**BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

**Independent Higher Education (IHE) Full Inspection**

**NAME OF INSTITUTION:**            The British College

**ADDRESS:**            2nd and 3rd Floor
Trade Tower
Thapathali
Kathmandu
44600
Nepal

**HEAD OF INSTITUTION:**            Mr Joey Foster Ellis

**DATE OF INSPECTION:**            22–24 February and 3–5 March 2021

**ACCREDITATION STATUS AT INSPECTION:**            Unaccredited

**DECISION ON ACCREDITATION:**

☒ Accreditation awarded for the full one-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 19 July 2021

## PART A – INTRODUCTION

### 1. Background to the institution

The British College (TBC/the Institution) was founded by the Kandel Group in 2012. It is now part of the Kandel Group, which is an independent Nepali–British-led investment firm. The Group includes a diverse portfolio of businesses in the education, health, hospitality and IT sectors.

TBC is a private limited company offering a range of undergraduate and postgraduate courses, including in Business Administration and Management, Computing and Information Technology (IT), and Hospitality. The degree programmes are awarded by the University of the West of England (UWE) and Leeds Beckett University (LBU), both located in the United Kingdom (UK).

TBC is located on the second and third floors of the Trade Tower in Thapathali, Kathmandu. The Institution aims to be a world-class college offering British and international qualifications that equip graduates with the knowledge, skills and values they need for success in the global job market and to become successful creative entrepreneurs.

Governance is provided by the Chief Executive Officer (CEO) and the Board of Directors. The CEO is supported by a Financial Advisor, Executive Principal and Operations Director. Operational management is provided by the Associate Dean, who is supported by the Senior Management Team (SMT).

The part-time Executive Principal was appointed in January 2021 to provide strategic educational oversight following the departure of the previous Principal in April 2020.

### 2. Brief description of the current provision

TBC delivers a range of undergraduate and postgraduate programmes awarded by two UK university partners. All courses are usually delivered full time and in person. In collaboration with UWE, the Institution offers a Bachelor of Business Administration (BBA) degree in Business and Management, and a Master of Science (MSc) degree in International Business Management. In partnership with LBU, the Institution offers a Bachelor of Science (BSc) degree, and Level 6 top-up, in Computing, a BSc degree and top-up in Hospitality Business Management, a Master of Business Administration (MBA) degree in Executive and Graduate Business Administration, and an MSc in IT.

In addition, TBC provides foundation courses in Hospitality Business Management, Business and Management, and Computing to prepare students for entry to Level 4 programmes. Pre-Master's courses in Business and Management and IT are also provided, for students who do not meet the requirements for direct entry onto Level 6 courses. The foundation and pre-Master's programmes are awarded by TBC.

At the time of the inspection, all teaching was being delivered remotely online.

TBC also offer courses in preparation for English language examinations. These courses do not form part of the BAC accreditation process.

At the time of the inspection, 1,309 students were enrolled and there were 705 future bookings. All students are aged over 18 and the majority are female. TBC has capacity for around 1,500 students. Most students are Nepalese, with a few international students from India, Sri Lanka and Africa.

Students are enrolled onto degree programmes each September. Students on the Level 6 top-up course in Computing can also enrol in January each academic year. Students on foundation courses are able to enrol in September and February. Enrolment on pre-Master's courses takes place in September, January and April each year.

All students must meet the published entry criteria for each course, which include a minimum level of previous educational achievement and level of English language competence.

## 3. Inspection process

The inspection was undertaken remotely over six half-days by three inspectors, including a student inspector. Inspectors held meetings with the CEO, Executive Principal, Operations Director and Associate Dean, and other senior managers. Meetings were held with groups of undergraduate and postgraduate students, and with academic and administrative staff. Inspectors observed lessons and undertook a virtual tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

**PART B – JUDGEMENT AND EVIDENCE**

*The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.*

**INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT**

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

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

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

**Comments**

The Institution has a clearly defined and documented governance structure. Overall governance is provided by the Board of Directors, the members of which have a range of relevant experience and expertise. The Board is supported by an independent Advisory Board and an Industry Advisory Board, which provide valuable advice and guidance on strategic issues and policy development.

The link between governance and management is clearly articulated and communicated to all stakeholders. The CEO and Operations Director sit on the Board of Directors and take responsibility for strategic oversight. They are supported by an Executive Principal and Associate Dean, who together form the Executive Team.

Effective academic oversight is provided by the Academic Board, chaired by the Executive Principal, with support from the Associate Dean and the Head of the Business School. Effective operational management is provided by the Associate Dean and senior leadership team.

Senior leaders have implemented a suitable risk management policy that includes the regular assessment of business risks. Effective oversight is provided by the SMT, which takes appropriate action to minimise risk and implement appropriate mitigation strategies.

