

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** College of Medicine and Dentistry

**ADDRESS:** Floor 3  
32-34 Colmore Circus  
Birmingham  
B4 6BN

**HEAD OF INSTITUTION:** Professor Maher Almasri

**DATE OF INSPECTION:** 30-31 January 2020

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

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

**DATE:** 26 March 2020

## PART A – INTRODUCTION

### 1. Background to the institution

The College of Medicine and Dentistry (the Institution/COMD) is a privately-owned institution offering Masters' degrees, validated and awarded by Ulster University (UU), in a range of dental specialties. It is based in modern premises in Birmingham city centre.

COMD's mission is to deliver excellence and innovation in medical and dental education through knowledge and academic values, and to develop clinical leaders. It aims to provide education based on scientific enquiry and the latest research, and to produce graduates who are influential in their chosen field and who serve the needs of patients. Courses are career-focused and intended to enhance employability by producing graduates who deliver high-quality specialist dental services.

COMD is a limited company and the COMD Chief Executive Officer (CEO), who is also the Dean, is one of the three owners. The CEO is supported by academic and operational managers and administrative staff. The governing body of the institution is the Board of Directors (BOD) which is responsible for both academic and administrative matters.

COMD was previously a faculty of BPP University which is based in the same building. COMD has been an independent entity since November 2018 and its first intake of students started their programmes in September 2019. COMD has a service level agreement with BPP to teach dental students remaining on BPP programmes. Students are not now being recruited to BPP programmes, which are due to graduate their final cohort in 2022.

This inspection only applies to COMD.

### 2. Brief description of the current provision

COMD currently offers nine Master of Science (MSc) Dental Specialties courses. COMD signed a memorandum of agreement with the UU in May 2019 for eight years. All degrees are awarded by UU. A total of 17 MSc dental specialties courses could be run if demand warranted it.

There are three modes of delivery. Full-time courses will be delivered face to face. Part-time blended learning courses are delivered online and include three one-week annual on-campus practical activities. Part-time distance courses are delivered entirely online. Some courses are available in all three modes. Others are available in two modes, for example Clinical and Diagnostic Oral Science which is offered as blended or full-time learning, and Digital Dentistry which is offered as blended or distance learning. The lengths of the courses vary between one year and three years depending on the content and mode of delivery. There are exit awards on three-year courses. Students may exit at the end of the first year with a postgraduate certificate and at the end of the second year with a postgraduate diploma.

Courses include work-based learning. Students on full-time and blended learning courses can undertake this in the clinic located within COMD's premises, or in their own dental practice. Students on blended learning courses who choose to undertake clinical components in their own practice and all students on distance learning courses complete the clinical cases requirements in their workplace.

There were 40 students on Master's courses at the time of the inspection, all of them part-time. Of these, 39 students were studying in the part-time blended learning mode, with one student studying online. The most popular courses were Digital Dentistry with ten students and Facial Aesthetics with nine students. Three courses had a single student. COMD has capacity for 100 full-time students and approximately 500 part-time online students and 300 part-time blended learning students.

The majority of students are from outside the United Kingdom (UK) and are male. They come from a wide range of countries in Europe, Africa, the Middle East and Asia as well as Australia. All the students are over the age of 18.

Programmes have three points of entry and can be joined at the start of each semester.

Courses are primarily aimed at practicing dentists and admission requires a relevant dental qualification. The MSc in Digital Dentistry is also open to dental technologists and dental therapists, and the MSc in Facial Aesthetics is open to doctors and dentists.

### **3. Inspection process**

The inspection was carried out by three inspectors over two days. Interviews were conducted with the CEO, academic and operational managers, teaching staff, administrative staff and students. The inspectors observed teaching sessions, scrutinised relevant documentation and electronic systems and inspected the facilities. The Institution cooperated fully with the process.

## 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The overall organisational structure is clearly defined, documented and is included on COMD's website. There is a clear remit for the governing BOD which has responsibility for strategic direction, performance monitoring, staff recruitment and development, academic quality and research, collaboration with stakeholders, institutional and course sustainability, and compliance. The BOD comprises a range of stakeholders including representatives of the owners, COMD's heads of academic affairs and head of research and non-executive directors with clinical and/or educational experience. It is chaired by the CEO and will meet at least four times a year, with an annual strategic away day.

The College Senior Management Board is responsible for major academic and administrative functions and reports to the BOD. The Teaching, Learning and Enhancement Committee is responsible for academic quality and the student experience and reports to the College Senior Management Board.

The link between governance and management is clearly articulated and documented in the agreement with UU, and in the remits and responsibilities of the BOD, College Senior Management Board and committees

There is an explicit procedure for risk assessment with a risk assessment statement which identifies potential risks, their levels, and the action that is needed to mitigate them. Regular reviews and updates take place at meetings of the BOD and action is taken when required.

