsibilities are articulated within the organisational structure and supported by job descriptions. The Finance Manager, who is a member of the senior management team, is responsible for ensuring that financial matters are managed professionally and reported to both UK and global senior managers.

All accounts are externally audited annually to comply with UK statutory requirements, which ensures transparent financial management.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4.   The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.	☒ Yes	☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	☒ Yes	☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	☒ Yes	☐ No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	☒ Yes	☐ No

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

Comments

The organisational management structure is clearly documented in staff and student handbooks and available to external stakeholders through the website. Students and staff received more detailed information on the management structure and responsibilities as part of their induction process, which effectively ensures a clear and consistent level of understanding.

The areas of management responsibility are clearly set out and the small nature of the organisation means that both staff and students are aware of the identity of the members of the senior management team. Line management is clearly defined and appropriate handbooks include a clear explanation of the key areas of responsibility which staff and students confirmed are helpful.

As a small organisation, Hyper Island has few formal committees. This enables the management team to respond quickly and appropriately to developments and feedback. The functions of the committees and senior managers are clearly understood by staff and students and explained as part of induction and in handbooks.

The function of committees is set out in a diagram which is available to staff and students through the Institution's shared drive. Remits of committees are clearly defined and notes of committee meetings are maintained and shared with members and other interested parties through the shared drive system. Summary action plans are compiled as appropriate and are monitored and shared with staff.

The information provided internally and externally is monitored and approved by programme teams and by senior managers who check the content for accuracy and currency. Where information is related to the partner university requirements, this is checked and approved by key contacts at the university. The systems are fit for purpose to support a small institution effectively.

5.   The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes	☐ No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	☒ Yes	☐ No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes	☐ No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	☒ Yes	☐ No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	☒ Yes	☐ No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	☒ Yes	☐ No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	☒ Yes	☐ No
5.10	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.	☒ Yes	☐ No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☒ Yes	☐ No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☒ Yes	☐ No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	☒ Yes	☐ No

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

Comments

A small administrative team provides effective support for staff and students and ensures that the day-to-day operations of the Institution are efficiently managed.

The organisation chart and job descriptions define and document the support provided, along with key roles and responsibilities. Staff are clear about their functions and the administrative team provides timely information to staff and students to support activities and learning and teaching needs effectively.

Policies covering administrative systems and functions are clear and available to staff and students on the shared drive. Key functions are summarised in handbooks and other published guides.

All classes are timetabled and published on the shared drive as part of a semester calendar covering the six months of taught modules, which ensures that both staff and students are clear about the sequence of teaching activities and assessment scheduling.

Appropriate data collections mechanisms are in place. The administrative coordinators are responsible for liaising with staff to ensure that records are appropriately updated. The records are also checked by senior managers and by staff at the partner university to further assure accuracy.

Data and record storage are clearly organised and accessible by key staff. Students' online folders, which contain assessments, grades and feedback, are accessible by individual students. This allows students to monitor their own progress effectively.

Student records are regularly updated approximately once every four weeks, to match the delivery of individual modules and to ensure that up-to-date information is available to staff and students.

Administrative coordinators are responsible for maintaining accurate staff records. Records are also checked by line managers who ensure identified training is undertaken or training requirements are noted and that recommendations are followed up.

The Institution has very clear policies and guidance linked to data protection which comply with the General Data Protection Regulations (GDPR). Policies and procedures are published to staff and students through handbooks and policies available on the shared drive which ensures effective sharing of guidance.

Student verification and registration procedures are robust and comply with the Teesside University regulations and requirements. Students are required to provide copies of their passports and original copies of degree certificates or equivalent before any offer of a place is confirmed.

All assessments are effectively managed and students are given clear deadlines for the submission of work including through detailed project briefs, which students confirm are clear. No formal examinations are conducted.

Moderation procedures are in place and managed in accordance with Teesside University requirements. A sample of work is second marked and all modules are moderated by external moderators to ensure assessments standards are appropriate. This effectively supports the management of academic standards.

Students are able to access their results and transcripts through the student folders some four to six weeks after submission.

There is a clear policy on the collection and refunding of fees that is published in the admissions policy, and available to students as part of the admissions process.

The clear policies, procedures and documentation, that are readily available to staff and students, support the clear and effective administration of the Institution.