The Institution has developed a small number of well-established partnerships since its establishment in 2012. Relationships are clearly defined through relevant partnerships agreements.

TBC has a range of effective mechanisms in place to ensure clear communication between the governing body, the executive team, staff, students and other stakeholders.

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

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|---|---|---|---|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | ☒ Yes | ☐ No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. | ☒ Yes | ☐ No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | ☒ Yes | ☐ No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets. | ☒ Yes | ☐ No |

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

**Comments**

The Institution has a clear strategy for managed growth and development that is fully aligned to the organisational vision and mission. The strategy has the students' experience as a central theme, with the identification of eight clear strategic priorities. Each priority is supported by a specific operational plan and quantifiable key performance indicators that allow senior leaders to review and measure performance over time.

A variety of formal mechanisms are in place to ensure that all relevant stakeholders are able to contribute to the strategic direction of the Institution. This includes valuable input from students and the two advisory boards. The strategy is clearly communicated to stakeholders via the internal Virtual Learning Environment (VLE) and the website.

Institutional performance against the strategic targets is systematically reviewed by senior leaders through the completion of a detailed annual executive evaluation document. The review generates an updated quality improvement action plan to ensure that TBC continues to develop and enhance the quality of education in line with its strategic direction and aspirations.

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

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|---|---|---|---|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | ☒ Yes | ☐ No |
| 3.2 | The institution's finances are subject to regular independent external audit. | ☒ Yes | ☐ No |

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

**Comments**

Effective overall management of the Institution is provided by the CEO. TBC's financial arrangements are managed by a dedicated accounts department, with internal review each quarter.

External independent auditing is carried out by a licensed external statutory auditor to ensure the transparency and accuracy of the Institution's financial management.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

## 4. The institution is effectively managed

| | | | |
|---|---|---|---|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students. | ☒ Yes | ☐ No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | ☒ Yes | ☐ No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making. | ☒ Yes | ☐ No |

| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded, with clear action-planning. | ☒ Yes | ☐ No |
|---|---|---|---|
| 4.5 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose. | ☒ Yes | ☐ No |

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

**Comments**

The Institution's management structure is clearly defined, well documented and effectively communicated to all relevant stakeholders. Senior leaders have responded effectively to staffing changes and the departure of the previous Principal. At the time of the inspection, responsibility for operational academic management is effectively delegated to the Associate Dean, supported by the SMT, with strategic oversight and support provided by the part-time Executive Principal. This action has ensured that roles and responsibilities at all levels remain effectively defined and structured and the Institution is effectively managed.

A range of appropriate committees, including for academic management, operational quality management, finance and student services management, meet regularly to discuss and agree actions. The membership and the purpose, duties and roles of each committee are clearly outlined and published. There are clear and effective procedures in place for recording committee meetings and their outcomes, which ensures that actions are effectively monitored and resolved.

TBC has appropriate processes in place to ensure the accuracy of information. The executive team and partner institutions, where information relates to franchised provision, approve information before it is published internally and externally. This ensures that programme information, such as course specifications and handbooks, is clear, accurate and 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. | ☒ Yes | ☐ No |
|---|---|---|---|
| 5.2 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | ☒ Yes | ☐ No |
| 5.3 | Administrative policies, procedures and systems are well documented and disseminated effectively across the institution. | ☒ Yes | ☐ No |
| 5.4 | Classes are timetabled and rooms allocated appropriately for the courses offered. | ☒ Yes | ☐ No |
| 5.5 | Data-collection and collation systems are well documented, accurate and effectively disseminated. | ☒ Yes | ☐ No |
| 5.6 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | ☒ Yes | ☐ No |
| 5.7 | Students' records are sufficient, accurately maintained and up to date. | ☒ Yes | ☐ No |
| 5.8 | Staff records are sufficient, accurately maintained and up to date. | ☒ Yes | ☐ No |
| 5.9 | The institution has a robust security system and policies in place for protecting the data of its students and staff. | ☒ Yes | ☐ No |
| 5.10 | The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit. | ☒ Yes | ☐ No |
| 5.11 | There are secure and efficient procedures for the administration of examinations and other means of assessment. | ☒ Yes | ☐ No |
| 5.12 | There are effective procedures for internal and external moderation at pre- and post-assessment stages. | ☒ Yes | ☐ No |
| 5.13 | The institution makes student records and transcripts available to its students in a timely manner. | ☒ Yes | ☐ No |

| 5.14 | There is a policy on the collection of and refund of students' fees which is implemented effectively. | ☒ Yes ☐ No |
|------|----|----|

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

**Comments**

The Institution has efficient and effective administration processes, arrangements and staffing in place. Administration policies, procedures and documentation are clearly defined and communicated to all relevant stakeholders, meeting the expectations of TBC's UK education partners. At the time of the inspection, both online and hard-copy administration records were being maintained and stored securely and logically. As a consequence, the Institution is administered effectively and robustly, but with some duplication of information.

