

## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) with on-line provision Full Inspection

**INSTITUTION:** Charisma University

**ADDRESS:** 30 Sandcastle Road  
Suites 214 and 215  
Neptune CT  
Grace Bay  
Providenciales  
Turks and Caicos Islands

**HEAD OF INSTITUTION:** Dr PeterChris Okpala

**DATE OF INSPECTION:** 21 - 22 October 2016

**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: 15 Dec 2016

### 1. Background to the institution

Charisma University (the University) was originally established in the Philippines in 2011 to deliver on-line higher education programmes to students around the world. Whilst the Ministry of Education permitted the University to commence delivery, a moratorium in place at the time prevented the conferment of formal recognition to deliver higher education provision. Given that, as an on-line institution, location was not critical, the University relocated to the Turks and Caicos Islands in 2014. It acquired recognition from the Turks and Caicos Ministry of Education to operate as a degree-awarding institution. Since then, it has been delivering solely on-line higher education programmes.

The on-line nature of delivery means that there is no physical campus. There is a small suite of offices, on Providenciales Island, Turks and Caicos, where a registrar and IT support officer are based. Senior staff visit the offices periodically, as do other staff, as required. The premises include three offices, a reception area, kitchen and toilet facilities on the first floor of a small building. An annual awards ceremony takes place in Turks and Caicos, which some students attend. Management and teaching staff reside in locations around the world and communicate electronically on a day-to-day basis. All communication with students, learning support and access to learning resources is on-line.

The University's mission confirms its commitment to training students to become highly skilled professionals in business and in the other industries, for which Charisma University provides relevant programmes. The University aims to ensure its graduates are competent, caring and qualified professionals.

Charisma University is established as a private not-for-profit company. It has a governing body, which consists of a number of directors including the Chief Executive Officer (CEO) who provides a link between this body and the academic management of the University. The CEO, who reports to the Chancellor, is part of a senior team, which includes Senior Vice Presidents responsible for human resources, student affairs and counselling, enrolment and quality. In addition, each of the University's six schools, which are Business, Education, Psychology and Religion, Psychology and Behavioural Sciences, Law and Health Sciences (Schools) are led by a Dean to whom teaching staff report.

The University has achieved recognition for its business programmes from the Accreditation Council for Business Schools and Programmes (ACBSP), which is based in the United States of America (USA). It has also secured articulation agreements with a number of universities in the USA and Mexico, which enable its students to progress to these institutions' programmes.

### 2. Brief description of the current provision

The University offers a wide range of undergraduate and postgraduate programmes in the areas of business, hospitality, health sciences, education, law, theology, religion and philosophy. In addition, it offers doctoral programmes in business administration, cyber security administration, theology, education, sacred music, psychology and public health.

Not all the programmes had students studying on them at the time of the inspection.

Currently, there are approximately 570 students studying on the University's programmes. All students are over 18 years of age and are predominantly located in Asia (25 per cent), Africa (35 per cent), Middle East (10 per cent), North America (15 per cent), Europe (5 per cent). Most students are female.

There are six enrolment points annually and students can enrol for a minimum of one course, called a module and a maximum of two or three courses, over an eight-week semester.

Whilst this inspection considered the University's on-line provision, exclusively, the inspection team was informed that the University had received permission from the Turks and Caicos Ministry of Education to deliver on-campus programmes. The planning for this is in the very early stages and the University was informed that any addition of this to its provision would need to be the subject of an additional inspection.

### 3. Inspection process

The inspection was undertaken, over two days, by an inspection team, which comprised a lead inspector, a reporting inspector and a student representative. The team consulted a wide range of documentation in advance of and during the inspection. It met with senior managers and administrators, teaching staff and students. Due to the on-line nature of delivery, some staff attended the meetings on-line. The student meeting was conducted exclusively on-line. A formal

tour of the premises was not required because of the fact that these were very small. On-line delivery meant that teaching observations were not undertaken. Instead, the inspection team was provided with a comprehensive demonstration of the on-line learning and support platform from a student, administrator and teacher perspective. The student representative reviewed a number of modules. Information was made readily available to the inspection team and the level of co-operation was very good.

