



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Re-accreditation Inspection

NAME OF INSTITUTION: Westfield House of Theological Studies

ADDRESS: 30 Huntingdon Road
Cambridge
CB3 0HH

HEAD OF INSTITUTION: Cynthia Lumley

DATE OF INSPECTION: 29 & 31 March to 1 April 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 21 July 2022

PART A – INTRODUCTION

1. Background to the institution

Westfield House of Theological Studies (the Institution/Westfield House) is a member of the Cambridge Theological Federation and is the centre of theological studies of the Evangelical Lutheran Church of England (ELCE). ELCE is a registered charity in England, Wales and Scotland. The Institution is also a theological research centre for international students and scholars. ELCE, through Westfield House, offers training, as well as accredited and non-accredited qualifications in theology and the liberal arts. Although the provision offered for Cambridge University is not part of the accreditation, the university still provides support to the Institution for the other programmes.

Established in 1962, Westfield House has office space for faculty and staff, a studio apartment for visiting scholars, three classrooms, kitchen facilities, a library and three additional study areas. There are also two halls of residence on campus, Luther Hall, and the Valparaiso Centre. The premises are located near the centre of Cambridge.

The aim of the Institution is to reach out with the Gospel of Jesus Christ through the mission of equipping men and women with the knowledge, attitudes, and skills necessary for service in the Evangelical Lutheran Church.

As the educational institution of ELCE, Westfield House is governed by ELCE's Synod. The Synod comprises seven member congregations, and, between annual synodical meetings, its affairs are administered by an elected Executive Council. The Principal and Preceptor of Westfield House report to the Executive Council of ELCE, which acts as the governing body for Westfield House. Director of Theological Studies supports both the Principal and Preceptor.

Since the previous inspection, the Westfield House Certificate is now delivered, in totality, online. This was previously a qualification delivered in person, with online delivery being introduced in 2021. At the time of the inspection, a continuation of the first online programme was being delivered as an online Saturday seminar.

2. Brief description of the current provision

Westfield House is offering three programmes for the current academic year. The first is the Diploma in Theology for Ministry (DTM), awarded by the University of Cambridge, although the DTM does not form part of the British Accreditation Council (BAC) accreditation. The second is the Westfield House Certificate in Lutheran Theology and the third is the International Study Abroad programme.

The programmes are delivered both in person and online and are scheduled across the academic year. Their duration ranges from one-day module attendance to full-term residential courses of up to five months.

At the time of the inspection, 14 students were registered on these two programmes, both in-person and online. Four students were registered on the Westfield House Certificate, which is delivered as an online weekend seminar and ten students were enrolled on the residential International Study Abroad programme.

The ten students registered on the Study Abroad programme were all from the United States of America (USA). This programme is awarded only by the student's home university as part of their undergraduate studies. All students are following courses in the liberal arts, including Theology, Religious Studies, Philosophy, English and History. The majority of the students were female. The partner universities represented are Concordia Chicago, Valparaiso, and Wisconsin Lutheran College.

Over the past 12 months, 19 students have attended in-person and online programmes. The Westfield House premises can accommodate a maximum of 45 residential students and limits online classes to a maximum of 20 students.

Enrolment on all courses is scheduled according to student demand throughout the year. There are no entry requirements for any programmes stipulated by the Institution. A thorough discussion with faculty staff or the

Study Abroad Coordinator takes place with all applicants to ensure they fully understand the programme expectations.

3. Inspection process

The inspection was conducted through one day onsite and two days online, by one inspector. Meetings were held with the Principal, the Preceptor, the Director of Theological Studies, the Study Abroad Coordinator, and students. Various lessons were observed, and a physical tour of the premises, including the residential accommodation, was undertaken. Hard-copy and electronic documentation was scrutinised. All documentation requested was made available and all staff participated positively throughout the inspection.