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6.   The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	☒ Yes	☐ No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes	☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes	☐ No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	☒ Yes	☐ No
6.6	Staff have access to an appropriate complaints and appeals procedure.	☒ Yes	☐ No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	☒ Yes	☐ No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	☒ Yes	☐ No

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

Comments

Recruitment policies and procedures are clearly set out in the Operations Manual. The process is thorough and is based on Curricula Vitae (CVs) and interviews against defined role descriptions and person specifications. Teesside University formally approves all academic appointments.

All staff have appropriate job descriptions which include the qualifications and relevant experience requirements for individual posts. Staff CVs confirm that their qualifications and experience meet role requirements. Staff confirmed that their responsibilities are clearly defined in their job descriptions. Relationships between staff roles are defined in a suitable organisation chart which effectively sets out reporting lines.

There is a well-planned and documented induction and a continuing one-to-one support process that ensures that new staff are well supported.

A clear and well documented equality and diversity policy is available to all staff as part of induction and the staff handbook. The staff handbook includes a clear complaints and appeals procedure.

All staff have an annual appraisal in addition to regular meetings with line managers to discuss their performance. This process works well and is seen by staff as supportive and includes feedback on their support of students and their facilitation of learning. Teaching observations conducted by peers and programme leaders inform appraisals as appropriate.

The staff review and appraisal process is thorough and includes identification of training needs. An appropriate budget is allocated to each member of staff annually to support their ongoing personal and professional development which represents good practice. Staff agree their chosen focus of training and development with their line manager which effectively supports both their role and ongoing academic and professional needs.

The policies and procedures effectively ensure that staff are appropriately qualified, supported and enabled to undertake ongoing personal and professional development.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	☒ Yes	☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☒ Yes	☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes	☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes	☐ No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	☒ Yes	☐ No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	☒ Yes	☐ No ☐ NA

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

Comments

A clear and robust process is used to amend existing programmes and support the development of new provision based on comprehensive feedback from staff, students and industry leaders. Proposals are made by Hyper Island in the UK and then ratified by the Global Hyper Island Board, prior to being discussed and ratified by Teesside University.

The individual learning outcomes for all modules are clearly set out in the Module Catalogue, and made available to students in the programme handbooks, as well as being articulated in a Project Guide linked to each module. Course descriptors published on the website provide summaries of learning outcomes to a wider group of stakeholders.

Staff meetings are held both formally and informally to review the ongoing management and delivery of programmes. The Quality Assessment Board at Hyper Island and partnership meetings with Teesside University ensure the effective oversight of programmes and academic standards.

There is an appropriate approach to the review and acquisition of academic resources. The commissioning of course materials is effectively managed by the programme leaders and the Programme Director based on feedback from students and staff. Where significant volume of new materials is required, the senior management team will review and approve requests quickly.

Detailed student feedback is collected at the end of each module as well as at the end of the semesters. The feedback is used effectively to inform the continued development of student centred learning. This includes changes to teaching methods, resources and the availability of support materials to support students to achieve their learning outcomes.

Academic management is responsive, and the development of provision is effectively managed to ensure that content and standards meet the needs of students and the validating organisation.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	☒ Yes	☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes	☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes	☐ No
8.4	All students' application enquiries are responded to promptly and appropriately	☒ Yes	☐ No
8.5	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.	☒ Yes	☐ No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	☒ Yes	☐ No
8.7	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.	☒ Yes	☐ No
8.8	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 ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes	☐ No ☒ NA

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

Comments

Clear entry requirements are agreed by Teesside University and published on the website and in the course information documents.

Language proficiency requirements are clearly set out as part of the entry requirements for the Masters programmes, and students are required to provide evidence of English language proficiency to meet postgraduate study requirements.

The application processes are rigorous, and students are required to provide copies of previous qualifications which are verified and approved by the partner university prior to any offer being made.

Student application enquiries are very promptly managed, and applicants receive responses normally within one to two working days.

Advice and guidance are provided by the admissions team who are able to respond to individual enquiries either through messages or telephone conversations. Students confirmed that they received very prompt and personalised responses and that the admissions team were supportive of their individual applications. Inspection findings confirm this view. The helpful and wide-ranging advice and support provided to applicants, including with visa applications represents good practice.

Students are interviewed and required to provide evidence of qualifications, relevant experience and language proficiency. Applicants are also asked to provide a current CV and a letter of application setting out their aspirations and reasons for applying for their chosen programme as part of a rigorous selection process

The skills requirements are made clear to applicants in the published course information, as well as during interviews and contact with the admissions team. Students are expected to have qualifications or experience that provide them with sufficient digital literacy skills to be able to undertake the programme.