Managers make good use of a range of electronic administration and information systems to manage the student journey from application to award effectively. Student records, including appropriate checks on identification and prior achievement and qualifications, are accurate and securely documented. Students benefit from a clear schedule of their classes, which they can access online along with other key administrative information and data, including a record of any communications, grades and attendance. This helps to ensure that students are kept up to date on their progress and achievement.

Staff records are well maintained and up to date and include all the necessary Human Resources (HR) documentation. All information, both electronic and on hard copy, is appropriately managed and stored to restrict access and ensure data protection. Effective procedures are in place for the administration of assessments and examinations in line with the expectations and guidelines of the Institution's UK university partners, and appropriate identity checks are conducted prior to credit being awarded.

Well-established procedures are in place for internal and external moderation. Student work is marked by TBC staff, internally moderated by the relevant university partner, and externally moderated by an appropriate external examiner. This ensures that assessment outcomes are valid and reliable and any quality concerns or inconsistencies are identified quickly and appropriate action is taken.

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

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

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

**Comments**

The Institution implements effective procedures for the recruitment and employment of well-qualified and experienced staff. Recruitment of academic staff to teach on franchised undergraduate and postgraduate courses is conducted with appropriate oversight and approval from UK partner universities. Teaching staff have relevant higher

degrees and suitable professional and teaching experience, to ensure that students benefit from effective teaching and learning.

Clear job descriptions, induction arrangements and new staff mentoring schemes ensure that staff understand their roles and responsibilities well. Staff have access to an appropriate complaints and appeals procedure and an equality and diversity policy, which are outlined in the staff handbook along with a broad range of other relevant policies and procedures to help staff orientate themselves and settle into their roles quickly.

A clearly documented annual appraisal process is in place to review the performance of staff and to identify development needs and opportunities. For teaching staff, performance review is informed by a formal annual observation of teaching practice that follows a standard framework and protocol. In addition, a programme of developmental peer observations is in place that effectively promotes the sharing of best practice.

The appraisal and monitoring arrangements are effective in helping to identify areas for further enhancement and Continuing Professional Development (CPD). The Institution provides a good range of activities to develop the skills of staff in all departments, supplemented by relevant CPD activities available from partner UK universities.

## 7. Academic management is effective

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

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

**Comments**

Courses on offer reflect TBC's mission and vision to enhance students' employability skills and to prepare them for success in the future job market. The large majority of programmes of study provided are franchised from UK universities, which implement course design and validation in line with their own policies and procedures. The Institution demonstrates ongoing compliance in maintaining the academic standards of the awards offered in line with the conditions of approval from UK partners.

TBC's own internal programmes at foundation and pre-Master's level are designed and internally approved by the Academic Management Committee, to ensure these are appropriate and fit for purpose. Programme reviews are carried out annually to update the content for these internal programmes and to ensure they remain effective in developing the necessary skills and competencies of students wishing to progress to higher level study.

Learning outcomes are clear, appropriate and published in the prospectus and on the VLE. This ensures that students understand the scope and content of their modules and courses.

Programmes are reviewed on a regular basis by the UK partner university Programme Committees and through the Academic Management Committee to ensure that they continue to meet graduate employment needs and employers' requirements.

The Institution has an effective policy and procedure for the acquisition of academic resources. Programme resource requirements are identified by the relevant programme lead, head of school and library staff, and requests are submitted to the SMT and the executive team for approval. Requests are reviewed against the available budget and the SMT considers the broader distribution of resources to ensure that these are fairly allocated across the whole provision.

Students are encouraged to contribute to the development of courses through a range of surveys and the formal Staff–Student Liaison Committee to ensure that the curriculum meets the needs of students.

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

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|---|---|---|---|
| 8.1 | Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students. | ☒ Yes | ☐ No |
| 8.2 | Students are informed as to the necessary language requirements for entry on to programmes. | ☒ Yes | ☐ No |
| 8.3 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | ☒ Yes | ☐ No |
| 8.4 | All students' application enquiries are responded to promptly and appropriately. | ☒ Yes | ☐ No |
| 8.5 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | ☒ Yes | ☐ No |
| 8.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. | ☒ Yes | ☐ No |
| 8.7 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | ☒ Yes | ☐ No |
| 8.8 | The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students. | ☒ Yes | ☐ No  ☐ NA |
| 8.9 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | ☒ Yes | ☐ No  ☐ NA |

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

**Comments**

Entry criteria and requirements are appropriate for the level of study and are clearly set out in the prospectus, on the website and in the programme catalogue. The language requirements for each course are clear, and appropriate assessments are in place to ensure that students are recruited onto appropriate programmes that suit their language capabilities. Students are able to join the Institution's own foundation and pre-Master's programmes if they need further development to support their progression.