COMD's major relationship is with UU. Under the terms of the agreement, UU School of Pharmacy and Pharmaceutical Sciences in UU's Faculty of Life and Health Sciences is responsible for all aspects of the COMD programmes and the award, including academic delivery, assessment, quality assurance, academic and pastoral support. UU is responsible for the applications, registration and enrolment of students and COMD students are registered UU students with all

the rights of a student attending UU in Northern Ireland. The COMD MSc Dental Specialties Course Director is a member of academic staff of UU School of Pharmacy and Pharmaceutical Sciences. COMD is responsible for teaching theoretical components, training students in the simulation centre and in clinical settings, overseeing research projects, and administration of assessments. The relationship between COMD and UU is therefore formally defined and transparent. The service level agreement with BPP is also clear.

There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders. The agreement with UU, the committee structures, regular staff meetings, effective use of information and communication technology and the interaction between students and staff facilitate effective communication. Students reported that they knew senior staff personally and felt able to approach them and raise issues. The non-executive directors from health and education backgrounds, who are members of the BOD, provide a stakeholder perspective.

## 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

The Institution's strategic plan 2019-2024 and student learning and enhancement strategy 2019-2020 have been developed within the framework of UU's learning and teaching strategy and UU's strategic plan and vision. The strategies include implementation plans. They take into account the quality of the student experience. The strategies are appropriate but brief. They provide a limited view of COMD's strategy and plans for implementation. More detailed documentation would provide a more comprehensive view of COMD strategy and support future strategic development.

Stakeholder input has been achieved via meetings with UU managers, staff meetings, the programme leads, College Senior Management Board and members of the BOD. This has enabled their views to inform COMD's strategic direction including the development of potential new programmes.

The strategic plan has been well communicated to stakeholders via the Virtual Learning Environment (VLE) and the committee structure to enable a good general understanding of the Institution's strategy and plans.

The Institution plans to have regular reviews against strategic targets. The agreement with UU and the quality assurance policies and procedures provide a framework, that is fit for purpose, for regular and systematic review by COMD and UU.

2.4 However, these plans for regular reviews have not yet been implemented because COMD is at an early stage of development.

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

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	The institution's finances are subject to regular independent external audit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

COMD's policies and procedures ensure that the financial dealings of the Institution are performed professionally, transparently and with appropriate probity. These include policies and procedures for business continuity, business expenses, business gifts, purchasing, tendering, and an anti-bribery policy and procedure.

A comprehensive code of business ethics provided to all staff specifies staff responsibilities to act professionally, transparently and with probity, and this supports the Institution's appropriate financial management.

There is regular independent external audit of the Institution's finances.

**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.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

The management structure and roles of the CEO, College Senior Management Board, academic and operational managers are clearly defined and documented. Information on the website, prospectus and online means that the structure is understood by all stakeholder groups, including governors, management, staff and students. Responsibilities and reporting arrangements at all levels are clear and communicated effectively in job descriptions and in the staff handbook.

Four committees, the Operational Management Committee, the Teaching, Learning and Enhancement Committee, the Clinical Affairs Committee and the Finance Committee report to the College Senior Management Board, which in turn reports to the BOD. This ensures that each key area has a designated committee and that the College Senior Management Board is aware of any issues. Some of the committees have not yet met but are due to meet in February 2020. This is an appropriate committee structure with reporting lines to inform management decision-making.

The partnership with UU is the foundation for the Institution's programme delivery and there are joint COMD and UU operational boards that meet at least once a semester to oversee the delivery and quality of provision. These joint boards report to the Joint Strategic Oversight Board of senior management and academic staff from COMD and UU which will meet twice a year to monitor the agreement.

All committees have appropriate terms of reference and meetings are recorded. The minutes include action points and assign ownership to the member of staff responsible for delivery. The inclusion of timelines in minutes or committee meeting action plans would strengthen monitoring.

The programme leaders and operational leads by means of the committee structure and working in conjunction with the marketing leads at COMD and UU ensure that all information is kept up to date and is fit for purpose.

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The size of the administration team is sufficient for the effective administration of the Institution. COMD management will keep the size of the team under review as student numbers rise in order to ensure continuing effectiveness.

The available support is clearly defined, documented and understood and appropriately focused to support management activities effectively. The relationship with UU is reflected in the regular communication between the COMD and UU's administrative staff which supports effective joint working.

Administrative policies, procedures and systems are well documented and understood and support the activities well.

Timetabling and room allocation are efficiently organised and support effective learning.

The agreement with UU sets out the processes that are in place to ensure accuracy and validation of data, student records and security of information stored by COMD. The electronic data collection systems and administrative records are effectively organised and used efficiently. The student records system ensures that all relevant information is available, shared with UU and is up to date. Staff records contain all necessary information including records of Enhanced Disclosure and Barring Service (EDBS) clearance and completed training in preventing radicalisation and extremism. Staff and student records are securely maintained, and data protection requirements are enforced.

Student identities are checked and verified through appropriate UU admission and examination processes that prevent impersonation. Procedures for the administration of examinations and assessment are secure and efficient.

Pre-assessment moderation is undertaken by the programme leader and Course Director. All assignments are either second marked or moderated by an internal moderator who examines a sample of first-marked scripts. Assessments are then sent to UU which applies its external moderation policy. This ensures effective internal and external moderation.

Student records and transcripts are made available to students in a timely manner and in compliance with data protection and freedom of information legislation.

There is a clear fee refund policy although implementation of it has not yet been required.