The Teesside University accreditation of prior learning policy is applied to all programmes and is appropriately covered in the admissions policy and procedures. The Institution confirmed that no applications for credit had been applied for or awarded.

The clear and thorough policies and procedures supported by evidence of consistent implementation, confirm that the Institution recruits suitable students for its provision.

9.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**	
9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	☐ Yes ☐ No ☒ NA
9.2	Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.	☒ Yes ☐ No ☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes ☐ No ☐ NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	☒ Yes ☐ No ☐ NA

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

Comments

Staff are strongly encouraged to engage in practice-based research, which includes work with industry clients and work on live briefs. This approach is appropriate to Hyper Island programmes and active learning strategies. Practice based research is inherent to the delivery of the modules and is integral to the programmes.

All staff have access to a suitable budget to allow them to undertake research or professional development activities annually which effectively support professional and academic development. The nature of the practice-based delivery to real world clients ensures staff regularly discuss research and practice.

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

10.1	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
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	☒ Yes	☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes	☐ No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒ Yes	☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes	☐ No

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

Comments

The website is comprehensive, easy to navigate and appropriate. Information on the premises and facilities is clear and accurate along with the description of services provided. Information includes visual images of the Manchester campus.

Programme descriptors provide clear information about the learning content assessment and employment related opportunities. Information is regularly reviewed and updated before each new intake drawing on information from programme managers. The programme information published includes clear details of the validating university and the fact that the programmes are at Masters level.

The costs of programmes are clearly published on the website. Costs associated with having to find living accommodation are also outlined as the majority of students are drawn from outside the UK.

The website and information about the provision is clear and effectively managed with regular updates ensuring the currency of information.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	☒ Yes	☐ No	
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No	
11.3	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.	☒ Yes	☐ No	
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes	☐ No	
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	☒ Yes	☐ No	
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	☒ Yes	☐ No	☐ NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No	
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	☒ Yes	☐ No	

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

Comments

All academic staff are appropriately qualified and experienced to teach the modules at postgraduate level and to manage the programmes as confirmed by their CVs and feedback from students.

The small and close team ensure continuous and effective learning and teaching of the programme modules, with programme managers undertaking formal and informal observations of teaching and seeking feedback from students to assure the consistency of the student learning experience.

Delivery of programmes is effectively managed as evidenced in the positive reports from external examiners and module moderators. Assessments take place at the end of each module and students confirm these are clear and appropriate.

Module and course details and learning outcomes are clearly set out in the programme handbooks and project briefs and teaching activities effectively facilitate students to meet the learning outcomes.

The teaching approach, that is based on an interactive model of constructive discussions and group work, ensures that individual students are well supported. A good range of delivery methods effectively meets students' individual learning needs. Some students indicated that they would find more guidance on academic standards helpful in further supporting their achievement.

The collaborative ethos of the course inherently leads to student group participation as well as the individual tasks, which effectively support students to engage actively with their learning.

Independent learning is a key part of the programme ethos and students are actively supported to develop their independent learning skills, with academic support offered by the programme leaders on a one-to-one basis as needed.

Some problems with accessing Teesside online resources have been experienced by part-time students, as their registration covers more than one academic year. Students are required to re-register at the end of 12 months, and some additional support and guidance on this requirement would be helpful for their continued studies.

The well qualified staff and effective teaching methods and clear assessment strategies effectively support students to successfully engage with their programme.

12.	**Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**		
12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes	☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes	☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☐ Yes	☒ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes	☐ No

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

Comments

Project booklets clearly detail assessment requirements and criteria for each module. A clear overview of assessment points across each programme is also provided to staff and students via an academic calendar available through the shared drive.

Assessments strategies are appropriate to the individual modules and each programme overall, and students are given clear and timely guidance on the assessment criteria linked to the learning outcomes.

Assessments briefs are well constructed with clarity on what must be done to ensure success. Guidance is provided on the elements to be included within the assessment.

12.4 Written feedback is provided to students on all summative assessments, with the published timeline being three weeks after the submission date. However, students confirmed that whilst they receive feedback, it is not always within the published timelines and more timely, detailed and constructive feedback would be of value to help build improvements in their work.

