BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

UK Higher Education Institution (UKHEI) Full Inspection

INSTITUTION: Hyper Island

ADDRESS: 24 Lever Street
Manchester
M1 1DZ

HEAD OF INSTITUTION: David McCall

DATE OF INSPECTION: 24 and 25 June 2015

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

◉ Accreditation awarded for the full four-year period.

◯ Decision on accreditation deferred.

◯ Award of accreditation refused.

Date: 9 Jul 2015

1. Background to the institution

Hyper Island was founded in 1996 and currently has learning hubs in Manchester, London, Singapore and New York in addition to its Stockholm and Karlskrona sites in Sweden. Further expansion is likely to occur in Latin America. Its mission is to provide first class experiential learning to students in the fields of digital and interactive communications, business transformation and leadership. Hyper Island also provides a business consultancy service and delivers professional development courses for multi-national corporations such as Google, Unilever and Proctor and Gamble. Two founding principles are still very much at the forefront of the school's work. The first is to be industry-led and this results in representatives of the creative industries being commissioned to design, deliver and evaluate the school's programmes. Secondly, there is a strong emphasis on developing skills and competencies alongside self-leadership, self-awareness and individual personal growth.

The UK company was registered in 2009 with the primary focus at that time being on business consultancy. However, a year later the company decided to expand into the education market and, as a result, the Manchester centre was established in 2011. The school's emphasis on digital culture and technology within the creative industries has been complemented by an increasing focus on the business environment within which these industries exist. The company employs approximately 100 people globally. It has grown a network of over 200 high level industry partners and has a worldwide alumni of over 3000.

2. Brief description of the current provision

Hyper Island's methodology is based upon experiential learning: in simple terms, learning by doing. The Manchester school delivers full time postgraduate courses in Digital Media Management and Digital Experience Design accredited by Teesside University. A part-time variant of the Digital Media Management programme is offered at Hyper Island's central London site. In addition to these level 7 courses, there is a level 4 Diploma course in Interactive Design and Development awarded by AIM Awards. Other programmes are under active consideration. There are currently 98 students registered on the full-time programmes and 32 on the part-time.

3. Inspection process

The two-day inspection was carried out by one inspector and a student observer. The team met with a wide range of managerial and administrative staff, held meetings with students and academic facilitators, observed classes and examined a wide range of documentation both hardcopy and on line. A meeting was held with the Teesside University representative who has been associated with the programmes since their inception. On-line discussions were held with staff in London and an industry representative based in Glasgow.

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. **The institution 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 institution and other senior managers are suitably qualified and 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 staff.	⦿ Yes ○ No
1.4	The institution conducts a regular and systematic review of its overall performance.	⦿ Yes ○ No

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

Comments

There is a clearly defined management structure with effective channels of communication, both at school level and when communicating to the parent company's Board based in Sweden. This is achieved by a combination of face-to-face contact and electronic communication via the internet.

2. **The administration of the institution is effective**

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	⦿ Yes ○ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	⦿ Yes ○ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	⦿ Yes ○ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	⦿ Yes ○ No
2.5	Data collection and collation systems are effective.	⦿ Yes ○ No
2.6	Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students.	⦿ Yes ○ No
2.7	Administrative records are efficiently organised and stored.	⦿ Yes ○ No

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

Comments

There is a strong element of continuity with very little staff turnover. All administrators have substantial experience of delivering at this level and were appointed only after successfully completing a rigorous recruitment process. There is a tangible team ethic evident with programme directors and administrative staff working in tandem to ensure a seamless student experience. Record keeping is first class and students confirmed that the information they received from first inquiry to joining the programme was accurate and helpful.

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.	⊙ Yes	◯ No
3.2	Experience and qualifications claimed are verified before employment.	⊙ Yes	◯ No
3.3	There is an effective system for regularly reviewing the performance of staff.	⊙ Yes	◯ No
3.4	Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching, e.g. those teaching at undergraduate/ HND level will hold a post-graduate degree and appropriate experience.	⊙ Yes	◯ No

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

Comments

Staff performance is constantly monitored at an informal level made possible by the 'flat' managerial structure in operation and the culture of encouraging all members of the team to discuss and resolve any issue as and when it arises. This is in addition to formal staff development and appraisal procedures.