The qualified and experienced administrative team, appropriate policies and procedures, comprehensive and well-managed record systems, and robust assessment processes support effective administration.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff 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
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

BPP teaching and support staff were transferred from BPP to COMD under the Transfer of Undertakings (Protection of Employment) (TUPE) Regulations when COMD became an independent entity in 2018 and form the majority of COMD staff. There are appropriate policies and procedures for the recruitment and continuing employment of suitably qualified and experienced staff. UU takes part in the recruitment and selection process for academic staff including serving on interview panels UU approves academic appointments. The requirement for EDBS clearance for all staff supports student safety.

All staff are suitably qualified and experienced, understand their duties and carry them out effectively. They are led by the CEO who has impressive qualifications and experience and capably fulfils his role.

Job descriptions are clear and appropriate and provide staff with clear information about their role and responsibilities.

Staff induction is effective. Staff are provided with an overview of COMD and its various functions. Any necessary job specific training such as the use of technical equipment is provided. Staff receive a staff handbook containing comprehensive information about policies and procedures and the COMD code of business ethics. An induction checklist is maintained to ensure that staff complete the induction.

All staff are treated fairly under the terms of an appropriate equality and diversity policy.

The code of business ethics provided to all staff sets out a detailed and appropriate complaints and appeals procedures. Provision includes an ethics hotline where staff can receive additional guidance.

All COMD staff take part in a clearly defined annual appraisal process. Teaching staff undergo and perform observations of teaching and this is part of the teachers' annual review and appraisal process. This provides an opportunity to enhance their own practice and to share good practice across the institution. COMD keeps appraisal records to ensure that the process is implemented. Management therefore effectively monitors and reviews staff performance.

Staff are encouraged to pursue Continuing Professional Development (CPD) opportunities that are relevant to their intended career progression pathway. CPD needs are identified at induction, informally identified in discussions with line managers and are part of the annual appraisal. CPD is included in appraisal records.

Staff are also supported to acquire appropriate teaching qualifications in line with UU's learning and teaching strategy which prioritises professional learning. Two staff are currently being supported to achieve Masters' degrees.

Clinical staff development is also supported by the General Dental Council requirement for CPD. CPD is a pre-requisite for continuing registration with the General Dental Council, which is a pre-requisite for COMD dental practitioner staff. This provides an additional incentive for teachers' continuing development and ensures their skills and knowledge remain up to date.

These policies and procedures and their implementation mean that COMD employs and supports appropriately qualified and experienced staff who sustain a high-quality teaching and learning environment.

## 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	<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

There are appropriate procedures for the proposal, design and validation of programmes of study which take account of COMD's mission of excellence, innovation and leadership. The process is part of the partnership agreement between COMD and UU, which sets out the stages as contextualised research and analysis, stakeholder engagement, programme design, module design, programme development, programme approval, which includes a validation visit from UU, and any post-approval revisions. This process was followed in the establishment of the COMD programmes with student feedback coming from BPP students and is robust and appropriate.

Detailed intended learning outcomes for all programmes are clearly set out in the programme descriptors which are provided to students and available on the VLE. The COMD website also includes the overall intended learning outcomes for each programme.

Academic staff meetings to review programmes are held regularly and recorded appropriately.

There is an appropriate policy and procedure for resource acquisition and commissioning of course materials which is understood by staff. The requirements of the partnership agreement support consistency in resource acquisition commissioning. Most course materials are authorised at the time of module development in conjunction with UU. They are revised where needed via an UU process of module modification following discussion at joint committee meetings with UU.

Printed material is a COMD responsibility and is resourced from the Institution's budget. Staff and students commented very positively on the responsiveness of the institution to requests for additional resources and the inspection confirmed the high quality of resources.

The Staff and Student Liaison Committee is intended as the formal channel for student involvement in academic provision, but it has not yet been established. The relatively small size of the programme cohorts means that there is effective informal interaction with teachers and the Director of Education/Academic Services about the development of academic provision and students felt that their contributions to development are encouraged. The formation of the Staff and Student Liaison Committee would enhance this, particularly as student numbers increase.

## 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	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
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/>
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/>

This standard is judged to be:

Met  Partially Met  Not Met

Comments

Entry requirements are set at an appropriate level for a specialist postgraduate degree and are clear. Requirements include a Bachelor of Dental Surgery or other equivalent or approved qualification, GDC or other approved regulatory or professional body registration, evidence of good health, EDBS clearance, English language competence and satisfactory references. Part-time students who are on fully distance learning programmes or opt to complete the clinical cases requirements in their own practices are also required to have access to an appropriate patient base to meet the programme requirements. The entry requirements are published in the COMD prospectus, in programme specifications and on the COMD's website.

Applicants must provide evidence of English language competence in secondary school examinations, or for international students in the International English Language Testing System (IELTS) or equivalent. A minimum score of IELTS 6.0 or equivalent with a minimum of 5.5 in every band is required. This information is disseminated in the COMD prospectus, programmes specifications and on the COMD website.

The formal application process is undertaken by UU is in accordance with university regulations and ensures students meet entry requirements. This process includes verification of qualifications.