4. Inspection history

Inspection type	Date
Re-accreditation	1–2 March 2017
Interim	12 March 2019

PART B – JUDGMENT 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 – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance, and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a well-defined and documented management structure that is well understood. It includes trustees, senior management staff, staff involved with teaching and learning, and support staff. As the Principal and Preceptor report to the Executive Council of ELCE, which acts as the governing body for Westfield House, it would be useful if the seven members of the Executive Council were included on the Institution's organisation chart in order to provide a complete picture of the structure.

The Principal and Preceptor are appropriately qualified and experienced and have a clear vision for the Institution, its staff, and its students, which enables them to manage the organisation effectively. They are supported by a small team of appropriately qualified and experienced teaching and support staff to form a highly effective, close working curriculum team.

Since the previous inspection, the Westfield House Certificate is now delivered, in totality, online. This was previously a qualification delivered in person, with online delivery being introduced in 2021. He is supported by the Principal and Preceptor, who have also had experience in the design and delivery of online programmes over the last ten years. Additional support can be accessed from the University of Cambridge and the Cambridge Theological Federation. This collaborative approach ensures the senior management has a secure and current understanding of the special requirements of Online, Distance and Blended Learning (ODBL).

There are effective channels of communication between the management and staff. Formal faculty meetings that include all staff are scheduled at least monthly, and additional smaller team meetings are scheduled at least weekly. Meetings are also supported by more regular informal communication as all staff are based on site. Telephone calls and emails are also used as and when needed. All communications are effectively recorded and disseminated to ensure there is an audit trail of the decisions made.

2. The administration of the institution is effective

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|-----|--|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has qualified and experienced administrative staff, consisting of the Principal and a Study Abroad Coordinator. Both have overall responsibility for the administration of the organisation. Both roles are supported by the Director of Theological Studies, who provides curriculum-level support. They work closely with the Preceptor to oversee the consistency of the administrative process from initial application to course completion.

The size of the administrative team is sufficient for the number of staff and students and ensures the effective day-to-day administration of the Institution. Administrative responsibilities are clearly identified and understood by all staff.

There are clear policies covering administrative procedures and systems. These are reviewed annually by the Principal. The policies are also included in the staff handbook and disseminated to staff during their induction. They are accessible to all staff through the Institution's secure online system.

Data-collection and collation systems are effective, secure and supported by suitable policies. The Principal, as the single point of contact, has undertaken recent training relating to compliance with all data-collection policies and regulations. Relevant policies are accessible from the Institution's website and information is disseminated to all staff and students at induction.

All administrative records are stored on a secure central database system and updated as appropriate, including staff and student information. The database system ensures that all staff have efficient access to up-to-date records and documentation. As a result, there are effective administrative procedures in place to support staff and students and ensure the efficient day-to-day running of the Institution.

The Institution employs secure identification verification processes to ensure that the student who registers on any programme is the same student who attends in person or online, and completes and receives certification. The Study Abroad Coordinator works closely with the Institution's partner universities to ensure this process is efficient and effective.

All staff are based at the Westfield House premises on a full- or part-time basis. There is an experienced, full-time member of staff nominated for technical support. The Institution also has access to Cambridge University's online technical support as well as an Information Technology (IT) technician within the Cambridge Theological Federation. The Virtual Learning Environment (VLE) is managed by the Cambridge Theological Federation, and this ensures staff can upload teaching and learning resources with ease.

All enquiries from students are handled promptly and sympathetically by the Study Abroad Coordinator and Principal for in-person programmes, and by the Director of Theological Studies for the online programme. This collaborative approach ensures staff are available to assist students effectively to resolve issues of a general and technological nature.

3. The institution employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The institution has a robust teaching staff recruitment system that is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Principal oversees the recruitment of all staff. The Institution has detailed and appropriate staff recruitment policies. These include policies on legal checks, academic references and the verification of qualifications for all staff.

