BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL)
Full Inspection

NAME OF PROVIDER: Centre for European Master's Programmes

ADDRESS: Calle de la Princesa,
22 / 2º Izq,
Madrid,
Spain,
28008

HEAD OF PROVIDER: Mr Carlos Diaz

DATE OF INSPECTION: 1-3 March 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 23 March 2023

PART A – INTRODUCTION

1. Background to the provider

The Centre for European Master's Programmes (the Provider) is a private limited company offering a range of online courses in the healthcare, health, and sports sectors.

The Provider's registered Head Office is in Madrid, Spain. It was registered in Spain in 2020 as the Training Business Network, S.L, with teaching commencing in 2022. The Provider is part of the Training Business Network (TBN) which is a large international educational Group trading as Northius. The group has a number of brands, one of which is Centre for European Master's Programmes. British Accreditation Council (BAC) accreditation relates only to the online provision of the Provider.

The Provider's goal is to provide a flexible, high-quality education that meets the needs of their learners. Their objective is for their graduates to enter the job market quickly and efficiently and update their skills to enhance their professional profiles. They aim to do this through establishing a renowned faculty with hands-on training, an agile and intuitive learning platform and personalised learner support.

The Deputy Director provides day-to-day oversight of the Provider, reports to the board of Northius and is supported by managers with responsibility for editorial, course tutors, internships, information technology (IT) and quality assurance. Oversight is provided by the board of the Provider's parent company Northius.

2. Brief description of the current provision

The Provider offers a range of specialised, flexible and up-to-date courses that responds to the demands of a number of science-based industries. Courses are accredited by the Catholic University of Murcia (UCAM) in Spain and are only delivered online, in English language and on a part-time basis. The Provider delivers postgraduate courses (RQF Level 7) in Healthcare, Bioinformatics and biostatistics, Cosmetic Science, Medical Laboratory Science, Molecular Biology and Physiology, Physiotherapy and Sports Psychology. In Spain, these are known as non-official masters, and the courses provide 60 European Credit Transfer and Accumulation System (ECTS) credits. As in the UK a master's degree is a minimum of 90 ECTS.

Course delivery is of a practical nature, so that knowledge is acquired and assessed by means of continuous activities and assignments. At the end of the theoretical modules, learners carry out a final project supported by one of the Provider's specialist lecturers. During their course, learners receive academic support from their module teacher and pastoral support from a specialist welfare tutor.

There were 103 learners enrolled at the time of the inspection. All the learners are studying on Level 7 courses, are part-time and over 21 years of age. The majority of learners are female and come from Spain.

There are enrolment dates for each online course specified on the Provider's website.

All applicants are required to have at least an undergraduate degree in a relevant subject and a minority have a postgraduate degree.

3. Inspection process

The inspection was carried out remotely over three days by one inspector. The inspector held discussions with the Director of International Expansion (DoIE), the Director of Human Resources (DoHR), the Online Courses Academic Manager (OCAM) and the Customer Service Manager (CSM). Meetings were also held with a group of staff and learners. A cross-section of lessons was observed, and a wide range of electronic documentation was scrutinised. A virtual tour of the Provider's administration premises was undertaken. The Provider was extremely well prepared for the inspection and co-operated fully with the inspector.

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ No
1.2	The head of the provider and other senior managers are suitably qualified and/or experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and others working for the organisation, including those working remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals which effectively guides its activities that is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy that includes financial planning and data breaches and is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

A comprehensive and detailed management structure, with clearly defined and documented roles and responsibilities ensures that the Provider is well managed and effective oversight is provided. The staff structure is appropriate for the size and nature of the Provider's educational activities and is fully understood by staff. As a result, the Provider is well run, and a high level of education and learner welfare is provided.

The senior management team are highly experienced and very well qualified. They understand their responsibilities well and are highly effective in carrying out all aspects of their role. An in-depth knowledge and understanding of the requirements of online learning ensures that courses and their delivery meet learners' needs and that the learner experience is of a high quality and prioritised.

Communication between managers and the Provider's staff is highly effective, with regular weekly face-to-face and online meeting scheduled to ensure that all aspects of the Provider's business are regularly reviewed, and any issues dealt with in a timely manner.

A wide range of effective electronic methods are used to ensure that those working remotely have easy access to managers and other relevant staff. Regular meetings and electronic communications ensure that all staff are made aware of any operational changes and can ask any questions or raise any concerns.

A clear written statement of the Provider's mission and goals is effectively communicated to all stakeholders and effectively guides its activities. The statement is effectively implemented and regularly reviewed by senior managers.

A clear and appropriate written risk management strategy, which includes financial planning and data breaches, is in place and successfully implemented and regularly reviewed.