Applicants can contact COMD via the telephone, e-mail or by submitting a form and details are on the website. Enquiries are responded to promptly and appropriately, generally within one day, and always within two days.

Applicants are professionals in practice who generally have a clear idea of the specialty which will best support their practice needs, and information on the website and in the prospectus enables them to make informed choices about the most relevant programme. Programme leads will provide additional advice when required.

An initial assessment which includes language ability is undertaken by UU as part of the admissions process. The Institution makes it clear in the prospectus that applicants should check that they have the appropriate skills and knowledge.

COMD complies with UU's detailed and appropriate accreditation of prior learning and prior experiential learning policies which students are informed about during the application and admission process.

The Institution uses an agency which has prior experience of recruiting dental students to a UK university. It has been selected for its expertise and appropriately briefed. Its usefulness to COMD will be monitored and evaluated as the numbers on the programmes expand.

Through its clear and robust policies and procedures, including detailed and well-publicised course information and admission requirements and effective application and admission systems, COMD effectively supports the recruitment and enrolment of suitable students.

**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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.            | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

**Comments**

The research function is headed by a Director of Research who along with the CEO supports and manages this area. This provides a focal point and a coordinated approach that support effective research. Staff Curricula Vitae (CVs) show the impressive scholarship, research and publication record of academic staff and visiting teachers. Staff interviewed were very positive about the Institution's commitment to research and staff development, and some staff were receiving financial support to pursue further qualifications. They are encouraged to undertake research and publish their findings.

The Institution promotes the value of research and scholarship to inform teaching. This is particularly crucial in an area of rapid developments in technology that must be incorporated into teaching to ensure it remains current. The Director of Research ensures that research is disseminated to programme leaders to inform any future developments in the curriculum.

Financial support for staff research is built into the budget for programmes. Budget is allocated based on proposals which are assessed by senior managers, with the decision resting with the CEO. The procedure is fair and transparent.

COMD provides time for staff to meet and discuss research activities with external speakers. A conference with external speakers which focuses on research will be held in 2020 and it is intended to be an annual event. This supports the effective dissemination of scholarship and research.

Staff at COMD are therefore encouraged and supported in research and development and this is reflected in their positive views of COMD's support and research activity.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<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 and COMD's prospectus accurately depict COMD's location, premises, facilities, resources and services. Information on programmes is comprehensive, accurate and accessible on the website. The partnership agreement with UU requires COMD to ensure that all public-facing material is correct and up to date. The COMD marketing lead liaises with programme leaders, support staff and UU's marketing department to ensure ongoing accuracy.

The information provided on the website and prospectus ensures that students are well informed about the status of the qualifications, and the full cost of all programmes, including the cost of the various modes of delivery.

Publicity material therefore ensures that prospective students have clear and accessible information to inform their choice. Students confirmed that their experience at the Institution corresponded to the information provided in publicity material.

## 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	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
11.3	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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

COMD appoints and supports appropriately qualified academic staff to deliver the content and level of the Masters' programmes. Their CVs demonstrate that they have the required subject knowledge, pedagogic and communication skills and experience to teach specialist postgraduate dental courses. The employed members of teaching staff all hold either an associate fellowship or fellowship of the Higher Education Academy or are members of the relevant clinical specialist body. They are clinical experts in their own fields, who are therefore well-equipped to deliver and supervise practical clinical learning sessions. The visiting faculty members are also distinguished specialists and experienced practitioners.

The allocation of staff to courses is based on their academic background, teaching and research experience and experience as dental practitioners. Staff allocation is appropriate to the needs of the students.

The programmes and the constituent modules are delivered and assessed in ways that enable students to develop the knowledge and skills required for success. Programme and module specifications are clear about the knowledge and skills required at the start of the programme, and those that will be developed and assessed during the programme and in each module. Teaching sessions are appropriately informed by learning descriptors and correlate to the specified learning outcomes.

Lesson observations confirmed that academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. Each student is assigned a personal tutor to facilitate individualised learning. However, some students were not aware of this, while others felt that it was unnecessary given their qualifications, experience and maturity. This meant that an opportunity to further individualise learning was being missed.

Programmes include a mixture of group learning and individual activities. Lesson observations demonstrated that teachers encouraged the active participation of all students to support their effective learning.

Programme and module specifications make it clear that COMD is committed to developing each student's ability to use their own initiative, solve problems and work independently. Learning methods include the use of logbooks, portfolios and project work. Research methodology is a component of each year of the courses, and Master's students are required to complete a 15,000-word dissertation. These methods foster independent learning skills well.

COMD students are UU students and academic staff are recognised UU teachers. They therefore have access to the resources of this larger institution as well as to COMD resources. This includes online academic advice and guidance for students and access to online library resources for both staff and students. This supplements COMD's own appropriate learning and study materials. The institution encourages and supports students to make full use of learning and study materials.

Academic staff are therefore effective in facilitating student learning.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Course and module descriptors provide a detailed assessment schedule which informs students about the timing, assessment type and weighting of assessments and enables students to plan their learning. UU's assessment handbook contains detailed information about all aspects of assessment policy and procedures so students are well-formed about regulations and processes.

Assessment strategies are relevant to the content and nature of the course. The assessments test theoretical knowledge and practical clinical skills by a variety of methods and are clearly linked to the specified intended learning outcomes.