Students complete a clear and formal application that is processed efficiently. Students are also invited to interview to ensure a good match between the student, the course and their individual career and study aspirations. Students are able to discuss individual modules with module leaders to determine their suitability. Prospective students also benefit from the guidance of admissions interns who are current students and can counsel applicants and new students on the specific requirements of each course. As a result, students are very complimentary about the high-quality admissions support and guidance they receive to help them make effective study choices. Inspection findings confirm this view.

Effective arrangements are in place to manage any requests relating to the accreditation of prior learning or experience that is available to students. Evidence is collated by the Institution and reviewed by the UK university partners for approval, to ensure that relevant prior learning is acknowledged.

Recruitment agents are provided with approved materials and information to provide to potential students. The agent's performance is monitored through consideration of the number of successful applications, retention of students, and their levels of achievement.

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

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

**Comments**

The Institution has a clear policy on staff development that is available to all staff. Leaders and managers are committed to the encouragement and promotion of research by faculty staff. Leaders recognise the need to extend the scope of the existing policy to more proactively and formally encourage and support staff to undertake research. Leaders have recently begun to introduce the research and academic development strategy, which identifies a number of relevant actions that will actively encourage faculty members to be more research active.

A formal process for funding applications for all forms of staff development, including research activities and attendance at research conferences, is in place. The SMT ensures that the policy is implemented fairly and affords equity of treatment to all staff. Brief details of the application process are provided in the staff handbook, but the procedure could be more detailed for greater transparency.

Managers confirm that full-time teaching contracts include a clear expectation that staff will engage in research activities as part of their role. A small number of staff have engaged in formal research activities, conference presentations and guest speaker events with UK partner universities. Managers recognise the value of providing more formal and regular opportunities for staff to meet to share and discuss current research activities. There are clear plans and aspirations to create a Centre for Research and Academic Development to facilitate the sharing of research activities, but this has not yet been established.

| 10. | **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum** | |
|---|---|---|
| 10.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | ☒ Yes ☐ No |
| 10.2 | Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date. | ☒ Yes ☐ No |
| 10.3 | There are effective procedures to update information on a regular basis to ensure its relevance and accuracy. | ☒ Yes ☐ No |
| 10.4 | The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award. | ☒ Yes ☐ No |
| 10.5 | Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials. | ☒ Yes ☐ No |

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

**Comments**

Publicity materials provide an accurate depiction of the Institution's facilities, location and resources. Information on the programmes offered is detailed and students confirm that they receive comprehensive and accurate information, including module specifications and details of the assessment requirements. Inspection findings confirm this view.

All marketing and course information materials are subject to a clear and robust approval process to ensure that it is accurate and current. UK partner institutions also carry out appropriate checks on the franchised programme details communicated to stakeholders, to ensure these meet their expectations. As a result, students have a clear understanding of the status of their qualifications, the level of study and the role of the awarding body.

The full costs of study programme fees are very clearly identified in a detailed fee structure document, available on the website and during application and enrolment. This ensures that students are fully informed about their financial commitments.

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

**11. Academic staff are effective in facilitating student learning**

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

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

**Comments**

Teaching staff are appropriately allocated to courses based on their qualifications and experience. They are well qualified, have appropriate subject knowledge for the courses that they teach, and are experienced teachers.

Teaching staff are appropriately allocated to courses to ensure that students receive a consistent learning experience. Delivery is monitored via formal and peer lesson observations to ensure the quality of the student experience.

Courses and their modules are delivered to required standards. Appropriate schemes of work are in place for each module and are clearly linked to the stated learning outcomes and planned assessments. Lessons are appropriately informed by relevant module descriptors and relate to clearly defined and appropriate learning outcomes. As a result, students are appropriately supported and prepared for their assessments.

Teaching staff are effective in planning their lessons to meet the needs and learning styles of their students. Most lecturers use a mixture of teaching methods and activities to engage students and check learning. In a small number of sessions, the teaching methods used are limited, which reduces student engagement, participation and interaction.

Both students and academic staff have good access via the Institution's own VLE to a wide range of appropriate and high-quality learning resources. In addition, students on courses franchised from UK partnership institutions have

access to the partner university VLE course materials and learning resources. Students make good use of these resources and the comprehensive reading lists to develop their independent research and study skills.

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

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

**Comments**

Students benefit from access to a detailed online assessment schedule for their course via the Institution's online information platform. This provides clear assessment and assignment submission dates and examination revision periods. Students confirm that they are aware of the nature and timings of their course assessments, together with any revision periods. Inspection findings confirm this.