2.   The administration of online, distance and blended learning is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No

2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management and learners is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	☒ Yes ☐ No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	☒ Yes ☐ No
2.7	Learner and tutors' personal records are sufficient detailed and regularly updated.	☒ Yes ☐ No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	☒ Yes ☐ No

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

Comments

An appropriate number of very well qualified and suitably experienced administrators are in place and have clear and detailed job descriptions. They understand their roles and responsibilities well and are able to carry them out effectively. As a result, a wide range of well-defined and documented support is available to managers and learners.

A wide range of administrative policies and procedures are in place, effectively implemented, updated, and shared with staff and learners.

The working environment for managers and administrators is fit-for-purpose, modern and very well resourced. It meets the current needs of the Provider well and fully supports the day-to-day running of the Provider.

Systems for the collection of data and its collation are highly effective and fully support the administration of the provision. Systems for the logging and monitoring of teachers, tutors and learner interactions are robust and effectively monitored.

Records for learners and teaching and administrative staff are detailed, well maintained, and contain appropriate up-to-date personal information. The Provider has a robust security system and policies in place for protecting the data of its learners and staff.

3. The provider employs appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include for self-employed staff a signed performance service level agreement.	☒ Yes ☐ No
3.2	Appropriate checks, including experience and qualifications, are carried out before recruitment and accurate records are maintained.	☒ Yes ☐ No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☒ Yes ☐ No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	☒ Yes ☐ No
3.5	All staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Policies and procedures for the recruitment and continued employment of staff are detailed and effectively ensure that all staff are suitably qualified and experienced for their roles.

A dedicated human resources department oversees staff recruitment and ensures that all legal requirements are met. Provision for staff to sign self-employed performance service level agreements are available.

Experience and qualifications claimed during the recruitment process are appropriately checked and verified before employment and detailed records maintained. All staff have a face-to-face meeting as part of the interview process.

All staff have a formal annual performance review with their line-manager. The review process results in a personal development plan, with suitable opportunities for additional professional training identified.

4.	**Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**	
4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises.	☒ Yes ☐ No
4.2	Information on programmes is comprehensive and accurate.	☒ Yes ☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

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

Comments

Publicity materials, including the Provider's website, are of a high quality and provide accurate information about the courses offered and the Provider itself.

The information provided on the website includes how each course will be delivered, assessed and validated, as well as comprehensive details of the Provider's teaching staff including their relevant qualifications and teaching specialisms. As a result, learners report that they were able to access accurate and relevant information so that they could make an informed choice about what course to study.

Text and images used in publicity material are accurate and provide a fair reflection of the range of courses currently on offer, as well as other relevant information about the Provider itself. The materials are regularly reviewed and updated.

The Provider's key policies are available through their website.

5.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	☒ Yes ☐ No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
5.4	The feedback is reviewed by the management and appropriate action is taken.	☒ Yes ☐ No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	☒ Yes ☐ No
5.6	Reports are compiled at least annually, that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	☒ Yes ☐ No

5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	☒ Yes ☐ No

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

Comments

Excellent systems are in place for the Provider to monitor its own standards and assess its own performance. The systems are well-developed and embedded in the Provider's quality assurance procedures and effectively ensure that all aspects of the Provider's performance are periodically reviewed, and improvements made where necessary.

Feedback from learners and other stakeholders are regularly sought, recorded, and effectively analysed by managers. Where issues are highlighted, appropriate action is quickly taken to bring about improvement, with appropriate feedback about what actions have been taken provided to learners via the Provider's online platform.

Reports are regularly compiled by academic managers that clearly detail the Provider's performance and include an analysis of relevant data, including learner feedback, and any action plans.

Action plans are implemented and regularly reviewed, with outcomes reported to senior management.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6.   Management of the programme is effective

6.1	There is an effective manager or management team with experience of online, distance and blended learning who have responsibility for programme delivery and management of the teaching, learning and assessment team.	☒ Yes ☐ No
6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes ☐ No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	☒ Yes ☐ No☐ NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	☒ Yes ☐ No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	☒ Yes ☐ No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	☒ Yes ☐ No☐ NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	☒ Yes ☐ No
6.8	Learners have appropriate access to staff for academic and/or learning support.	☒ Yes ☐ No

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

Comments

Programme management and course development are excellent. The academic management team are highly qualified and experienced in managing, delivering, and developing online courses. In addition, academic staff effectively support the managers with their specialist academic knowledge to ensure the effective oversight of the delivery and development of each of the offered curriculum.

The allocation of teachers and support tutors to programmes is robust and ensures a consistent learning and support experience for learners so that they have the best possible chance of successfully completing their programme of study. Managers effectively use course data and regular observations of lessons to ensure a consistent delivery across the range of courses.