Assessment tasks are clearly written and specify levels of achievement. Descriptors make it clear that a student cannot progress to the next year of the programme until they have passed all the modules in the year.

Policies about student feedback are included in module and programme descriptors and in UU teaching and learning charter and are reiterated at induction. An assessment handbook for staff specifies their responsibility to provide timely and effective feedback. Students reported that they received detailed and supportive formative oral feedback from teachers. Lesson observations demonstrated that formative teaching methods were employed in classroom-based activity to reinforce student learning. The students the team met were about to receive formal summative feedback after their first semester. Performance and progress in summative assessments are monitored by programme leads and the Course Director.

There are clear policies to discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. Anti-plagiarism software is used to check assessments. There are clear policies and procedures for students to claim mitigating circumstances and to submit appeals. These are set out in the UU regulations.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	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
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Course materials are designed for specific and clearly stated levels of study. Materials are appropriately presented and comprehensive. The agreement with UU is very clear about the materials that are required and allocates responsibility to provide them to COMD or UU.

Materials are accurate and are regularly reviewed and revised by programme leaders in conjunction with the Course Director or via the COMD and UU joint board system, depending on the significance of the revision.

Programmes were designed using UU programme validation process which ensured that programmes make effective use of appropriate teaching aids and learning resources. These resources include the Institution's impressive clinical teaching and learning facilities.

There is effective provision for students to access all COMD and UU resources, in person or online.

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

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Head of Student Services has designated responsibility for student welfare and is accessible and available for advice and counselling.

Induction for new students includes information about COMD, their course, the library, and Information Technology (IT) services.

Students are given relevant information about pastoral support at induction and the information and relevant contacts are set out on the VLE. It includes a 24-hour support line run by UU.

The Institution has a comprehensive anti-discrimination and harassment policy and procedure that includes cyber bullying and harassment. It forms part of induction and is available online. The code of business ethics provided to all staff members reinforces the Institution's expectations and the requirement for all staff to adhere to high standards of behaviour.

Staff are available to assist students with general or technological problems. Information is provided at induction and online about support and contacts. Students can be communicated with out of class hours by e-mail and telephone.

COMD has an appropriate policy and system for ensuring students are safeguarded from radicalisation and extremism. It includes a risk assessment and an action plan. COMD staff have been trained. Certificates of completion of relevant training are kept in staff records and this monitoring ensures that all staff understand their responsibilities.

COMD students are mature professionals combining part-time studying with clinical practice and they spend relatively little time on campus. The pastoral support provided is appropriate to their age, background and circumstances, and students confirmed that they were very satisfied with the support they received.

**15. Students receive appropriate academic support and guidance**

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Staff can be contacted outside teaching and learning sessions, generally by e-mail.

Programme leaders and teachers enable regular review of student progress through monitoring of the results of informal and formal assessments. Ensuring that all students are aware they have been assigned a personal tutor and are encouraged to use them would strengthen support and monitoring of student progress.

While academic achievement levels are high across all programmes, systems are in place to identify students who are struggling and to provide support. Face-to-face support is co-ordinated by the programme leader and Head of Student Services. COMD provided an example of a student who, through lateness and non-submission, was found to be contending with health issues. COMD helped the student to apply for extenuating circumstances under the relevant policy and this enabled them to continue the programme.

Conventional careers support is of limited use to COMD students, who are dental practitioners who choose their course based on their interests, the needs of their practice and their aspiration to become a specialist in a specific area. They have already chosen a career as a dentist and the area where they wish to specialise. However, COMD does advise students on career advancement and developing leadership skills which is a component of the programmes. The qualifications and experience of programme leaders and visiting teachers mean that they are well placed to provide advice on post-qualification progression in the chosen specialty. The Institution is exploring delivering Doctor of Philosophy (PhD) degrees and advises students on further study. This provision is appropriate.

The Institution has a clear and accessible complaints policy process. This involves an internal stage, handled by COMD and subsequent stages handled by UU. Ultimately students can refer complaints to the Office of the Independent Adjudicator. Information including about how to submit a complaint is available on UU's website.

Helpful instructions and suggestions on how to study are available from teachers and programme leads and are on the UU website.

Students are asked to declare any special needs or disabilities to UU at the application process. This information is then shared with COMD to ensure reasonable adjustments are put in place, for example by allowing extra time for completion of assessments. There is a UU student well-being area on the website that contains detailed information about available support. Suitable arrangements are therefore in place to support students with special educational needs and disabilities.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.3	Information and advice, which is specific to international students, continues to be available throughout their time at the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.5	Where possible, students have access to speakers of their own first language.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

UU's website provides international students with detailed advice about relocating and living in the UK. COMD also provides students with guidance including information about local accommodation and transport. COMD is developing a customised version of UU's pre-arrival guide for international students. This will complement information already

provided at induction. Information and advice continue to be available from the Head of Student Services and via UU's website.

Cultural and religious considerations are taken account in providing support and there is an on-site prayer room. The Institution is also responsive to other dietary, religious and cultural needs.

The highly international nature of COMD's staff helps to ensure that students are generally able to access speakers of their own first language.