## PART B - JUDGEMENT AND EVIDENCE

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

### INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

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

1.1	The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.2	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.3	Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.4	The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.5	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.6	The governing body conducts regular risk assessment exercises in all areas of the institution's provision.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.7	All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.8	Senior managers have an understanding of the special requirements of online, distance and blended learning.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.9	There are clear channels of communication between the management and staff, especially those working remotely.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

The University has a sound approach to governance and management. The governing body exercises its responsibilities diligently. The membership on this body of the CEO facilitates effective communication between the governing body and the University's academic decision-making mechanisms. All senior managers are highly qualified for their roles and have impressive experience in higher education generally and in on-line learning specifically. Managers use on-line communication channels, effectively, to communicate with each other and with staff.

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

2.1	The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.2	There is provision for stakeholder input to inform the strategic direction of the institution.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.4	The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

Charisma University has an effective process for the formulation of its strategic plan. It seeks the views of stakeholders, including staff and students, through a suitable survey mechanism. This ensures that there is an opportunity for staff, outside the senior management team, and students to state their views on several strategic considerations, including Charisma University's vision and how to achieve it, the skill sets required to achieve the vision and the future demands of students. This is a strength of Charisma's approach to organisational management.

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

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

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

#### Comments

The University effectively manages its financial affairs.

## INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

- 4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. ☒ Yes ☐ No
- 4.2 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
- 4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders. ☒ Yes ☐ No
- 4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. ☒ Yes ☐ No
- 4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. ☐ Yes ☒ No
- 4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. ☐ Yes ☒ No
- 4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct. ☒ Yes ☐ No
- 4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. ☒ Yes ☐ No
- 4.9 A policy exists and is administered effectively regarding collection of and refund of student fees. ☒ Yes ☐ No
- 4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. ☐ Yes ☒ No
- 4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. ☐ Yes ☒ No
- 4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. ☒ Yes ☐ No

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

#### Comments

4.5 The University advised that it had a number of committees, which included those responsible for Curriculum and Instruction, Assessment, Performance and Accreditation, Planning, Professional Development and Compliance and Advisory and Grievance Review. Not all these committees have met and the University was not able to confirm the reporting arrangements for these planned committees. It was also unable to identify its supreme committee for academic matters.

4.6 The committees do not have stated terms of reference. Minutes are taken for the Strategic Planning Committee and the governing body. These lack any specific reference to actions required and, thus, do not provide the University with the mechanism, through which to monitor the completion of required actions.

4.10 4.11 These deficiencies are addressed under Standard 27.

Whilst the University has a comprehensive set of written policies and procedures, staff are not aware of the existence of the handbooks which contain these. It is recommended that the University ensures that staff have access to the relevant handbooks.

## 5. Academic management is effective

- |     |   |                                      |                                     |
|-----|---|--------------------------------------|-------------------------------------|
| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 5.6 | The appraisal procedures for tutors incorporate regular monitoring of tutor feedback.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.7 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

### Comments

The University implements a robust process for the proposal, design and validation of programmes.

5.5 Charisma University's provision is delivered exclusively on-line. This means that classroom observations are not relevant.

The University has robust processes, through which it monitors the effectiveness of its teaching staff, as they support students on-line. There are clear requirements for staff response times to students' queries, which the University monitors. The outcomes of student feedback are discussed with teaching staff in the annual performance review, which is conducted by the relevant Dean. All this informs the completion of faculty performance evaluation forms. In this way, the University meets this indicator but in a way which is appropriate to the mode of delivery.

6. **The institution if effectively administered**

- |      |  |   |
|------|--|---|
| 6.1  | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2  | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3  | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4  | Policies, procedures and systems are well documented and disseminated effectively across the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5  | Data collection and collation systems are effective and accurate.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6  | Data collection and collation systems are well documented and effectively disseminated.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7  | Classes are timetabled and rooms allocated appropriately for the courses offered.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 6.8  | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.9  | Student and Academic staff records are sufficient, accurately maintained and up-to-date.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.10 | The institution has a robust security system and policies in place for protecting the data of its Students and Academic staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.11 | 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="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Administrative functions are undertaken by an Associate Registrar, who is resident in Turks and Caicos and based at the University's offices there. The Registrar works remotely but visits the offices regularly.

The student record system is entirely on-line and the file for each student is comprehensive.