A clear academic malpractice policy is published by Teesside University and highlighted within student handbooks. The authenticity of all work is checked by staff and anti-plagiarism software is available through Teesside University.

A mitigating circumstances policy and procedure is included in the student handbooks and students confirmed that they are familiar with the procedure and requirements. Students are also able to appeal or question the marks that are awarded, and the marks are then reviewed by the Academic Board, which includes Teesside University representatives.

The assessment strategies are fair and supported by effective policies and procedure which are made available to students.

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13. Student materials are appropriate to the medium of delivery and are effective

13.1	Course materials are designed for a specific and clearly stated level of study.	☒ Yes	☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes	☐ No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes	☐ No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes	☐ No
13.5	The institution makes effective provision for students to access all resources.	☒ Yes	☐ No

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

Comments

All course materials are specifically, and suitably designed for the programmes of study and validated by the partner university at Masters level. Programme handbooks and course descriptors explicitly state the level of study.

Programme handbooks are clear and detailed and effectively support and enable students to understand the learning outcomes and assessment criteria. Students confirmed that the course materials were of a high standard, interesting, stimulating and enjoyable and effectively supported their engagement with the learning objectives.

The use of industry leaders, who are practicing sector professionals, ensures the currency and relevance of the teaching and effectively supports practice-based research with real-life and current examples.

The delivery is well designed and utilises appropriate resources, particularly drawing on experiences of students, industry leaders and teaching staff as well as more formal resources.

Students have access to a good range of learning resources through the Teesside University online library although some access problems have been encountered by part-time students. Staff also provide students with copies of papers and other resources as appropriate through the shared drive.

The Institution effectively manages the range and nature of resources to ensure students are well supported to achieve their learning outcomes.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	☒ Yes	☐ No
14.2	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 provision.	☒ Yes	☐ No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒ Yes	☐ No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes	☐ No
14.5	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.	☒ Yes	☐ No
14.6	There are effective systems to communicate with students out of class hours.	☒ Yes	☐ No ☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐ Yes	☐ No ☒ NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes	☐ No ☐ NA

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

Comments

Currently students access support for welfare issues via the Programme Leader or the Administration Coordinator. Students may be referred on to an independent qualified counsellor where additional specialist advice is required. A procedure to allow direct access to the external counsellor is currently being implemented and will be in the next version of the student handbook. This will enable students to approach the counsellor directly if they feel their advice is needed without having to be referred by a member of staff.

There is a comprehensive, week-long, student induction which provides a clear introduction to the progamme, its contents, the online library resources and the overall programme ethos. The Student Handbook is clear on what facilities, support and resources are available.

Students are made aware of how to access pastoral support during their induction. Students are also provided with e-mail contacts for key staff including their programme manager. The nature of the delivery of the course and the close relationship between staff and students ensure students are able to contact staff at any time.

Hyper Island has a suitable published Equal Opportunities and Diversity Policy which is included in the Student Handbook and communicated clearly to students during their induction.

Any issues raised by students including those related to information technology are addressed by staff promptly and resolved effectively and informally as appropriate. The highly interactive teaching and small cohort sizes ensures issues are identified and action taken at an early stage.

Hyper Island has a number of well used and effective communication mechanisms between the academic staff and the students. These include use of telephones , various online communication tools, such as the shared drive system, and an out-of-hours emergency contact number. Students indicated that they found these mechanisms to work well.

No students under 18 years of age are eligible for the programmes offered.

All staff have undertaken appropriate training on the risks associated with radicalisation and extremism, and clear policies are in place and included in the staff and student handbooks. The risks associated with radicalisation and extremism are monitored by the senior management team.

The pastoral advice and support provision available to student are clearly structured and appropriate to meeting the students' needs.

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15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes	☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes	☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	☒ Yes	☐ No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	☒ Yes	☐ No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	☒ Yes	☐ No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	☒ Yes	☐ No
15.7	Students are advised of BAC's complaints procedure.	☐ Yes	☒ No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes	☐ No
15.9	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes	☐ No

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

Comments

Students are able to contact teaching staff both during daytime teaching periods and outside class hours using e-mail and telephone numbers provided in the handbooks, as well as shared drive channels and social media links. This ensures a good level of communication is maintained.

Programme teams monitor student grades on a regular basis and students are able to request one-to-one advice in scheduled meetings with programme leaders. Consequently, timely and appropriate support is provided.