The recruitment of all staff is dependent on their academic qualifications and experience within their subject specialisms. Staff experience and qualifications are appropriately verified by the Principal prior to employment contracts being issued.

All teaching and learning staff are based on site at the Institution and have previously undergone a face-to-face interview prior to employment. The Institution has a small and sufficient team in place. Newly recruited staff have a face-to-face interview in person or online. All staff must have a professional letter of reference verified prior to employment. This process is supported by an appropriate recruitment policy.

The performance of all staff is managed by the Principal. The Institution has a structured annual performance review process for all staff. The outcomes of the review process are recorded as part of the staff annual appraisal and this process is effectively documented.

For teaching staff, the performance review process includes ongoing peer observations and at least one scheduled lesson observation from the Principal during each programme delivered. As the Principal also teaches on some programmes, the Preceptor undertakes lesson observations of the Principal. The outcomes of the observations are formally recorded.

The review process also includes the identification of Continuing Professional Development (CPD) needs. CPD and any other identified support are overseen by the Principal. As a result, all staff understand what they do well and what they need to improve.

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

4.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's online and digital promotional materials provide an accurate depiction of the method of delivery, location, premises, facilities, resources and programmes offered. The Institution's website is well maintained and updated, inclusive of the programme now offered online.

The information provided prior to and at the start of programmes is relevant, accurate and up to date. The Institution also produces detailed student information packs for the Study Abroad programme. As a result, prospective students have access to comprehensive information to enable them to make informed choices about the most relevant programme to meet their needs.

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

5.1	Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
5.3	Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
5.5	Students receive a proper initial assessment that includes language ability to confirm their capability to complete the courses on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
5.6	Students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
5.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

There are no formal entry requirements for any of the Institution's programmes. In most cases, partner institutions are responsible for selecting students via their own application system and students are then referred to the Institution.

There are detailed course descriptions on the Institution's website. These clearly state what students can achieve at the end of each programme and how programmes can contribute to progression or professional development. All programmes are delivered in English and students are advised of the required level of English prior to enrolment. Although this information is discussed prior to enrolment with staff, it would be useful if this information were clearly stated on all programme descriptions on the Institution's website for prospective students for transparency.

The application process ensures that students provide all required information before enrolling. This is verified at registration prior to students commencing any programme. The Study Abroad Coordinator also arranges further communication between prospective students and their home university. The Principal works closely with partner institutions regarding student referrals, as well as communicating with external applicants.

All applications and general enquiries are responded to promptly by the Principal and Study Abroad Coordinator.

Applicants are provided with sufficient information to enable them to make an informed judgement about the suitability of the programmes offered by the Institution. There are also opportunities to discuss the programmes and their delivery methods prior to registration with faculty staff. The Institution produces detailed programme information packs that include lesson agendas, module information, required resources, learning aims and session plans.

Part of the application process requires an initial assessment that allows the Institution to confirm students' capabilities and identify any additional support needs.

The Institution ensures students are fully aware of the level of digital literacy required for each programme. This is communicated prior to any enrolment and supported throughout students' participation on all programmes.

The information provided to applicants, prior to enrolling on any programmes, clearly outlines the students' responsibility to check they have the skills and knowledge to study their chosen programme. In addition, students have a range of opportunities to disclose any specific needs prior to enrolment and while undertaking any programme.

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

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| 6.1 | There is an appropriate, clear and published policy on student attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate, clear and published policy on student attendance and punctuality. The policy is communicated to students prior to any programme commencing and is also presented as part of the induction and within the student handbook.

Attendance and punctuality are reviewed weekly as part of each programme evaluation by the Principal and the teaching and support staff.

The teachers are responsible for monitoring student attendance. Class numbers are checked at every lesson by the Principal and she and the Study Abroad Coordinator ensure absences are followed up immediately.

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

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|-----|--|---|-----------------------------|
| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has clearly set out an approach to obtaining feedback from students. All students are requested to complete a questionnaire at the end of each module or programme. Regular group discussions with staff also take place during programme delivery to check student satisfaction.