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.	⊙ Yes	◯ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	⊙ Yes	◯ No
4.3	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	⊙ Yes	◯ No
4.4	Students are informed of the full cost of all programmes, including costs of examinations and any required materials.	⊙ Yes	◯ No
4.5	Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated.	⊙ Yes	◯ No

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

Comments

Please note that 4.5 above is not applicable as the postgraduate qualifications are awarded by Teesside University. There is an interactive website providing accurate course information and this is complemented by high quality hard copy brochures.

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.	⦿ Yes ◯ No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	⦿ Yes ◯ No
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.	⦿ Yes ◯ No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	◯ Yes ◯ No ⦿ NA
5.5	Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.	⦿ Yes ◯ No

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

Comments

Entry requirements for the Masters programmes are a bachelor's degree or equivalent work experience. International students from outside the EU must prove their English skills by providing evidence of an IELTS score of 6.5 or above. Students confirmed that any queries regarding the nature and content of their programmes were answered promptly and in full.

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

6.1	There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.	⦿ Yes ◯ No ◯ NA
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.	⦿ Yes ◯ No ◯ NA
6.3	Student absences are followed up promptly and appropriate action taken.	⦿ Yes ◯ No ◯ NA

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

Comments

The informative student handbook details the attendance/absence policy. 100% attendance is required. The student handbook makes it clear that any unregistered absences will be followed up and that all student attendance will be monitored. Given the open-plan nature of the learning environment, students and facilitators mix together throughout each day and any unauthorised absences are soon noticed. Note that the approach adopted is that non-attendance is logged rather than attendance.

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

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.	● Yes ○ No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	● Yes ○ No
7.3	The feedback is reviewed by management and action is taken where necessary.	● Yes ○ No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	● Yes ○ No

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

Comments

A major benefit of the close working relationship between Hyper Island, the creative industries and Teesside University is the free flow of information between all stakeholders. The industry partners have a positive influence on course design and Teesside University is willing to quickly address any requests for modifications to the module content of its programmes. The experiential learning approach demands that courses reflect industry norms and the approach adopted by all interested parties is to be commended. Student feedback is obtained via end-of-module questionnaires.

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 which 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

Hyper Island complies with all annual quality assurance monitoring requirements imposed by the University. In addition it regularly reviews its own standards throughout programme team meetings and when contributing to discussions at Board level in Sweden.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. **Academic management is effective**

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	◉ 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
9.5	There is provision for academic leadership in each area of the academic programme.	◉ Yes ○ No
9.6	There are regular scheduled and minuted meetings of academic staff to review academic programmes.	◉ Yes ○ No
9.7	There are effective procedures in place for the induction and appraisal of all academic staff.	◉ Yes ○ No
9.8	There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards.	◉ Yes ○ No
9.9	Students have access to individual teaching staff in order to supplement classroom-based teaching and learning.	◉ Yes ○ No

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

Comments

Detailed staff CVs were provided together with appropriate job descriptions. In-house facilitators are joined by industry specialists in order to identify and integrate the latest industry requirements into the delivery mechanisms. There is an ongoing interchange of views and opinions. There are also regular minuted programme team meetings. There is a formal staff induction programme and ongoing performance appraisal is a notable feature of the way the school enhances staff development and performance.

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.	⦿ Yes ○ No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	⦿ Yes ○ No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	⦿ Yes ○ No
10.4	Students are encouraged and enabled to develop independent learning skills.	⦿ Yes ○ No
10.5	Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.	⦿ Yes ○ No
10.6	Any required coursework and revision periods are scheduled in advance.	⦿ Yes ○ No
10.7	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	⦿ Yes ○ No

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

Comments

The courses are designed via the tripartite arrangements with the University, industry specialists and Hyper Island facilitators. All modules have to be approved by Teesside University. The experiential learning approach puts self development and independent learning at the heart of the academic experience. At the conclusion of the taught programmes all students have to participate in an industry research project. Each student has to design a project brief and deliver it within an 18-week period. In this way independent research is placed in a professional context as each student will be working directly with a company in the sector.