Students who are identified as not making good academic progress by programme teams who monitor their submissions, are invited to individual meetings and are given appropriate support and advice.

Clear guidance and timelines are made available to students wishing to change programmes as part of the admissions procedures. The academic team reviews students' requests and the rationale for change and check that they have the appropriate qualifications, prior to the request being forwarded to Teesside University for approval.

Individual advice and coaching sessions are available to students throughout their programme, including through access to the industry leaders teaching modules, alumni and commercial clients who provide student briefs. Students are able to draw on a range of information to help them build an understanding of career options and this aspect represents good practice.

A clear complaints policy is made available to students through the shared drive and explained as part of the induction. Students also have access to the Teesside University complaints procedures available through the university student portal which includes clear reference to the Office of the Independent Adjudicator (OIA).

15.7 Although students have access to a clear complaints policy, reference to the BAC complaints policy is not currently included in student handbooks or the Institution's policy documents. The Institution plans to include reference to the BAC policy in their revised student handbook.

The comprehensive induction programme includes access to study information, advice and guidance, which is further supported by study models and other guides available through the online toolbox.

Students are asked to provide evidence of any learning difficulties or disabilities as part of the application process. Students identified with supported learning needs during induction are offered tailored support. For example, dyslexic students are provided with documents in different fonts and on different coloured backgrounds to make the information more accessible. Reasonable adjustments comply with the Teesside University policy on supporting students' needs.

The procedures ensuring students are provided with appropriate support and advice are robust and supported by clear and accessible policies.

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 their chosen country of study.	☒ Yes ☐ No ☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☒ Yes ☐ No ☐ NA
16.3	Information and advice, which is specific to international students, continues to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA
16.5	Where possible, students have access to speakers of their own first language.	☒ Yes ☐ No ☐ NA

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

Comments

International students receive an information booklet providing helpful information about visa requirements, travel arrangements, accommodation and local area facilities.

The comprehensive induction programme provides students with access to detailed information on the local area to help them orientate to living in Manchester or spending short periods in London.

Students are provided with ongoing clear advice and guidance to meet individual needs throughout their period of study. Programme Leaders and administration staff are available to students for one-to-one meetings as required and assist students to access appropriate information.

An equal opportunities and inclusion approach to student support ensures that students cultural and religious considerations are respected by teaching and support staff. Students are able to provide their own meals and to take breaks to accommodate religious requirements.

Hyper Island is able to provide students with access to speakers of their first language as needed, through the Hyper Island Global support system.

The quality of information and advice and assistance provided to international students is good and students confirm that they find the information helpful.

17. **Student attendance is measured and recorded regularly and effective remedial action taken where necessary**

17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	☒ Yes ☐ No ☐ NA	
17.2	There are effective procedures and systems to enforce attendance and punctuality.	☒ Yes ☐ No ☐ NA	
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	☐ Yes ☒ No ☐ NA	
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly.	☒ Yes ☐ No ☐ NA	

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

Comments

Clear guidance on attendance and punctuality requirements is published and included in student handbooks.

Attendance procedures have been largely informal, and absences have been followed up by administrators after students have failed to attend three sessions, as reported by programme leaders. A new appropriate attendance sign-in procedure was introduced during the inspection visit and will, in the future, be used at all times to record when students are in the centre.

17.3 No formal records of attendance and punctuality have been recorded, though a new system is currently being introduced.

The systems for following up on absence are effective based on the small numbers of students in each cohort. To manage the system more consistently a new attendance monitoring system has been implemented. All absences are routinely followed up as part of the pastoral care of students.

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

18.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	☐ Yes ☐ No ☐ NA	
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☐ Yes ☐ No ☐ NA	
18.3	A level of supervision is provided, that is appropriate to the needs of students.	☐ Yes ☐ No ☐ NA	
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes ☐ No ☐ NA	

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

Comments

19.	**The institution provides an appropriate social programme for students and information on activities in the locality**	
19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.	☒ Yes ☐ No ☐ NA
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	☒ Yes ☐ No ☐ NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	☒ Yes ☐ No ☐ NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA
This standard is judged to be:		☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

Social activities are organised for students as part of the induction week and at the end of each module. Students receive information on local area activities on an on-going basis from the administration team and industry leaders, which they confirm is helpful.

The social programme is led by the students who canvass interest from peers and organise events for themselves based on interest and affordability. The students confirmed that they enjoy the social activities.