In addition, all Study Abroad students are assigned a personal tutor for individual meetings throughout the programme delivery. Feedback from partner institutions is also sought through regular online communications with the Principal and Study Abroad Coordinator. These will recommence as in-person meetings when international travel restarts.

All feedback is regularly reviewed by the Principal and Preceptor on completion of every programme.

Findings are reported at staff meetings and documented, including any follow-up actions. The responses to feedback are fed back to students and partners during delivery and after the programmes have been completed using in-person and online communication methods.

There is a mechanism for reporting on the Institution's response to the feedback to the student body. Student feedback is addressed immediately, wherever possible, and students are updated during the delivery of programmes. The Institution is planning to introduce an improved method of communicating its response to feedback to the student body as well as partner institutions. Implementation is planned for the end of this academic year.

These effective systems and processes ensure that the Institution works effectively with stakeholders to monitor its own standards and to drive improvements across all aspects of the education provision.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No

8.2 Reports are compiled at least annually that present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No

8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's programme evaluation process is used effectively as a tool to review the educational provision. The review process considers both staff and student feedback. In addition, annual reports are published to monitor all aspects of the Institution's performance.

The annual reports present the results of the Institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement and completion rates.

Action plans from annual reports are regularly reviewed by the governing body, with outcomes reported to senior management.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1 There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff. Yes No

9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No

9.3 The allocation of teachers to classes provides for a consistent learning experience. Yes No

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Director of Theological Studies leads and delivers the online, distance learning programme. He is supported by the Principal and Preceptor. The small team of experienced staff ensure that the teaching, learning and assessment of the programmes are effectively managed.

Timetables are carefully planned with consideration given to the method of delivery, equipment requirements, duration and student needs.

The allocation of teachers to programmes is carried out systematically. It is effective in ensuring that students receive a consistent and specialised learning experience, with teaching staff appropriately allocated based on their expertise and experience. These processes result in the highly effective delivery of teaching and learning, high completion rates and high rates of student satisfaction.

Programme content and materials are regularly reviewed, and this is a key activity in the Institution's quality cycle. This results in high-quality programmes that meet the needs of students and stakeholders. The programme management systems and processes are supported by appropriate policies to ensure all staff follow a consistent approach and students receive a high-quality learning experience.

Policies include those relating to the effective acquisition of academic teaching resources. The policies ensure that all teaching staff have access to the appropriate quantity and quality of resources throughout the programme delivery, which benefits all students.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

All programmes are carefully planned and designed to reflect student needs and subject specialist areas. They are regularly reviewed and updated to support their continuing currency and to prepare students for any assessments.

Students receive detailed programme materials at the beginning of their programmes, including all assessment schedules and deadlines. This results in students being well informed of their assessment deadlines, enabling them to manage course requirements and to work very effectively.

Programme delivery plans and lesson plans maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the Institution's partner institutions. Planning is inclusive of formative assessment opportunities that reflect the subjects and level of programmes effectively. Regular individual supervision is a key aspect of this process and ensures students are fully prepared for summative assessments. Delivery plans and timetables also include preparation and revision periods for summative assessment.

Teaching staff employ a range of appropriate methods and processes to encourage and support students to become independent learners. These include assessments of independent research, a supervisory system and opportunities to lead seminars. This is a high priority for the Institution. An improvement implemented for the next academic year is to

introduce an external Study Skills Tutor to work with all students to develop their independent learning skills to support their progression.

Teaching staff are experienced in understanding the use and application of the Institution's approach to the student learning experience. They are well informed about student needs and backgrounds, which they accommodate appropriately in their teaching delivery and methods of checking students' understanding.