6.7 The on-line delivery of Charisma University's programmes means that the provision of teaching rooms is not required.

The University has developed significant experience in the management and delivery of on-line learning. It is particularly aware of the need to verify that the student who registers is the one who completes the programme and receives the relevant credit and award. It follows those processes which have become standard across on-line higher education and which include a requirement for the verification of extensive personal information. Most modules have low student numbers and include a significant amount of formative assessment. In this way, tutors get to know their students very well.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

- |     |  |   |
|-----|--|---|
| 7.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.                                     | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff.                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

7.6 The processes for the recruitment and employment of staff are unclear with regard to the extent to which the University meets the legal requirements relating to the employment of staff. The University must ensure that its processes make explicit reference to legal requirements.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 8. Academic staff are appropriately qualified and effective in facilitating student learning

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.3	Learning outcomes for all programmes are articulated and are publicly available.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.5	Academic staff ensure the active participation of all students in class activities.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
8.9	Academic staff draw upon current research in their teaching.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.10	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	<input type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.14	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 academic staff.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.15	The institution has a robust academic staff recruitment system which is designed to ensure the safety of the learners. The recruitment process for academic staff working remotely includes a face-to-face (i.e. Skype) interview.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.16	The allocation of academic staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.17	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 academic staff support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.18	Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
8.19	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

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

#### Comments

All students have access to an extensive and comprehensive on-line library, which includes relevant journals and text books. They also have access to a writing centre, through which students can refer to information on writing styles and other critical study skills. This resource is a strength of Charisma University's provision as it ensures that students have access to a wide variety of learning resources to support their studies.

8.8 The on-line nature of programme delivery means that the production of schemes of work and lesson plans is not relevant. Each module follows a format, whereby students are required to undertake a number of readings, which are

followed by formative assessments. There is then a summative assessment for each module.

9.	<b>Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work</b>	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input type="radio"/> Yes <input checked="" type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

The feedback to students is of a high quality. It is detailed and comprehensive, clearly articulates the reason for the grade awarded and provides students with an indication of how they can improve their grade in the future. This is a clear strength of the assessment process.

Some modules include formal examinations. These are managed effectively using a proctor system, which is well tried and tested across the international on-line higher education sector.

9.8 Charisma University does not have a process of internal and external moderation. The process, through which the on-line modules are designed, ensures that assignment briefs are approved. Therefore, there is internal moderation at the pre-assessment stage. However, there is no internal or external moderation process for student assessed work. The introduction of an internal and external post-assessment moderation process will give internal and external assurance of fairness in the marking process. It will also provide an opportunity for the dissemination of good practice.

10.	<b>The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities</b>	
10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.3	The institution encourages and supports staff to obtain additional qualifications.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.5	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	<input type="radio"/> Yes <input checked="" type="radio"/> No
10.6	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>This standard is judged to be:</b>		<input type="radio"/> Met <input checked="" type="radio"/> Partially Met <input type="radio"/> Not Met

### Comments

Many of Charisma University's academic staff members have impressive research records and many have publications to their names.

10.5 The University does not, however, provide any formal channels through which this can be disseminated. Nor does it provide external speakers to further enhance staff profiles. The University must provide opportunities for the sharing of current research activities amongst its staff and consider the benefits of using external speakers.

11.	<b>Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum</b>	
11.1	Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.5	The provider makes effective provisions for students to access conventional and online resources.	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>This standard is judged to be:</b>		<input checked="" type="radio"/> Met <input type="radio"/> Partially Met <input type="radio"/> Not Met

### Comments

The design of each on-line module follows a structure which requires students to read some text and then complete some formative assessment. Students may find this approach rather formulaic and lacking variety, particularly if they are studying two or more modules concurrently. Whilst tutors are able to augment the basic module learning materials, it is recommended that the University consider the introduction of more varied and engaging visual learning materials within the module design.

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

- 12.1 The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services. ☒ Yes ☐ No
- 12.2 The institution has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to students, academic staff and staff working remotely. ☒ Yes ☐ No

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

**Comments**

Staff and students reported that their access to the various technology was satisfactory. The use of on-line methods to communicate between staff works effectively.

**INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION**

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

- 13.1 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
- 13.2 Information on the programmes available is comprehensive, accurate and up-to-date. ☒ Yes ☐ No
- 13.3 There are effective procedures to update information on a regular basis. ☐ Yes ☒ No
- 13.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award. ☒ Yes ☐ No
- 13.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available. ☒ Yes ☐ No
- 13.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials. ☒ Yes ☐ No
- 13.7 Students are informed as to the necessary English language requirements for entry on to programmes. ☒ Yes ☐ No
- 13.8 The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students. ☒ Yes ☐ No

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

**Comments**

13.3 There were a number of inaccuracies on the University's website. These included erroneous information concerning student fees and reference to a non-existent institutional partnership. The University must implement a process, through which it formally approves website information and regularly checks the website to ensure that information is maintained and up-to-date.