Clear and appropriate deadlines and schedules, including revision periods, are set and effectively communicated to learners via the Provider's online learning platform. Well-developed delivery methods and programme design are clearly linked to the achievement of defined learning outcomes to ensure that the programme objectives are effectively achieved.

The content and delivery of courses are regularly reviewed to ensure that all course materials reflect current knowledge and are highly effective in meeting the needs of the learners. As a result, programmes are highly effective in helping the learners develop their knowledge and skills required for assessments.

The commissioning of individual course content and materials is managed effectively and is appropriately checked to ensure standardisation across the provision. Learners have appropriate access to staff for academic and/or learning support.

7.	**Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning**	
7.1	Tutors are appropriately qualified and/or experienced.	☒ Yes ☐ No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
7.3	Tutors have an appropriate level of subject knowledge, pedagogic and communication skills that allows them to deliver the programmes effectively.	☒ Yes ☐ No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	☒ Yes ☐ No

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

Comments

Teachers are very well qualified and highly experienced in their subject areas and in the delivery of online courses. As a result, teachers demonstrate an excellent understanding of the challenges and demands of online learning, together with an appropriate level of subject knowledge, pedagogic and communication skills that allows them to deliver the programmes very effectively.

Learners speak highly of their teacher's subject knowledge and the support that they receive. Inspection findings confirm this view.

The Provider has secure systems in place that ensure that teachers and support tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.

8.	**Tutors respond to the individual learning needs of learners**	
8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	☒ Yes ☐ No
8.2	Learners are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	☒ Yes ☐ No

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

Comments

Teachers respond to the individual learning needs of learners extremely well. Learners' academic needs, as well as their support needs, are taken into account well in the planning, design and delivery of the programmes.

In addition, courses are highly effective in encouraging and enabling learners to develop independent learning skills.

A wide range of effective strategies are used by teachers to check learners' understanding of concepts and programme content. Designated welfare tutors effective deal with any addition support needs of the learners.

9. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	☒ Yes ☐ No ☐ NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	☒ Yes ☐ No ☐ NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	☒ Yes ☐ No ☐ NA
9.4	Learner assessment is guided by grading policies that are consistent and well-communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	☒ Yes ☐ No ☐ NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required.	☒ Yes ☐ No ☐ NA
9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	☒ Yes ☐ No ☐ NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	☒ Yes ☐ No ☐ NA
9.10	Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No

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

Comments

Detailed assessment criteria, dates and procedures are available to learners in writing at the start of their course and clearly detailed on the Provider's online platform.

Assessment is well-planned and takes place throughout the course. It maintains a clear focus on the set assessment criteria and the achievement of the intended learning outcomes. This reflects the content and standards of each modules final assessment and helps the learners and teacher to monitor progress.

Assessment is guided by appropriate grading policies and marked and returned to learners on time.

Learner performance is regularly discussed by teachers and learners, and clearly detailed on the Provider's online platform, so that the learners know how they are progressing. Timely interventions are made should a learner be making unsatisfactory progress.

Additional support, such as additional tuition, is provided if needed, including providing guidance on alternative programmes if learners are judged to be making insufficient progress on their current programme.

Appropriate policies and procedures are in place to discourage academic misconduct, including the use of anti-plagiarism software, and learners are provided with clear information. Prompt action and appropriate advice is given to all learners who miss an assessment deadline.

10.   The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

Courses are accredited by the Catholic University of Murcia (UCAM) in Spain.

11.   There is a clear rationale for programmes leading to unaccredited or internal awards

11.1	There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level.	☒ Yes ☐ No ☐ NA
11.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires.	☒ Yes ☐ No ☐ NA
11.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☒NA

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

Comments

A clear statement of the claimed level for each course is in place and appropriately linked to the European Credit Transfer and Accumulation System (ECTS).

Awards are accepted for the purposes of employment or further study.

External moderators are not required to be involved in the assessment process.

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

12.1	The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration.	☒ Yes ☐ No ☐ NA
12.2	For internal awards, there are effective systems in place for assessment security and administration.	☒ Yes ☐ No ☐ NA
12.3	For internal awards, there are clear procedures for learners to appeal against their marks.	☒ Yes ☐ No ☐ NA
12.4	There is an authentication process which enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA

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

Comments

Appropriate arrangements are in place for the administration of the assessment for each course. Arrangements comply with the requirements of the relevant awarding body in terms of assessment security and administration.

Detailed arrangements for the assessment of internal awards ensure their security and effective administration. Clear procedures for learners to appeal against their marks are in place.

An appropriate learner authentication process enables the Provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.