Teaching staff are very confident in using a range of online technology that supports the effective delivery of teaching and learning. This results in a high-quality learning experience for all students and high levels of achievement.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Teaching staff are very well qualified and have extensive experience in their subject areas and in delivering in-person and online programmes. The allocation of teaching staff to programmes provides for a consistent learning experience for students and delivery is effectively monitored to ensure consistency.

Delivery methods and programme design are highly effective for programmes delivered online or in person. The Institution continuously reviews its resources in line with subject specialisms and works hard to ensure students have access to the latest resources to aid their professional development. In addition, the Institution has invested in digital technologies to ensure its online delivery is of industry standard.

Teaching and learning methods include small-group and independent study, with individual support and access to self-learning activities with well-designed assignments and study guides. The programmes are designed so that students are encouraged and enabled to develop independent learning skills using both online and classroom-based methods.

The staff appraisal system is inclusive of the review of student feedback and how teaching staff use this as one of the reflection tools to improve their own performance. There is also effective use of external moderators to observe classes and student feedback to ensure an objective perspective is included within the appraisal of teaching staff.

Teaching staff are also appropriately supported in their CPD and have been recently trained in delivering online learning. Teaching staff are also current research practitioners and are up to date in their level of subject knowledge and pedagogic and communication skills, which allows them to deliver the content of programmes effectively. The Institution is highly supportive of the academic engagement and progression of all of its staff and prioritises resources that may be required to enable staff to do this.

The Institution provides regular training for all its staff to ensure they are updated on policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology. Staff also regularly engage in CPD offered by Cambridge University and the Cambridge Theological Federation throughout the year.

Delivery and assessment plans are highly effective to ensure the differentiated learning needs of students are given a high priority.

Information received prior to students enrolling is evaluated to ensure the planning and delivery of lessons are fit for purpose and meet the needs of all students. The Institution also permits a wide range of submission methods for assessment materials that can be individualised in response to students' learning styles. Students were very positive about their learning experience and the approach of the Institution to supporting them as individuals.

Regular training provided by the Institution to all its teaching staff frequently includes the use of effective strategies to ensure all students are involved in their learning and that their understanding is regularly checked.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate resources and materials for study are available to the students and teachers.

The resources available to teaching staff and students are highly appropriate and tailored to the methods of delivery, the level of learning and subject specialisms. Additional support materials and study guides are also carefully designed to ensure they complement programme content effectively.

Teaching and learning resources are regularly checked across programmes to ensure consistency of standards and accessibility. Teaching staff are responsible for writing programme content and assessments and meet regularly to peer review and share good practice.

Course materials are clearly presented using appropriate methods and in sufficient detail to enable students to achieve the programme objectives.

The Institution provides a range conventional and online resources for students, including an on-site library, academic subscriptions and an online library. The Institution can also arrange for students to access the libraries of Cambridge University and Cambridge Theological Federation and online resources.

13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.5	Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

All programmes include a comprehensive schedule of assessments, which is provided to students in the programme information packs before the start of their programme of study. This results in students and teaching staff being well informed about formative assessment requirements and final submission deadlines.

Rigorous monitoring of progress and assessment outcomes results in timely intervention that supports progress and achievement for all students.

An effective monitoring and tracking system enables students to understand their progress towards their target level of achievement. This results in students being well informed of their progress.

Students are made aware of the Institution’s plagiarism policy at induction, and this is continuously communicated to students by teaching staff during programme delivery. The Institution takes appropriate steps to identify and discourage cheating and associated activity and offenders are penalised.

Regular reviews of progress and achievement enable the provision of effective additional advice and guidance on alternative programmes. Although rare, this allows students to be directed to more appropriate programmes of study, where appropriate.

An effective feedback format provides comprehensive information on how formative assessment content meets learning outcomes and assessment criteria. Students receive effective feedback that informs them of their strengths and areas to improve, and this is constructive and informative. This results in students being aware of their progress and which skills and knowledge need further development. In addition, students also have access to teaching and support staff outside their scheduled classes.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA

14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA

14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments

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

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

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

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments

17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education

17.1 Students have access to advice from an appropriate staff member on further study and career opportunities. Yes No

- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have access to information, advice and guidance from all members of the assessment team regarding further study opportunities and career progression. This process is effectively demonstrated through regular group and one-to-one communication with students.