**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**

There is an appropriate and clear policy on required attendance which is communicated to students at induction and on the VLE and is also on UU's website.

Students are expected to attend all teaching and learning sessions and to be punctual. They are expected to inform the teacher in advance if they know they are going to be late or absent. Teachers are required to inform the COMD Head of Student Services of any unexplained absence or pattern of absence and the Head of Student Services will follow up with the student. There are sanctions for unsatisfactory attendance up to and including mandatory withdrawal from the course.

Attendance is logged and entered into the student record system. Records show that attendance has so far been very good, and instances of unexplained non-attendance are rare.

As part of UU's oversight of quality assurance of the courses, the Course Director will monitor aggregate attendance and report any adverse patterns or trends to COMD's Teaching, Learning and Enhancement Committee for follow up at institutional level.

**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.                 | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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.                             | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.                                    | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Students are studying part-time postgraduate courses which requires them to be on campus for only a few days a month or not at all. Students report that they do not require a social programme or information about activities from COMD and are satisfied with the current situation.

Students are encouraged to form online study groups through the VLE. COMD and UU are discussing the possibility of online social forums.

COMD is intending to recruit students to full-time programmes and there is an awareness that this may require the development of a social programme.

**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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 20.2 | The institution has the legal right to use these premises for the delivery of higher education.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

COMD has secure tenure on its premises under a lease agreement with BPP that runs until 2025. It is legally entitled to use its premises to deliver higher education.

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

21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, 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  NA

**Comments**

Access to the premises is appropriately restricted and secured. Visitors are required to sign in and out at reception and are issued with an identity card which allows electronic access to the premises.

The state of repair, decoration and cleanliness of the premises are excellent. There is adequate signage internally and externally that provides directions and information for students, staff and visitors. General health and safety guidance is provided to students, staff and visitors. Students are required to undertake an additional specific health and safety induction before undertaking clinical work.

Toilet and handwashing facilities are of an appropriate number and are clean. There is adequate air conditioning, heating and ventilation in all areas of the premises.

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

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.2	Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Facilities comprise four classrooms with a total capacity of 80, a simulation centre with capacity for 28 students, 15 clinical training pods with a total capacity of 30, and two clinical training rooms accommodating two students each. They are all adequate in size and number for the allocated sessions.

The simulation centre and the clinical pods utilise modern technology to support students in developing key practical specialist skills. All classrooms and specialist learning areas are well-equipped for theoretical and practical teaching and learning and enable effective delivery of the programmes.

There are suitable facilities for conducting theoretical and practical assessments.

Classrooms and learning areas are therefore suitable for the programmes offered.

**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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.3 | 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 |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.6 | Administrative offices are adequate in size and suitably resourced 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**

Students have access to appropriate space and facilities for private study and group work, which can be undertaken in the library or in classrooms which can be partitioned to suit different layouts and capacities. Academic staff have sufficient personal space to prepare lessons, mark work and consult with students.

Space and facilities are available to students and staff for relaxation and the consumption of food and drink. Students and staff have access to ample locker space for the secure storage of personal possessions.

There are suitable rooms to hold private meetings of academic staff and senior management, and a room of sufficient size to hold staff meetings. Administrative offices are satisfactory and available resources support effective administration.

Additional facilities are therefore appropriate.

**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.                        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 24.3 | The library has sufficient space for student independent study and group working.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.4 | There is a well-organised lending policy.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |
| 24.5 | The library is adequately staffed with appropriately qualified and experienced staff.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.6 | Library opening times are sufficient to encourage and support students' independent learning.  | <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**

There is sufficient provision of materials in hard copy and online. Students have access to all COMD's and UU's hard copy and online resources. This includes online access to over 100 dental journals to support learning.

Responsibility for the provision of library resources and their purchase was included in joint planning for the courses and is jointly managed by both institutions. UU faculty library staff and COMD staff engage with teaching and research staff and clinical specialists to ensure the on-going adequacy and currency of stock.

The library provides space for up to ten students working independently. As independent or group working can be undertaken in partitioned classrooms, this is sufficient for current needs.

In most cases multiple hard copies of key texts are available for loan, with some high demand books available for reference only. This lending policy is appropriate to ensure students have good access to texts.

There is a member of staff with designated responsibility for the library. UU provides online tutorials regarding library use. UU's library staff and COMD's academic staff provide specialised training and support tailored to research and project needs.

Library opening hours are sufficient and they will be reviewed when full-time students are on-site to ensure they are sufficient for their needs.

Library provision therefore supports effective learning.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision 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**

There is appropriate technological access and connectivity to enable effective study. Students have continual access to the VLE and associated support. Downtimes for maintenance or upgrading are scheduled and notified in advance so that students and staff can plan accordingly.

The agreement with UU means that COMD is partnered with an institution that has been delivering online distance learning courses for twenty years. UU therefore has good expertise in online learning, assessment and feedback which has been utilised effectively by COMD. UU's Directorate of Access, Digital and Distributed Learning and Office for Digital Learning were closely involved in the development of COMD's online learning provision.