INSPECTION AREA – LEARNER SUPPORT

13. The enrolment process is comprehensive, transparent and supportive to applicants

13.1	The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs.	☒ Yes ☐ No
13.2	Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment.	☒ Yes ☐ No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	☒ Yes ☐ No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	☒ Yes ☐ No
13.5	Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners.	☒ Yes ☐ No ☐NA
13.6	The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified.	☒ Yes ☐ No ☐ NA
13.7	The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.	☒ Yes ☐ No
13.8	The provider has effective systems to identify learners who have special educational needs and disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	☒ Yes ☐ No
13.9	Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No

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

Comments

A wide range of information and advice and guidance is provided to learners prior to and at the start their course to ensure that they are registered on a programme of study that meets their expectations and needs. This includes comprehensive information regarding the content, delivery and overall aims of the course.

Enrolment and application documents are easily accessible online and simple to complete and submit. All application enquiries are responded to in a timely manner.

Clear entry requirements for each programme are set out on the Provider's website. They are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners. All claimed qualifications are appropriately verified before learners start their programme of study.

Applicants are made aware that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.

Effective systems to identify learners who have special educational needs and/or disabilities are identified and that any additional learning support or adjustments to their chosen program of study are made in a timely manner. Dedicated tutors are available to provide any additional support identified.

To enrol, the learners must provide a wide range of documentation; including an application for admission, Curriculum Vitae, proof of national identification and original academic qualifications. In addition, learners are asked to write a letter describing their academic background, professional experience, as well as personal and professional objectives and their motivations for taking their chosen postgraduate course. All learners have an undergraduate or postgraduate degree.

Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically.	☒ Yes ☐ No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	☒ Yes ☐ No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	☒ Yes ☐ No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	☒ Yes ☐ No
14.5	Learners are advised of BAC's complaints procedure.	☐ Yes ☐ No ☒NA
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	☐ Yes ☒No

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

Comments

An appropriate number of trained staff are available to deal with issues from learners of a general and technical nature. All enquiries are handled very promptly and sympathetically, which as confirmed in the meeting with learners.

Peer interaction is supported and encouraged through the Provider's virtual learning environment platform.

Policies and procedures for dealing with any abusive behaviour, including cyberbullying, are implemented effectively. This includes staff monitoring the online activities of learners, teachers and tutors, with prompt action taken if there are any concerns.

Staff have received relevant training for the prevention of radicalisation and extremism.

14.7 However, a suitable policy and appropriate risk assessments to protect learners from the risks associated with radicalisation and extremism are not in place.

15. Programme materials are appropriate to the medium of delivery and are effective

15.1	Programme designers make effective use of appropriate teaching and learning resources.	☒ Yes ☐ No
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA

15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	☒ Yes ☐ No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	☒ Yes ☐ No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	☒ Yes ☐ No

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

Comments

Courses are very well designed and effectively cover the knowledge and skills that are required to meet their stated learning outcomes, level of study, and use a wide range of high-quality teaching and learning resources. The course design includes an excellent range of support material.

Learning materials are very well presented and sufficiently comprehensive to enable learners to achieve the programme objectives. Their content is regularly reviewed and revised by the academic team to ensure that they are accurate and reflect current knowledge and practice.

Courses have a clear structure and appropriate learning objectives, which met the needs of the learners. A detailed course introduction provides instructions and guidance on how to study and how to use the learning materials.

16.   The technology used to deliver the programmes is fit for purpose and effective

16.1	The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner.	☒ Yes ☐ No
16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	☒ Yes ☐ No
16.3	The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely.	☒ Yes ☐ No

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

Comments

Appropriate and accessible technology is used to support the interaction between the Provider and the learners and to enhance instructional and educational services.

Materials and learning resources can be easily accessed by learners and their access is regularly checked by the Provider.

An experienced team of IT technicians are available to ensure that systems are always operative to provide appropriate support to teachers, tutor and staff working remotely.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

Strong and highly focused leadership that effectively guides the Provider and supports continuous development of the provision and its quality.
Well-established and highly effective communication arrangements are in place.
A highly effective and systematic administrative system effectively supports the day-to-daywork of the Provider.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Course materials are of a high quality and effectively support learning.
Very knowledgeable and highly qualified teacher and tutors are recruited, who effectively support their learners to achieve their chosen qualification.
Teaching is highly effective and results in high levels of learner progress.

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

LEARNER SUPPORT

Provider's Strengths

Very well-developed welfare system that effectively supports learners throughout their course.
Prompt action is taken to address any learner issues, which contributes to very high levels of satisfaction.
A highly effective IT platform fully supports all aspects of the Provider's work and promotes excellent learner support.

Actions Required	Priority H/M/L
14.7 The Provider must introduce an appropriate policy and a risk assessment in order to protect learners from the risks associated with radicalisation and extremism.	☒ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None.

COMPLIANCE WITH STATUTORY REQUIREMENTS