INSPECTION AREA – STUDENT WELFARE

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

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently. Yes No
- 18.5 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.6 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 18.7 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. Yes No NA
- 18.8 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Yes No
- 18.9 The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the institution's responsibility. Yes No
- 18.10 The institution supports and encourages peer-interaction through a variety of communication channels including social media. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Study Abroad Coordinator is responsible for student welfare and is suitably experienced and qualified. The Study Abroad Coordinator is supported by experienced teaching staff, who are all trained to provide information, advice and guidance, as well as other relevant pastoral support.

Students receive effective advice and guidance from the Principal and the Study Abroad Coordinator, which ensures that they are well supported on their chosen programme. They are provided with detailed information, advice and guidance prior to any programme commencing.

All students receive an induction either prior to, or as part of, the first session of any programme. This is a standardised activity that can be amended to suit student needs and the delivery method. The induction activity is welcoming, engaging and informative. It includes relevant and appropriate information, including about students' expected behaviour and health and safety.

The Institution provides students with study guidance that supports them to learn effectively and efficiently. Students confirmed that the methods used have enabled them to work both collaboratively and independently.

All students are provided with contact details for the Study Abroad Coordinator and the Principal should they require support or assistance, including an emergency contact number for outside working hours.

The Institution's policies and procedures clearly state that abusive behaviour, including cyberbullying, is not tolerated. All students receive a handbook that includes all the Institution's policies to ensure that students are aware that any discriminatory or abusive behaviour is unacceptable.

A suitable policy and effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. This is inclusive of a risk assessment for the prevention of radicalisation and extremism. All staff have recently received training on how to protect students from the dangers of radicalisation and extremism.

Students are informed of any system requirements prior to enrolling on any programmes. They also have access to appropriate technical support to assist throughout their programme of study.

The Institution has a range of effective processes in place to encourage peer interaction in person and online, including through social media.

19. International students are provided with specific advice and assistance

19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No

19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No

19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes No

19.4 Provision of support takes into account cultural and religious considerations. Yes No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Study Abroad Coordinator liaises with students' home universities and ensures they receive comprehensive advice before their arrival on travelling to and staying in the UK.

On arrival to the UK, all international students receive a thorough induction, including detailed information about the local area.

The Study Abroad Coordinator is the main point of contact for international students and is present and available throughout the programme delivery.

The Institution fully takes into account the cultural and religious considerations of all students, including for all teaching and learning activities as well as any social programmes.

20. The fair treatment of students is ensured

20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No

20.2 Students have access to a fair complaints procedure, of which they are informed in writing at the start of the course. Yes No

20.3 Students are advised of BAC's own complaints procedure. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a fair and transparent enrolment procedure for all in-person and online programmes. Students are provided with clear contractual terms and conditions that are signed and dated. There is an appropriate refund policy in place.

Students have access to a fair complaints procedure, about which they are informed as part of the induction. The complaints procedure is also accessible from the Institution's website and includes clear reference to the BAC's complaints procedure.

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

- | | | | |
|------|---|---|--|
| 21.1 | Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Clear rules and fire and health and safety procedures are in place, with appropriate precautions taken for the security of students and their property. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided appropriate to the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

Comments

Residential accommodation is clean, safe and of a standard that meets the needs of students. This is open to inspection by the appropriate authorities as required although the Institution does not recruit students under the age of 18.

Clear rules and fire, and health and safety procedures are in place, with appropriate precautions taken for security of students and their property. Students confirmed that they have been fully informed of these procedures at their induction and positively commented on the accommodation and that they feel safe.