Students have access to a secure and reliable digital environment. It includes induction and orientation material about the VLE, course material, academic advice, study skills material and technical support. All lectures, external workshops, seminars and surgery sessions are live streamed and recorded. Up-to-date digital equipment and technologies are used in teaching and learning clinical skills.

Academic staff have access and editing rights to their own modules and programme support areas to ensure currency. Digital and learning resources are part of the agreement with UU and the renewal of hardware and software takes

place within the terms of the agreement. Monitoring and management of distance learning provision is part of the remit of the teaching and learning committees at COMD and UU.

As well as access to UU's IT support, COMD has an IT Manager onsite who services and supports staff and students with any queries or issues relating to IT provision.

COMD makes effective provision for students to access conventional resources onsite and COMD and UU resources online.

The IT provision is therefore well managed and effective and provides a fit for purpose learning resource.

## 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 26.2 | Student feedback is obtained through appropriate formal student representation mechanisms.   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 26.3 | The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Staff views are obtained through staff meetings which are minuted and considered by the College Senior Management Board. The composition of the Board of Directors provides for external representation. As most of the students are self-employed independent dental practitioners it is not feasible to obtain employers' views. Students provide regular feedback to teachers and programme leads at module and programme level. Formal evaluation of this is at an early stage but procedures are in place to obtain it.

The Institution plans to have a Staff and Student Liaison Committee chaired by the COMD Head of Student Services and including another member of staff, and student representatives from each year of each programme. It is intended that it will meet at least once per semester to discuss issues including module delivery, library use and computer services support. It will submit a report to the UU Course Committee for consideration and/or resolution of the issues raised. Resultant actions will then be communicated back to all students via their student representatives and the VLE. This is an appropriate mechanism for obtaining feedback from the student body via student representatives.

However, COMD has not been able to form the Staff and Student Liaison Committee and introduce this mechanism because it has not yet found students who are willing to become members. This is primarily because of the pressure of students' other commitments. COMD is making another attempt to find representatives. Student representation on the BOD, College Senior Management Board and Teaching, Learning and Enhancement Committee is also pending for the same reason.

26.2 26.3 In the absence of the Staff and Student Liaison Committee or alternative mechanism and given the lack of a student representative on other committees, the student body is unable to provide formal feedback via student representatives. It also means that the student body is not informed of any action taken in response to their views. This means that students' collective views are not sufficiently heard in a formal forum, and that effective communication with the student body is reduced.

<b>27. The institution has effective systems to review its own standards and assess its own performance</b>		
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

The agreement specifies that UU will have oversight of quality assurance via a number of mechanisms. These include the role of the Course Director who has oversight of student applications, admissions, progression, retention and feedback. The Course Director will attend the COMD Teaching, Learning and Enhancement Committee meetings and examination boards and report to the UU School of Pharmacy and Pharmaceutical Sciences Learning and Teaching Committee. The Faculty of Life and Health Sciences Learning and Teaching Committee will monitor key metrics including admissions, progression and attrition. A Faculty Partnership Manager at UU is the identified link between the UU and its partner institutions. The Faculty Partnership Manager is responsible for monitoring collaborative arrangements and making recommendations to the UU for enhancement of collaborative mechanisms. These policies and procedures are an appropriate framework for quality assurance and enhancement and are clearly documented and communicated on the VLE.

Quality assurance and enhancement policies and procedures specified in the agreement provide a foundation for an effective system to inform strategic management.

27.2 Some of the committees intended to play a key part in quality assurance and enhancement, including the Staff and Student Liaison Committee and the Teaching, Learning and Enhancement Committee, are not yet operational. The committees therefore cannot contribute to the quality assurance and enhancement system which is intended to

inform strategic management. Quality assurance and enhancement policies and procedures therefore do not play the appropriate role in informing strategic management.

There is a strong institutional emphasis on quality assurance. The Institution's website provides information on its quality assurance philosophy and structures to prospective students. Courses were developed following an in-depth quality review of previous provision. Course content and learning outcomes were designed to incorporate best practice as specified by professional and regulatory bodies, including the General Dental Council. The Quality Assurance Agency's UK Quality Code for Higher Education was used as a reference point for course development. The COMD/UU quality assurance and enhancement framework also demonstrates a commitment to quality assurance. A quality ethos is therefore embedded in the Institution.

27.4 27.5 Regular and systematic monitoring of all aspects of operations against performance indicators does not take place and the results of reviews are not reported on or included in action plans. COMD is in an early phase of development but review of all aspects of operations using clear indicators and resulting in action plans should begin at an early stage. The fact that it is not yet in place reduces the effectiveness of quality assurance and enhancement.

COMD's commitment to a high-quality learning experience and fairness for students is evident in its policies and procedures, the high calibre of its staff and their teaching, and the academic and pastoral support that students receive.

27.7 27.8 The agreement and policies and procedures specify that student performance will be obtained and analysed for each module, will include relevant statistics and will feed into an annual programme monitoring review process. Programme reports will include consolidated statistics and an evaluation by the programme leader. Issues arising will be considered and actioned by COMD or UU according to the agreement. These are appropriate monitoring mechanisms. COMD is in an early phase of development and therefore these key indicators are not relevant at this stage.