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.	⦿ Yes ○ No
11.2	Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	⦿ Yes ○ No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	⦿ Yes ○ No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	⦿ Yes ○ No
11.5	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	⦿ Yes ○ No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	⦿ Yes ○ No
11.7	There is evidence of course planning to ensure curriculum coverage.	⦿ Yes ○ No
11.8	The balance between large and small group teaching is appropriate to the needs of higher education learning.	⦿ Yes ○ No
11.9	Students are encouraged to develop autonomy in the planning and management of the learning process.	⦿ Yes ○ No

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

Comments

In the experiential learning context 'teachers' are regarded as 'facilitators' working directly with the students in order to encourage self confidence, independent decision making and also team working. The University coordinator for the programme is a regular visitor and participant in the programmes. Students are provided with detailed module information including reading lists. The aims and objectives together with learning outcomes are also included in each module document. Students are also made aware of the assessment criteria against which their work will be judged. Reflecting the nature of the courses some assessments are based upon team working while others depend upon individual research.

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

12.1	The teaching methodology requires students to make use of the resources for study available to them.	◉ Yes	○ No
12.2	Resources for study are well organised and catalogued to facilitate access.	◉ Yes	○ No
12.3	Handouts and other resources are appropriate to the level of the course.	◉ Yes	○ No

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

Comments

Postgraduate students are registered with Teesside University and have direct access to all the on-line learning resources available to those studying at the university. Hyper Island purchases the latest editions of important textbooks and these have to be used on site. As the majority are studying at level 7, students must use the wide range of resources available to them in order to achieve high level success particularly at the project stage of the courses. The Diploma programme has been developed in collaboration with employers and the expectation is that the majority of diplomates will secure jobs with local creative industries.

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.	◉ Yes	○ No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	◉ Yes	○ No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	◉ Yes	○ No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	◉ Yes	○ 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.	◉ Yes	○ No
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.	◉ Yes	○ No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	◉ Yes	○ No
13.8	Student progress is measured and recorded regularly on the basis of adequate and explicit data.	◉ Yes	○ No
13.9	There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance.	◉ Yes	○ No
13.10	There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements.	◉ Yes	○ No

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

Comments

The depth and quality of feedback to students on their academic performance is outstanding. Students are informed in writing of what they have done well and what could have been done differently. Additional comments may be added and finally there is a summary of learning outcomes linked to industry leader expectations. Assessment performance is considered annually by the Teesside University Examination Board that includes input from external examiners. Warnings are given in the student handbook about the perils of plagiarism.

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

The Masters degrees are awarded by Teesside University. Hyper Island has to comply with the university's quality assurance and progression procedures. The Diploma in Interactive Design and Development is awarded by AIM Awards. This is an Ofqual-approved national awarding organisation.

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 NQF/QCF 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
15.4	There is evidence that the comments of external moderators have been addressed.	○ Yes ○ No ◉ NA

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

Comments

There are no unaccredited awards.

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
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

Comments

The Teesside University Annual Quality Review would address any problems with assessment security. To date no problems have been identified.

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 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

The close working relationship between Hyper Island and the creative industries results in students having access to industry leaders throughout their programmes of study. Industry information is supplemented by advice and assistance from programme leaders and other members of the in-house team. Hyper Island also hosts an on-line Jobs Board where companies can advertise job vacancies. By way of example in the two weeks prior to the inspection 48 jobs in 11 countries were advertised. There is also a separate section on the Jobs Board for advertising internships.

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	Students are issued with a contact number for out-of-hours and emergency support.	⦿ Yes ◯ No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	⦿ Yes ◯ No
18.6	There are effective systems to communicate with students.	⦿ Yes ◯ No
18.7	There are effective means for identifying and responding to student opinion.	⦿ Yes ◯ No

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

Comments

All members of staff offer pastoral support to students and this appears to work well, given that students and staff are in daily contact. As members of Teesside University all students have access to the University's welfare and counselling service although, given the geographic distance between the two centres, this precludes face-to-face meetings. However it is recommended that Hyper Island should consider designating and training one member of staff who has the specific responsibility of being identified as the first point of contact for students who wish to discuss confidential personal matters. It is accepted that students may choose not to approach that person, but nevertheless the option will remain available. The member of staff could also act as a liaison person with counselling and welfare services at the University. The school may also wish to consider enhancing its social media misuse policy to make more explicit the type of conduct covered and the penalties for failing to comply.

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. Where possible, students have access to speakers of their own first language.	◉ Yes ○ No

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

Comments

Students confirmed that the pre-arrival information was very helpful. There is an intensive induction course in which students are made aware of the day-to-day expectations of the experiential approach to learning. Students also receive a welcome pack that provides details of the Manchester area together with day-to-day information on health care, banking, housing etc.