A wide range of effective assessment strategies are used to ensure that all required learning outcomes are met and that the assessment methods are relevant to the nature of the individual course and explained in teaching sessions. Assessment strategies are approved by the individual partner universities to ensure that all learning outcomes are met and that student achievement is facilitated. Detailed assignment briefs provide clear and well-written tasks that are linked effectively to learning outcomes. Assessment tasks allow for a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Students benefit from clear spoken and comprehensive written feedback. Markers clearly identify areas where students have done well and where they could have further developed their work. Student progress and performance are monitored via the relevant online platform, with appropriate action taken where students are not progressing as expected.

Appropriate procedures are in place to identify, discourage and penalise students who submit work that is deemed to have been plagiarised. As a part of the induction, students are provided with support to understand good academic practices and how to avoid the risk of academic misconduct. All assessment submissions are subject to checks using commercial software to confirm originality. As a result, the Institution takes a good range of steps to ensure that assessment decisions are valid and reliable. Students have access to a very clear and detailed academic appeals process.

| 13. | **Student materials are appropriate to the medium of delivery and are effective** | | |
|---|---|---|---|
| 13.1 | Course materials are designed for a specific and clearly stated level of study. | ☒ Yes | ☐ No |
| 13.2 | Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives. | ☒ Yes | ☐ No |
| 13.3 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | ☒ Yes | ☐ No |

| 13.4 | Programme designers make effective use of appropriate teaching aids and learning resources. | ☒ Yes ☐ No |
|---|---|---|
| 13.5 | The institution makes effective provision for students to access all resources. | ☒ Yes ☐ No |

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

**Comments**

A good range of course and study materials are provided by the partner universities through their VLEs, along with additional materials on the Institution's own VLE, to which both students and teaching staff have access. Course materials are well designed and are appropriate for the individual courses and level of study. All teaching materials are regularly reviewed by module leaders under the supervision of programme leaders to ensure that they are fit for purpose.

A comprehensive range of materials, including presentations, multimedia resources and handouts, effectively support learning and enable students to achieve their chosen programme of study. Most materials are of a high quality, up to date and accurately reflect current knowledge and practice. Teaching staff use a range of appropriate teaching aids and learning resources to support learning effectively, which are also accessible to students online.

**INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION**

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

| 14.1 | There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and counselling. | ☒ Yes ☐ No |
|---|---|---|
| 14.2 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision. | ☒ Yes ☐ No |
| 14.3 | Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support. | ☒ Yes ☐ No |
| 14.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | ☒ Yes ☐ No |
| 14.5 | Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically. | ☒ Yes ☐ No |
| 14.6 | There are effective systems to communicate with students out of class hours. | ☒ Yes ☐ No ☐ NA |
| 14.7 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | ☐ Yes ☐ No ☒ NA |
| 14.8 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | ☐ Yes ☒ No |

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

**Comments**

Students have access to appropriate pastoral support, advice and guidance through the dedicated student services department. Effective induction arrangements are in place to introduce students to their course and the Institution's systems and facilities, including the library and IT provision. Students can also access a personal tutoring support service on request. This ensures that their individual needs are well met throughout their studies.

Students are able to access appropriate support, including emergency support, outside class hours as required, and any enquiries are dealt with promptly and efficiently. Students report high levels of satisfaction with the quality and responsiveness of the support they receive. Inspection findings confirm this view.

The Institution is committed to the principles of equality of opportunity, anti-discrimination and freedom from bullying and harassment for staff and students. Appropriate policies are in place and effectively communicated to prevent discrimination and for dealing with any abusive behaviour.

Students and managers recognise that existing risk assessment policies, procedures and staff training do not explicitly address the possible dangers from radicalisation and extremism. At the time of the inspection, the Institution was in the process of updating the risk assessment processes, professional development training and the vetting of guest speakers, to ensure that the potential risks from radicalisation are mitigated and managed appropriately.

14.8 Current arrangements to protect students from the risks associated with radicalisation and extremism are underdeveloped.

## 15. Students receive appropriate academic support and guidance

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

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

**Comments**

Students benefit from good access to teaching staff outside class hours and can access additional support as required. Students are also able to access appropriate support from scheduled tutorial sessions to discuss and review their academic progress.

Assessment outcomes are monitored and shared on the online student information system. Staff take effective action where students make slow progress or are at risk of failure and poor performance. Where appropriate, students are invited to complete a commitment statement, which helps them take positive action to stay on target and achieve their education goals. Where required, students are able to complete the foundation and pre-Master's programmes to further develop their confidence and skills, ensuring that they are able to cope with the demands of their study programme and make sufficient progress.