All students are postgraduates and, as adults, do not require supervision of their own social programme. Where events take place on the Institution's premises, a member of staff is available to maintain oversight.

Students on the part-time Masters programme make effective use of online forums and channels, including the Institution's shared drive and social media, to organise activities and events based around the monthly study weekends.

Students are provided with social media contacts and with appropriate e-mail addresses to facilitate social networking and peer interaction. The students confirmed that the communication channels effectively support peer interactions.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	☒ Yes ☐ No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	☒ Yes ☐ No
20.3	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

Comments

The Manchester campus arrangements are changing as the Institution plans to move to new accommodation within the same building over the summer period. Lease arrangements are clear and form an extension of the existing arrangements.

The London centre operates on a one weekend per month session and appropriate premises are rented to accommodate the delivery of workshops and facilitated learning sessions in the same location. New premises are being sought which may be able to accommodate an increase in the number of students in the future.

All premises currently used by the Institution are approved by local authorities for the delivery of higher education provision.

No additional external premises are needed for the delivery of the programmes.

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

21.1	Access to the premises is appropriately restricted and secured.	☒ Yes	☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
21.3	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
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes	☐ No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	☒ Yes	☐ No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes	☐ No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes	☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes	☐ No

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

Comments

Access to the Manchester premises is controlled by a key-pad entry system, ensuring that the premises are secure. The London premises used for the week-end workshops are controlled by security staff who are employed by the landlord.

Both premises are well maintained. In Manchester, they are cleaned on a daily basis and, in London, they are kept clean and well maintained by the landlord.

Students are made aware of the health and safety regulations through induction and their handbooks and appropriate signage ensures that visitors, staff and students are aware of emergency exits. Visitors are informed about fire drills and where the assembly points are located.

The Institution has clear signage which indicates the location of kitchen, toilet, studio and other spaces as well as clear exterior signs.

The open layout of the premises ensures that there are good circulation spaces for staff and students and meeting room spaces are available for hosting visitors.

Toilet and handwashing facilities are sufficient for the number of staff and students and are clean and well maintained.

All rooms are well lit and there are good heating and ventilation systems in all areas.

The premises, in both Manchester and London, provide safe and clean environments for staff and students, with sufficient space for teaching, work and social areas.

22. Classrooms and other learning areas are appropriate for the programmes offered

22.1	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 ☐ NA
22.2	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 ☐ NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☐ Yes ☐ No ☒ NA

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

Comments

The workshop and learning spaces are of a good size to accommodate the student numbers and students confirmed that the facilities meet their needs.

There are no specialist workshop areas, but studios provide good workspaces for workshops and group-based learning activities.

No examinations are conducted for the Masters programmes.

23. There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	☒ Yes ☐ No ☐ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No ☐ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ NA
23.5	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 ☐ NA
23.6	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

Comments

Students have a choice of spaces to use for private study and group work. However, limited quiet space is available for individual study due to the open plan nature of the centre.

Staff are provided with adequate office space which is used for lesson preparation and administrative work.

Kitchen areas are provided for the use of staff and students and the open plan layout of the centres provides an appropriate range of spaces for staff and students to relax and socialise.

Storage is provided for staff to ensure security of personal possessions. Students have spaces for storing their coats and bags and are advised to keep their laptops and other valuables with them.

A suitable number of meeting rooms are available for academic staff and senior management to hold meetings. Rooms are of differing sizes and are booked to meet the requirements of the individual meetings.

Adequate space is provided for administrative staff who have access to computers and to secure storage areas.

The teaching, study areas, social space and offices arrangements meet the needs of staff and students.

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

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	☒ Yes ☐ No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	☒ Yes ☐ No
24.3	The library has sufficient space for student independent study and group working.	☐ Yes ☐ No ☒ NA
24.4	There is a well-organised lending policy.	☐ Yes ☒ No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☐ Yes ☐ No ☒ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☐ Yes ☐ No ☒ NA

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

Comments

Students are provided with access to a good range of online learning resources along with access to the Teesside University online library. However, the Institution does not have its own physical library and students report that they buy books or visit local libraries to access hard copy texts. Carrying out a review of the resources and the purchase of key texts would better meet individual student learning preferences and enhance resource provision.

Programme teams regularly review resources as part of team review meetings. Student feedback is considered when identifying additional resource needs and effectively informs resource requests made to senior management.