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

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

Comments

The student handbook includes the complaints procedure. There are contracts for international and EU/home students.

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 which is adequate to the needs of students.	○ Yes ○ No
21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	○ Yes ○ No ○ NA
21.3	A level of supervision is provided appropriate to the needs of students.	○ Yes ○ No
21.4	Separate accommodation blocks are provided for students under 18.	○ Yes ○ No ○ NA
21.5	Students are provided with advice on suitable private accommodation.	○ Yes ○ No

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

Comments

Hyper Island does not offer any residential accommodation.

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.	○ Yes ○ 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.	○ Yes ○ No
22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules,terms and conditions of the provision.	○ Yes ○ No
22.4	Appropriate advice and support is given to both hosts and students before and during the placement.	○ Yes ○ No
22.5	Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.	○ Yes ○ No

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

Comments

Hyper Island does not organise home-stay accommodation.

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 which may be of interest.	⊙ Yes ○ No
23.2	The social programme is responsive to the needs and wishes of students.	⊙ Yes ○ No ○ NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.	⊙ Yes ○ No ○ NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	○ Yes ○ No ⊙ NA
23.5	Students are encouraged to develop and participate in extra-mural activities.	⊙ Yes ○ No

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

Comments

Hyper Island organises social gatherings to permit students to meet with industry leaders. There are also induction and leaving events organised by the school. All Hyper Island events are free to students. Hyper Island is located in the Northern Quarter of Manchester where there are numerous bars, restaurants and entertainment venues.

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.   ⦿ Yes ◯ No ◯ NA

24.2   Where required, the institution has access to suitable external premises for academic or   ◯ Yes ◯ No ⦿ NA
        non-academic purposes of a temporary or occasional nature.

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

Comments

Hyper Island is expected to vacate its current premises and relocate to larger accommodation in Manchester in 2016. At the moment it has a 'rolling contract' with its landlords, thus providing the flexibility to vacate at short notice.

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.   ⦿ Yes ◯ No

25.2   The premises are maintained in an adequate state of repair, decoration and cleanliness.   ⦿ Yes ◯ No

25.3   There are specific safety rules in areas of particular hazard (e.g. science laboratories), ◯ Yes ◯ No ⦿ NA
        made readily available to students, staff and visitors.

25.4   General guidance on health and safety is made available to students, staff and visitors.   ⦿ Yes ◯ No

25.5   There is adequate signage inside and outside of the premises and notice boards for the   ⦿ Yes ◯ No
        display of general information.

25.6   There is adequate circulation space for the number of students and staff accommodated,   ⦿ Yes ◯ No
        and a suitable area in which to receive visitors.

25.7   There are toilet facilities of an appropriate number and level of cleanliness.   ⦿ Yes ◯ No

25.8   There is adequate heating and ventilation in all rooms.   ⦿ Yes ◯ No

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

Comments

Door entrance to the main door and student entrance is via a key code.

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 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
26.4	Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials.	⦿ Yes	◯ No

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

Comments

There are presentation areas and breakout space to cater for the experiential learning approach.

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	
27.7	There is appropriate provision of required specialist teaching equipment and work areas.	⦿ Yes	◯ No	
27.8	There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students.	⦿ Yes	◯ No	

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

Comments

All students are expected to provide their own laptops. Wifi is available throughout the building.

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

* Experienced and enthusiastic management and administrative teams.
* Excellent national and international reputation in the creative industries' fields.
* First class record keeping systems and procedures.
* Excellent relationships with Teesside University and industry partners.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

* Robust recruitment and admissions process.
*Effective induction period.
*Highly motivated students.
*Outstanding student feedback processes.
*Excellent employment prospects for graduates.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

STUDENT WELFARE

Institution's strengths

* Excellent rapport between staff and students.
* A caring environment.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

PREMISES AND FACILITIES

Institution's strengths

*Excellent location in Manchester's Northern Quarter which is the hub for the city's creative industries

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

RECOMMENDED AREAS FOR IMPROVEMENT

* Hyper Island is recommended to consider designating and providing training to a member of staff who would be the first point of contact for students with personal problems.

* It is recommended that Hyper Island publishes a detailed social media misuse policy for both students and staff. This could supersede the existing references in the staff and student handbooks.

COMPLIANCE WITH STATUTORY REQUIREMENTS