Students have access to a range of effective advice, guidance and support to help them progress to employment or further studies. Jobs fairs, preparation for work events and international internships and work placements help students develop their skills and prepare for their next steps.

A detailed and fair complaints procedure is in place that provides clear guidance to students on how to raise an informal or formal complaint and how it will be handled and resolved. Complaints relating to academic matters can include final ratification by UK university partners to ensure that their regulations and expectations are fully met. These measures ensure that students are able to make a complaint if required.

The student services department provides appropriate support to develop students' study skills where required, to ensure that they are able to learn effectively and efficiently. Students with Special Educational Needs and/or Disabilities (SEND) are actively encouraged and supported to disclose their individual needs to ensure that the Institution can put in appropriate support, including support for mental health issues, as efficiently and effectively as possible.

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

| | | |
|---|---|---|
| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. | ☒ Yes  ☐ No  ☐ NA |
| 16.2 | On arrival, international students receive an appropriate induction on issues specific to the local area. | ☒ Yes  ☐ No  ☐ NA |
| 16.3 | Information and advice, which are specific to international students, continue to be available throughout their time at the institution. | ☒ Yes  ☐ No  ☐ NA |
| 16.4 | Provision of support takes into account cultural and religious considerations. | ☒ Yes  ☐ No  ☐ NA |
| 16.5 | Where possible, students have access to speakers of their own first language. | ☒ Yes  ☐ No  ☐ NA |

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

**Comments**

Only a very small minority of students are from international destinations, allowing the Institution to take a personalised approach to meet their specific needs and considerations.

Effective advice and guidance are provided to international students before arrival and throughout the duration of their course. For example, students receive valuable guidance on accommodation options, social activities, transport and local amenities, to ensure that they are able to settle into their new surroundings quickly.

**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**

The Institution has a very clear and detailed published policy on student attendance and punctuality. Where minimum expectations are not met, a range of supportive and formal mechanisms are in place to ensure that attendance requirements are reinforced.

The Institution has very effective attendance and punctuality recording and monitoring systems. The online information system effectively tracks attendance data for all students, allowing both staff and students to monitor attendance levels and patterns of non-attendance.

Effective review and oversight are provided by the student services department, which takes prompt action to follow up unauthorised absences.

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

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

**Comments**

|  |
|---|
|  |

| 19. | The institution provides an appropriate social programme for students and information on activities in the locality | |
|---|---|---|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest. | ☒ Yes  ☐ No  ☐ NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. | ☒ Yes  ☐ No  ☐ NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. | ☒ Yes  ☐ No  ☐ NA |
| 19.4 | Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. | ☒ Yes  ☐ No  ☐ NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels. | ☒ Yes  ☐ No  ☐ NA |

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

**Comments**

| |
|---|
| Students benefit from a varied and engaging social programme with events organised both on and off campus. A student-led committee, facilitated by support staff, plans and manages a good range of diverse events that meet the needs and interests of students, including parties, celebration and sporting events, competitions, online activities and festivals. <br><br> Social activities are appropriately overseen by relevant staff and promoted effectively using a range of communication channels. Social media platforms are also used extensively, which allows students to engage with the social programme as well as to connect and interact with other students. |

**INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES**

| 20. | The institution has secure possession of and access to its premises | |
|---|---|---|
| 20.1 | The institution has secure tenure on its premises. | ☒ Yes  ☐ No |

| 20.2 | The institution has the legal right to use these premises for the delivery of higher education. | ☒ Yes ☐ No |
|---|---|---|
| 20.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | ☒ Yes ☐ No ☐ NA |

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

**Comments**

The Institution has secure leases on its premises, with appropriate authority from the Ministry of Education to deliver education programmes from the Trade Tower location.

A small number of other suitable premises are available to the Institution should a need arise.

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

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

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

**Comments**

Access to the premises is secure and appropriately restricted to ensure the safety and security of staff, students and visitors. The premises are very well maintained, decorated and clean, and provide a safe learning and working environment.

Detailed health and safety guidance is displayed in all relevant areas, including evacuation routes for fire and earthquakes. Visitors are provided with appropriate guidance on arrival, and there is clear signage linked to facilities and general information throughout the premises.

The premises provide an excellent space for staff and students to work in and socialise and to receive visitors. Toilets are adequate in number, clean and well maintained.

Heating, ventilation and air conditioning are adequate. Consequently, the premises offer a very professional and comfortable location for both study and work.

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

| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. | ☒ Yes ☐ No ☐ NA |
|---|---|---|
| 22.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme. | ☒ Yes ☐ No ☐ NA |

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

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

**Comments**

Classrooms are well equipped, adequate in number and size, and support learning effectively. Learning areas with IT are well equipped for the requirements of the courses offered and to meet students' needs, with an open-access computer room facility located on the third floor of the Institution.