The Institution does not provide a formal library space, but students are provided with study areas and can access online resources using the free internet provided in all areas.

24.4 As the Institution has no formal library, it does not have a library lending policy so this key indicator is currently not applicable.

Teesside University library staff are accessible online, and students are able to seek advice and guidance on finding appropriate materials to support their ongoing assessments. The availability of library staff to advise students is clearly set out in the online portal.

The provision of online resources and support from teaching staff ensures that students have access to appropriate learning resources.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes ☐ No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	☒ Yes ☐ No ☐ NA

25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	☒ Yes ☐ No ☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes ☐ No
25.5	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, academic staff, and students and staff working remotely.	☒ Yes ☐ No
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes ☐ No

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

Comments

The Institution provides wireless access at both its centres, and students are also registered with Teesside University and Hyper Island to ensure they are able to access online resources when working remotely or from home. Both part-time and full-time students indicated they are satisfied with the online access arrangements.

Online resources are readily available via online systems and effectively support student learning. Issues with access for some part-time students have been identified and the staff are working with Teesside University staff to resolve these problems.

Suitable software and systems are available both through Hyper Island online resources and Teesside University to effectively support student learning and to meet the learning outcomes of the programmes.

Hyper Island has a clear policy to ensure the provision and maintenance of both software and hardware resources, providing access to a range of online materials.

Technical support is readily available to staff and students both through Teesside University technicians for its resources, and from Hyper Island headquarters in Sweden for the Hyper Island infrastructure.

Whilst students have access to a wide range of online resources through the Teesside University online library, access to local library and hard copy resources at the Manchester centre for full-time students is very limited. The availability of more texts within the Institution would be valued by students. Each cohort also spends time identifying resources available through local libraries. The sharing of information about located resources between cohorts, where previous students have spent time locating resources including in local libraries, would enhance the students' learning opportunities and the range of resources available.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26.	**The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**	
26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	☒ Yes ☐ No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	☒ Yes ☐ No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒ Yes ☐ No

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

Comments

The online student feedback, that is provided at the end of each day as well as at the end of each module, provides detailed and rich feedback. Suitable consideration, analysis and evaluation of the feedback are undertaken with actions being taken in direct response to the feedback.

The student representative system is managed on a module by module basis, based on student feedback, as students have indicated that acting as a student representative for the whole course is excessively onerous. This system works well and provides a valuable additional feedback mechanism.

Current feedback mechanisms, to inform stakeholders of any action taken as a result of their views, are comprehensive but largely informal. The close working relationship between staff, students, clients and employers allows an informal approach to work well but does not ensure all stakeholders receive consistent feedback. A greater formalisation of the feedback to stakeholders would enhance the transparency.

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

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	☒ Yes	☐ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes	☐ No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	☒ Yes	☐ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	☒ Yes	☐ No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☒ Yes	☐ No
27.8	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
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes	☐ No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	☒ Yes	☐ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes	☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	☒ Yes	☐ No

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

Comments

A full range of appropriate policies are clearly documented and available to staff and students through the shared drive system. The relevant Teesside University policies are applied in line with the memorandum of agreement, including for admissions which are approved by the University and the academic management of quality and standards. The compliance with Teesside University requirements further assures the quality of systems and documentation.

Quality assurance management is clear and in line with the requirements of Teesside University. Oversight of academic management and quality assurance rests with the partner university. The Institution uses its academic management and quality assurance procedures, including programme reports, to inform strategic priorities for programme management and development.

The quality assurance procedures are firmly embedded in the programme and organisation management of Hyper Island provision. Procedures for quality assurance are fully compliant with the requirements of the partner university.

End of semester reports are produced by programme managers and reviewed by the senior management team, as well as being considered by the Academic Board. Clear performance indicators are in place which support and reflect the quality ethos which is embedded in all areas of the student learning experience.

Annual reports are produced for the partner university and for the Hyper Island Board, which inform an overall action plan with clear timelines and responsibilities for implementing agreed actions. The actions are effectively monitored and evaluated by the senior management team and the Hyper Island Board.

Students are asked to complete feedback surveys at the end of each module, with the information being used to inform further enhancements to the facilities and the overall learning experience. Students are also able to directly approach the programme managers to discuss any concerns they may have. The ongoing informal interaction between academic and support staff ensures that students are treated as full partners in their learning journey.

Programme managers produce clear end of semester and annual monitoring and evaluation reports, which include consideration of student satisfaction and achievement.