27.9 The agreement and policies and procedures specify that programme reports will include information on student satisfaction, achievement levels, completion rates and progression so that significant variations can be monitored and addressed. This is an appropriate monitoring mechanism. COMD is in an early phase of development and therefore this key indicator is not relevant at this stage.

27.10 The agreement and policies and procedures specify that general performance reports will include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance including research and scholarship and a review of resourcing issues. This is appropriate. COMD is in an early phase of development and therefore this key indicator is not relevant at this stage.

27.11 UU's appropriate policies and processes for initial approval were used for the validation of current programmes. They will be used in periodic review and re-validation. COMD is in an early phase of development and therefore this key indicator is not relevant at this stage.

27.12 COMD's system for analysing programme reports will be analysed and reported on annually to the Board of Directors and discussed with UU in joint committee meetings. Action will be taken to address any issues arising. This is an appropriate quality assurance and enhancement mechanism. COMD is in an early phase of development and therefore this key indicator is not relevant at this stage.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

COMD is committed to continuing enhancement of provision. Good practice is identified and shared formally and informally, via meetings of programme leaders, the College Senior Management Board, Board of Directors and joint meetings with the University of Ulster, effectively disseminating it across the institution to enhance provision.

28.2 The agreement and policies and procedures specify that end-of-session module and annual programme reports will include improvement and ongoing developments made and will identify areas for enhancement. This is an appropriate mechanism. These plans have not yet been implemented because COMD is at an early phase of development. This key indicator is therefore not applicable at this stage.

28.3 The agreement and policies and procedures specify that action plans for enhancement will be implemented and will be monitored by the relevant COMD committee. This is an appropriate mechanism. These plans have not yet been implemented because COMD is at an early phase of development. This key indicator is therefore not applicable at this stage.

**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**

The experience and qualifications of staff provide for a clear understanding of the specific requirements of online, distance and blended learning. A designated Distance Learning Programme Administrator is responsible for internal support for the courses.

Training sessions on using the online UU platform were held for management staff and programme leads before the programmes commenced, with experts from UU visiting COMD to deliver face-to-face training. Continuing training is provided by UU which has a rolling programme of online tuition. Further bespoke training is also available from UU if required.

COMD has access to the expertise of UU's Access, Digital and Distributed Learning directorate in the planning, design, development, delivery and evaluation of distance learning. This ensures that staff knowledge and understanding of the opportunities and challenges of distance learning remain up to date. UU's Course Directors' Forum, a network to support fully online and blended courses, enables the COMD Course Director to share best practice with colleagues.

Course specifications make it clear that students must have an appropriate level of literacy to learn online and to utilise the complex technology used to teach and learn clinical skills. UU provides online advice and tutorials on distance learning.

**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

The comprehensive partnership documentation details the roles and responsibilities of COMD and UU and supports effective governance.

Actions Required	Priority H/M/L
2.4 The Board of Directors and senior management must regularly and systematically review their own performance and COMD's overall performance against targets to support effective strategic monitoring.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

The CEO and management team are qualified, experienced and dynamic, and provide effective leadership for the Institution.

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

Teaching staff are highly qualified and experienced, and their expertise supports high standards of teaching and learning.

Excellent programme specifications and module descriptors provide students with clear information about all aspects of their course.

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

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's Strengths

COMD's students benefit from access to UU's online support and well-being material which supplements effective local provision.

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

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's Strengths

The premises, facilities and learning resources are excellent and provide students with an environment that promotes effective teaching and learning.

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's Strengths

The quality assurance framework provides a suitable structure to ensure high standards of quality when fully implemented.

Actions Required	Priority H/M/L
26.2 26.3 COMD must ensure that the student body is given the opportunity to provide formal feedback and be notified when action is taken in response to the student body's views.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.2 27.4 27.5 The Institution must ensure that quality assurance and enhancement inform strategic management, that there is regular and systematic monitoring of performance against clear indicators, and that the results of reviews are compiled and included in action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.7 27.8 Student performance in each module must be reviewed and feed into an annual programme monitoring review, with action taken to resolve any issues arising.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.9 Key performance indicators must be used to track performance and outcomes so that COMD can monitor and address year-on-year variations.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.10 General performance reports must include an analysis of year-on-year data and a review of resourcing issues.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.11 Regular review and revalidation of COMD programmes must involve external assessors as appropriate.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.12 COMD must ensure that the system for analysing and actioning programme reports is implemented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.2 The Institution must implement a system of end-of-session module and annual programme reports that include improvement, ongoing developments and areas for enhancement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.3 Action plans for enhancement must be implemented and reviewed regularly within COMD's committee structure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's Strengths

Access to the longstanding online and distance learning expertise at UU supports effective learning.

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

## **RECOMMENDED AREAS FOR IMPROVEMENT**

COMD should consider expanding the detail of its strategy and its learning and teaching strategy to support institutional strategic planning and development.

It is recommended that committee minutes or committee action plans include timelines for action to enhance monitoring.

COMD should continue its efforts to establish a staff and student liaison group that will support students' active role in the development of academic provision and ensure student-centred learning.

It is recommended that COMD monitor the personal academic tutor system to ensure that students are aware of the system and are encouraged to use their tutor to support their learning.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**