Suitable areas to conduct examinations are available in sufficient numbers.

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

| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | ☒ Yes ☐ No ☐ NA |
|---|---|---|
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | ☒ Yes ☐ No ☐ NA |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | ☒ Yes ☐ No ☐ NA |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate. | ☒ Yes ☐ No ☐ NA |
| 23.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | ☒ Yes ☐ No ☐ NA |
| 23.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | ☒ Yes ☐ No |

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

**Comments**

The premises provide a very good range of spaces for students to study individually or in groups. Staff have good access to a range of areas to undertake their duties, including administrative offices, areas for academic staff to meet with students, and office space available on a flexible basis to undertake planning and lesson preparations.

Provision for students and staff to consume food and drink is appropriate. Students benefit from a number of areas that enable them to socialise, relax and store their personal possessions.

A range of sporting and recreational facilities, such as a basketball court and an indoor gymnasium, are also available to support students' non-study activities and provide useful opportunities to mix and interact.

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

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

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

**Comments**

The provision of learning materials is very good. Students benefit from access to an impressive stock of library books and online materials that are regularly reviewed and updated as appropriate. Resource materials meet the needs of both students and academic staff effectively.

The library is staffed by appropriately qualified staff, is very spacious and provides a comfortable area for independent study or group work.

A clear lending policy is in place, and opening times are sufficient and reflect the independent study needs of the students well.

| 25. | **The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body** | |
|---|---|---|
| 25.1 | There is appropriate technological access and sufficient connectivity to enable students to study flexibly. | ☒ Yes ☐ No |
| 25.2 | Students have effective online resources that assist with their learning, optimise interaction between the institution and the students, and enhance instructional and educational services. | ☒ Yes ☐ No ☐ NA |
| 25.3 | There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes. | ☒ Yes ☐ No ☐ NA |
| 25.4 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | ☒ Yes ☐ No |
| 25.5 | The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely. | ☒ Yes ☐ No |
| 25.6 | The institution makes effective provision for students to access conventional and online resources. | ☒ Yes ☐ No |

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

**Comments**

IT resources are effective and well managed. Internet access is adequate and allows students to access online resources and communicate with the Institution and its staff. Software is regularly reviewed and updated to meet the changing needs of the Institution and its students.

The Institution's VLE, together with the online learning environments offered by UK partner universities, support the Institution's programmes effectively, with both hardware and software being effectively maintained to ensure their efficiency.

An appropriate IT manager and technician ensure that IT systems are operational at all times. The Institution has appropriate access to anti-plagiarism software to ensure the authenticity of assessments. Students are well supported with any IT issues to ensure that their studies are not disrupted.

**INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT**

| 26. | **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary** | |
|---|---|---|
| 26.1 | The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken. | ☒ Yes ☐ No |

| 26.2 | Student feedback is obtained through appropriate formal student representation mechanisms. | ☒ Yes  ☐ No |
| 26.3 | The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. | ☒ Yes  ☐ No |

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

**Comments**

The Institution has a range of effective formal and informal mechanisms in place to ensure that the views of different stakeholders are collected and considered and action taken where required. For example, student feedback is systematically obtained through a range of online surveys administered at different times throughout the student journey.

A formal and effective structure of student representation is in place to ensure that the views of students across all programmes are considered during Staff–Student Liaison Committee meetings.

Feedback is thoroughly analysed by senior managers and appropriate actions are taken where necessary to enhance the quality of education and the student experience. An appropriate mechanism is in place to provide feedback to students on the actions taken as a result of their views. This ensures that students feel valued, respected and know that their views are listened to and taken into account in the Institution's decision-making.

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

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

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

**Comments**

Leaders and managers place a strong emphasis on providing students with a high-quality experience. To ensure this strategic mission is achieved, the Institution has implemented a good range of quality and standards management policies, procedures and processes to ensure that the quality of provision is regularly reviewed and evaluated and the expectations and standards of franchising partners are met.

These arrangements are formally documented and clearly communicated to stakeholders through a quality assurance framework. Effective oversight is provided by quality assurance staff with oversight from the Executive Principal. At the time of the inspection, a number of quality assurance roles were vacant. Managers have responded appropriately by arranging support from experienced quality consultants to ensure that quality monitoring processes and standards are maintained.

Senior leaders and managers effectively monitor the performance of academic provision against key benchmarks and performance indicators, for example retention and achievement rates and the percentage of degree classifications. Module and programme reports are completed by module and programme leaders and include consideration of appropriate data, including trends over time. Reports also consider student feedback, areas of strength and areas for development, with associated developmental action plans. The implementation of action points is monitored by the Executive Principal and the Associate Dean, and further evaluated at committee meetings, including those of the SMT. These measures ensure that the Institution is able to further develop and improve the standard of education in line with its strategic objectives.