Regular reports on student progress are produced and progress is considered by the senior management team at their weekly meetings, as well as at Academic Board. End of session reports include consideration of student achievement and feedback.

Annual reports for both Masters degrees are produced for Teesside University by programme managers drawing on end of module and end of semester reports. Consideration of achievement and progression into employment data is included. Reports are scrutinised by the University as part of the oversight of standards management.

The published key performance indicators are clear and programme managers and the senior management team identify appropriate actions in response to significant variations in student performance and achievement.

The completion rates for the Masters programmes are good, with the significant majority achieving their full qualification. The reports produced by programme managers do not include analysis of year on year data, although such data is effectively considered at senior management team and at Board meetings.

Programmes are subject to regular review and revalidation in line with Teesside University regulations. Hyper Island is able to suggest and have validated updates to modules as appropriate.

The senior management team undertakes regular reviews of programme reports and student feedback. Outcomes are incorporated into institution action plans and inform key priorities for development, which are then considered by the Hyper Island Board in Sweden to agree any major investment required. The mechanisms employed by the Institution provide for the effective review and assessment of standards.

28.	The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision		
28.1	Good practice is effectively identified and disseminated across the institution.	☒ Yes	☐ No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☒ Yes	☐ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes	☐ No

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

Comments

Good practice is consistently shared by staff and students as part of programme reviews and feedback meetings. Examples of activities and presentations are also stored and disseminated through the shared drive.

End of module and end of teaching programme reports are drafted by programme managers. Student, staff and industry leaders' feedback is effectively used to identify areas for further development or programme enhancement.

Action points for enhancement, drawing on student feedback and achievement, are discussed at programme and senior management team level to ensure clear and effective actions are taken and evaluated. Action plans and evaluation of progress are also discussed and reviewed by the Hyper Island Board as well as at academic board and academic committee meetings. The implementation of the actions is effectively monitored.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29.	The institution has suitable staff to ensure the successful delivery of online and distance learning			
29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☐ Yes	☐ No	☐ NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology	☐ Yes	☐ No	☐ NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☐ Yes	☐ No	☐ NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☐ Yes	☐ No	☐ NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	☐ Yes	☐ No	☐ NA

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

Comments

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated	☒ Yes ☐ No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's Strengths

Clear risk assessments are carried out which ensure that risks are regularly monitored and evaluated by senior management to support the effective management of the organisation.	
Actions Required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

Very clearly laid out and helpful pre-course information, on an easy to navigate website, effectively supports students in their choice of programme. There is an allocated budget for each member of staff which effectively supports their ongoing personal and professional development. The high quality and responsive advice and guidance provided to applicants effectively supports them in completing the admissions process.	
Actions Required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The use of industry leaders and other external industry speakers and specialists provides insights and links to current sector perspectives and practices.	
Actions Required	**Priority H/M/L**
12.4 The Institution must ensure that all students consistently receive feedback which is transparent, constructive and timely and effectively supports students to improve their work.	☐ High ☒ Medium ☐ Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

The well-structured induction programme effectively enables students to settle into the programme quickly and creates a supportive and safe learning experience for students.	
Actions Required	**Priority H/M/L**
15.7 The Institution must include clear reference to the BAC complaints procedure to inform students of their additional options when raising a complaint.	☐ High ☒ Medium ☐ Low
17.3 Accurate and secure records of attendance must be developed, implemented and evaluated as part of the ongoing monitoring of student engagement.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The open plan studios and workshop areas provide a good range of work and circulation spaces.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

The end of day and end of module feedback processes, that provide detailed information, serve to assure the quality of the provision effectively. The clear monitoring and review processes effectively measure and evaluate student performance and achievement against published key performance indicators.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should consider offering more guidance on academic standards to support all students in understanding the requirements of Masters level assessments. It is recommended that Hyper Island works with their partner university to ensure consistent access to online resources for part-time students. The Institution should consider providing more quiet areas for full-time students to undertake individual study on campus. It is recommended that the Institution provide students with access to physical libraries appropriate to their studies to further support access to resources and share lists of resources identified by previous cohorts. The Institution should consider providing more formal feedback to stakeholders on actions taken in response to feedback to ensure transparency. It is recommended that year on year data be included and evaluated as part of annual monitoring to assist in identifying factors which may impact on student performance.

COMPLIANCE WITH STATUTORY REQUIREMENTS