Whilst the website contains some basic information about careers, this could be more expansive and include information concerning any professional body exemptions which may be relevant. It is recommended that the University remedy these minor shortcomings.

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

- |       |   |                                      |  |
|-------|---|--------------------------------------|--|
| 14.1  | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.                            | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.2  | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.3  | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.4  | All application enquiries are responded to promptly and appropriately.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.5  | Any recruitment agents are properly selected, briefed, monitored and evaluated.   | <input type="radio"/> Yes            | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 14.6  | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.              | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.7  | Students with special needs are identified so that appropriate support can be provided.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.8  | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.                               | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.9  | Students are made aware of the necessary level of digital literacy required to follow the stated programmes.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 14.10 | 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="radio"/> Yes | <input type="radio"/> No                                     |

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

**Comments**

The University implements robust procedures in the recruitment and admission of students. The comprehensive records, which detail each student's recruitment and admissions journey, are a strength of the student recruitment and admissions process.

The application process does not, however, require students to declare any special learning needs. The inspection team were assured that where such learning needs are identified, the University addresses these. However, it is recommended that it introduces a formal requirement that, on the application form, applicants are asked to declare any special learning needs so that these can be assessed and planned for before the student enrolls.

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

- |      |   |                                      |                                     |
|------|---|--------------------------------------|-------------------------------------|
| 15.1 | 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 15.2 | Students receive an appropriate induction and information on the pastoral support available to them.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 15.3 | Students are issued with a contact number for out-of-hours and emergency telephone support.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 15.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 15.5 | There are effective systems to communicate with students out of class hours.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

**Comments**

The University offers pastoral support to its students over and above what is expected of on-line learning provision and this is a clear strength of its student support arrangements.

15.4 Whilst the University has detailed policies on discrimination, these do not make specific reference to cyber bullying.

## 16. Students receive appropriate guidance

- |      |   |   |
|------|---|---|
| 16.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.3 | 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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.4 | 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="radio"/> Yes <input type="radio"/> No |
| 16.5 | The institution ensures that students understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.6 | The institution supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.7 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.                                    | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 16.8 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.                                  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.9 | Students have access to careers information including prospectuses for further study.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

Students are provided with an induction programme on-line. Tutors introduce themselves and information is provided which includes the assessment regulations. The induction programme is not particularly engaging for students. It is recommended that the University consider enhancing the induction programme to include, for example, an introduction from the CEO and other ways of motivating the student at this critical time in their on-line learning.

16.7 The University's complaints policy is contained within the student handbook. However, it does not include critical information concerning time lines nor does it make any reference to the opportunity for recourse to an independent adjudicator.

## 17. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary

- |      |   |   |
|------|---|---|
| 17.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.                              | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.3 | 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="radio"/> Yes <input type="radio"/> No |
| 17.4 | Student absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

Whilst the requirement for an attendance policy is not relevant to on-line learning, students are made well aware of the need to engage with their studies and the time commitment which is expected to be met. The University and its tutors are able to monitor levels of student engagement. Where there are concerns these are followed up.

The appointment of a specific personal tutor is not relevant for on-line learning. However, each module tutor acts in this capacity as the module is progressing and thereby monitors students progress. Students have easy access to their tutors.

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

- |      |  |  |
|------|--|--|
| 18.1 | Before their arrival, international students receive appropriate advice on travelling to and living in the country or location.                              | <input type="radio"/> Yes <input type="radio"/> No |
| 18.2 | On arrival, international students receive an appropriate induction in issues specific to the local area.  | <input type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international students continue to be available throughout their time at the institution.                                 | <input type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input type="radio"/> Yes <input type="radio"/> No |

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

**Comments** \_\_\_\_\_

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

- |      |   |   |
|------|---|---|
| 19.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input type="radio"/> Yes <input type="radio"/> No                          |
| 19.2 | Any residential accommodation is open to inspection by the appropriate authorities.                         | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 19.3 | A level of supervision is provided appropriate to the needs of students.                                    | <input type="radio"/> Yes <input type="radio"/> No                          |
| 19.4 | Students are provided with advice on suitable private accommodation.  | <input type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments** \_\_\_\_\_