The Study Abroad Coordinator is the main contact responsible for the supervision of students. There is also a House Warden residing next to the residential accommodation, should students require additional supervision.

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- | | | | |
|------|--|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

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

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input 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 Study Abroad Coordinator and Principal provide all students with appropriate information regarding opportunities or events that may be of interest to them based on their academic and subject interests. These could be in the local area for in-person students or via online access for students studying online.

Staff ensure the social programme is responsive to the needs and requests of students. Students confirmed that the social programme has been highly enjoyable and engaging.

The Study Abroad Coordinator is responsible for planning the social programme and all teaching staff are involved in the supervision of activities. Any fees and costs are communicated to students prior to any students enrolling.

INSPECTION AREA – PREMISES AND FACILITIES

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

- | | | | | |
|------|---|---|-----------------------------|--|
| 24.1 | The institution has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.2 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

Comments

The Institution has secure tenure agreements for its head office premises.

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

- | | | | | |
|------|--|---|-----------------------------|--|
| 25.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 25.4 | General guidance on health and safety is made available to students, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.6 | There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The head office premises provide a safe, secure and clean environment for staff. There is appropriate secure access to the head office through the main building reception area on the ground floor. The Institution's offices are located on the first floor of the building and practical teaching areas are also located on the first floor.

General guidance on health and safety is provided to staff and visitors on arrival and all visitors are requested to sign in and are issued with a visitor badge. There are clear notices and signage regarding fire and other health and safety procedures throughout the building on the ground floor to ensure the safety of all visitors.

The facilities are spacious, effectively maintained and clean. They provide very good circulation space for the number of staff accommodated and to receive visitors. There are appropriately located toilet facilities throughout the premises that are clean and maintained daily, when open and in operation.

There is good heating and ventilation in all rooms and teaching areas.

26. Classrooms and other learning areas are appropriate for the courses offered

26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No

26.2 Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No

26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has access to teaching rooms on the ground floor that easily accommodate various numbers of students and teaching staff, depending on the set-up of the rooms. There are additional, smaller rooms that can be used for meetings if needed.

Teaching areas are well equipped and allow for the effective delivery of a range of teaching methods, including practical workshops. The Institution effectively supports students by providing all resources required for its programmes, such as Information Communication Technology (ICT), audio-visual equipment, interactive whiteboards and projectors.

All teaching areas can be used for formative and summative assessments and are appropriate for this purpose.

27. There are appropriate additional facilities for students and staff

27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No

27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No

27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA

27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA

27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have access to a sufficient number of suitable workspaces at the head office premises, if required.

Staff and students have access to suitable additional facilities at the head office, including office space for staff, communal areas and private meeting rooms.

Staff are supported while they deliver programmes and have access to lockable offices and secure storage. All teaching rooms are secure, allowing students to safely store personal belongings.

The administrative office is situated at the head office and is of a good size for administrative staff.

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

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

All staff are extremely passionate and committed to providing an excellent service to students.

The Institution produces detailed programme information packs that deliver agendas, module information, required resources, learning aims and session plans.

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 employ a range of methods and processes to encourage and support students to become independent learners.

The teaching staff are active research practitioners to ensure programmes are current and student focused.

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

STUDENT WELFARE

Institution's strengths

The Institution supports and encourages safe student interaction through a variety of methods that allow effective networking and sharing of good practice to enhance the student experience and support progression.

The Institution provides an excellent social programme that has been effectively planned in response to student needs.

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

PREMISES AND FACILITIES

Institution's strengths

The Institution has spacious head office premises that effectively promote a creative and professional learning environment for students.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the seven members of the Executive Council be included on the Institution's organisation chart.

The information regarding entry criteria should be clearly stated on all programme descriptions on the Institution's website.

It is recommended that the Institution continue to improve the method of communicating its response to feedback to the student body as well as partner institutions.

COMPLIANCE WITH STATUTORY REQUIREMENTS