The outcomes of external examiner reports are carefully considered by academic staff and appropriate actions taken where required. There is close co-operation between the Institution and its UK franchise partners, with a well-established and effective link tutor system in place to ensure appropriate communication, sharing of data and information, and a joined-up approach to quality monitoring and enhancement.

Senior leaders make effective use of an annual executive report, which draws together the overall evaluation of all programmes provided by the Institution, with a summary also presented to the advisory panel. Comments and actions returned from the advisory panel, Board of Directors and executive team are reviewed by the SMT to ensure that appropriate actions are taken where required. This ensures that all stakeholders are involved in the ongoing quality assurance of standards and contribute to the ethos of improvement and development.

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

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

**Comments**

The Institution has a range of effective mechanisms in place to identify and share good practice both internally, and in collaboration with its UK partner institutions. Student feedback, performance reports and action plans are regularly reviewed by senior managers, with oversight from the Executive Principal, to identify areas of best practice to be prioritised, shared and expanded upon.

The programme of formal and peer observations helps programme leaders and academic staff to identify effective examples of teaching practice, which can be further shared and disseminated to enhance the standard of teaching and learning. Standards of provision and improvement plans related to partnership provision are discussed and evaluated

by programme teams and committees, and by the Associate Dean under the supervision of the Executive Principal, to support the quality management and enhancement of the student experience.

**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**

Most teaching staff are experienced in, and have a good understanding of, the requirements of Online, Distance, and Blended Learning (ODBL) delivery. Lecturers receive appropriate training on the different VLE systems to enable them to provide students with a range of learning resources and materials.

Lecturers have an appropriate understanding of the challenges and demands of ODBL. The standard of online teaching is variable, however, and not all lecturers exploit a range of methods and tools to engage students, encourage participation and to check individual levels of understanding.

Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

Appropriate guidance on how to study and use the online tutorial materials is made available to assist students to learn effectively.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

**GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT**

**Institution's strengths**

| Senior leaders benefit from the expertise of external stakeholders, advisors and partners to inform the strategic direction of the Institution.<br><br>Effective relationships with a small number of well-established partners help to ensure the ongoing quality of provision and consistency of the student experience. | |
| --- | --- |
| **Actions required** | **Priority H/M/L** |
| None | ☐ High ☐ Medium ☐ Low |

**GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**

**Institution's strengths**

| The clear management and committee structure provides a systemic and effective monitoring and oversight framework, ensuring that academic and administrative management is very effective. | |
| --- | --- |
| **Actions required** | **Priority H/M/L** |
| None | ☐ High ☐ Medium ☐ Low |

**TEACHING, LEARNING AND ASSESSMENT**

**Institution's strengths**

| Students benefit from access to a good range of high-quality learning resources and materials to support their studies and progression.<br><br>Assessment practice is aligned well to the outcomes of study programme and the needs of students. | |
| --- | --- |
| **Actions required** | **Priority H/M/L** |
| None | ☐ High ☐ Medium ☐ Low |

**STUDENT SUPPORT, GUIDANCE AND PROGRESSION**

**Institution's strengths**

| Students benefit from very effective and efficient support and guidance from their initial application to the end of their programme of study. | |
| --- | --- |
| **Actions required** | **Priority H/M/L** |
| 14.8 Appropriate arrangements to protect students from the risks associated with radicalisation and extremism must be fully implemented. | ☐ High ☒ Medium ☐ Low |

**PREMISES, FACILITIES AND LEARNING RESOURCES**

**Institution's strengths**

| Students benefit from professional and well-equipped learning facilities that support their studies and independent learning very well. |
| --- |

| Actions required | Priority H/M/L |
|---|---|
| None | ☐ High  ☐ Medium  ☐ Low |

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

| Leaders and managers have fostered an effective ethos and culture of review, evaluation and action-planning to ensure that the standard of education is maintained and enhanced. |
|---|

| Actions required | Priority H/M/L |
|---|---|
| None | ☐ High  ☐ Medium  ☐ Low |

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's strengths

|  |
|---|
|  |

| Actions required | Priority H/M/L |
|---|---|
| None | ☐ High  ☐ Medium  ☐ Low |

## RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the transition from traditional administrative systems to efficient and secure online arrangements is fully completed.

The Institution should make the procedure for accessing funding to support research activities more specific and transparent.

Leaders and managers should consider fully implementing the research and academic development strategy, including the establishment of the Centre for Research and Academic Development, to further promote the sharing of research practice across the Institution.

It is recommended that additional training be provided for lecturers to help them utilise a wider range of teaching strategies that encourage student engagement and participation.

## COMPLIANCE WITH STATUTORY REQUIREMENTS