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20. **The institution provides an appropriate social programme for students and information on activities in the locality**

- |      |  |  |
|------|--|--|
| 20.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input type="radio"/> Yes <input type="radio"/> No |
| 20.2 | The social programme is responsive to the needs and wishes of students.  | <input type="radio"/> Yes <input type="radio"/> No |
| 20.3 | Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.                     | <input type="radio"/> Yes <input type="radio"/> No |
| 20.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <input type="radio"/> Yes <input type="radio"/> No |
| 20.5 | Students are encouraged to develop and participate in extra-mural activities.  | <input type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

All students are studying on-line so this standard is not applicable.

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

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

- |      |   |  |
|------|---|--|
| 21.1 | The institution has secure tenure on its premises.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 21.2 | The institution has the legal right to use these premises for the delivery of higher education.   | <input type="radio"/> Yes <input checked="" type="radio"/> No                          |
| 21.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

**Comments**

21.2 is not applicable because Charisma University's premises are not used for the delivery of higher education. The premises are used for administrative purposes only.

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

- |      |   |                                      |                          |                                     |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 22.1 | Access to the premises is appropriately restricted and secured.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 22.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 22.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 22.4 | General guidance on health and safety is made available to students, staff and visitors.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 22.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 22.6 | 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="radio"/> Yes | <input type="radio"/> No |                                     |
| 22.7 | There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 22.8 | There is adequate air conditioning, heating and ventilation in all rooms.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |

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

**Comments**

As mentioned in the introduction to this report, Charisma University's premises are used for administrative purposes only.

23. **Classroom and other learning areas are appropriate for the programmes offered**

- |      |   |                           |                          |
|------|---|---------------------------|--------------------------|
| 23.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.                     | <input type="radio"/> Yes | <input type="radio"/> No |
| 23.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. | <input type="radio"/> Yes | <input type="radio"/> No |
| 23.3 | There are facilities suitable for conducting assessments such as examinations.  | <input type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

All Charisma University's provision is delivered on-line so there is no need for classroom and learning areas.

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

- |      |   |                                      |                                     |
|------|---|--------------------------------------|-------------------------------------|
| 24.1 | Students have access to sufficient space and suitable facilities for private individual study and group work.   | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 24.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 24.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 24.4 | Students and staff have access to secure storage for personal possessions where appropriate.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 24.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 24.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

**Comments**

24.1 24.2 These key indicators are not applicable because of the on-line nature of delivery at Charisma University.

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

- |      |  |                                      |                                     |
|------|--|--------------------------------------|-------------------------------------|
| 25.1 | The library is adequately staffed with appropriately qualified and experienced staff.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 25.2 | The library has sufficient space for student independent study and group working.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 25.3 | There is sufficient provision of learning materials including books, journals and periodicals and online materials.                        | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 25.4 | There is a well-organised lending policy.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 25.5 | There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 25.6 | Library opening times are sufficient to encourage and support student independent learning.  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |

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

**Comments**

25.1 25.2 25.4 25.6 These key indicators are not applicable because students are studying on-line. Students have access to a comprehensive on-line library which includes relevant journals and text books.

26. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

- |      |   |   |
|------|---|---|
| 26.1 | There are sufficient computers of the necessary specification to meet student and staff needs.                  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 26.2 | There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.             | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 26.3 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

**Comments**

This standard is not applicable as staff and students use their own IT resources. They are not provided by Charisma University.

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

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

- |      |  |   |
|------|--|---|
| 27.1 | The institution undertakes regular and systematic monitoring of its operations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.3 | The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.4 | The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.5 | Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.    | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.6 | All programmes are subject to annual review and to full revalidation every five years.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.7 | Annual review and revalidation of programmes involve external assessors.   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.8 | All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.9 | Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

27.2 Whilst there is no written annual monitoring process, the University does review student performance data and student feedback at each School's assessment committee. This process is not recorded, action plans are not formulated and this review is not informed by any specific performance indicators. Therefore, the University must formalise this process to include the formulation and use of performance indicators. In doing so, the University will also be addressing the omissions highlighted in Standard 4 key indicators 4.10 and 4.11, Standard 28 key indicator 28.4 and Standard 29 key indicators 29.3 and 29.4.

27.3 27.4 27.5 The University must ensure that its quality assurance system provides for the production of programme reports, which consider comparative data, make reference to enhancement (see Standard 28 below) and are considered by relevant management, staff and students across the University.

27.7 Programmes are reviewed periodically but this review does not involve the use of external assessors. The University must ensure that external assessors are consulted when it periodically reviews its programmes.

27.8 The University asserts that it has an internal quality assurance process. This is not articulated. The University must articulate the various processes which are contained within its quality assurance system.

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

28.1	Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.	<input checked="" type="radio"/> Yes <input type="radio"/> No
28.2	The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="radio"/> Yes <input type="radio"/> No
28.3	There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.	<input checked="" type="radio"/> Yes <input type="radio"/> No
28.4	Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.	<input type="radio"/> Yes <input checked="" type="radio"/> No
28.5	The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

**Comments**

The University uses an effective process through which it seeks the views of students through questionnaires. Students are not, however, routinely informed of the outcomes of their feedback.

28.4 This deficiency is addressed under Standard 27.

**29. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**

29.1	All stakeholders are invited and encouraged to make suggestions for enhancement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
29.2	In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
29.3	End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.	<input type="radio"/> Yes <input checked="" type="radio"/> No
29.4	Action plans are implemented and reviewed regularly within the institution's committee structure.	<input type="radio"/> Yes <input checked="" type="radio"/> No
29.5	Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.	<input checked="" type="radio"/> Yes <input type="radio"/> No
29.6	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

**Comments**

29.3 29.4 These deficiencies are addressed under Standard 27.

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**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.

☒ Yes ☐ No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

The University makes substantial efforts to seek and include formal faculty and wider input to the strategic planning process.

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

### ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

Actions required	Priority H/M/L
4.5 The University must progress the implementation of its committee structure and state the reporting lines of the structure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
4.6 The University must articulate the terms of reference for each of its committees and ensure that minutes clearly indicate required actions.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
7.6 The University must ensure that its recruitment and processes make explicit reference to legal requirements.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The detailed and helpful assessment feedback provided to students, which clearly indicates the reason for the grade and provides guidance for future performance improvement.

The access provided for students to the extensive on-line library and the writing centre which effectively supports student learning.

Actions required	Priority H/M/L
9.8 The University must design and implement an internal and external post-assessment moderation process.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
10.5 The University must provide opportunities for the sharing of current research activities amongst its staff and consider the benefits of using external speakers.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

## STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

### Institution's strengths

The robust student recruitment process.

The comprehensive recording of the student recruitment and admissions journey on student files.

The opportunities provided to students to access pastoral support.

Actions required	Priority H/M/L
13.3 The University must implement a process, through which it formally approves website information and regularly checks the website to ensure that information is up-to-date.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
15.4 The University must review its policies to ensure they make relevant reference to cyber bullying.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
16.7 The University must review the complaints policy to ensure it includes time lines and opportunities for recourse to an independent adjudicator.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

Actions required	Priority H/M/L
27.2 The University must formalise its review process to include the development and use of performance indicators. In doing so the University will also be addressing the omissions highlighted in Standard 4, key indicators 4.10 and 4.11, Standard 28, key indicator 28.4 and Standard 29, key indicators 29.3 and 29.4.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
27.3 27.4 27.5 The University must ensure that its quality assurance system provides for the production of programme reports, which consider comparative data, make reference to enhancement and which are considered by relevant management, staff and students across the University.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
27.7 The University must ensure that external assessors are consulted when it periodically reviews its programmes.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

27.8 The University must articulate the various processes which are contained within its quality assurance system.

☒ High ☐ Medium ☐ Low

#### RECOMMENDED AREAS FOR IMPROVEMENT

Ensure that staff have access to the University's policies and procedures through the provision of the Faculty and Staff Handbooks.

Formalise the opportunities staff have to share their research interests and outputs.

Consider more varied and engaging visual learning resources within the on-line modules.

In reviewing the website, consider enhancing the careers information provided as well as that relating to professional body exemptions.

Consider introducing a requirement on the application form for students to declare any specific learning needs.

Consider enhancing the student induction process.

Ensure that students are routinely and formally informed of the outcomes of their feedback.

#### COMPLIANCE WITH STATUTORY REQUIREMENTS