

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

INSTITUTION: Redcliffe College

ADDRESS: College Green
Gloucester
GL1 2LX

HEAD OF INSTITUTION: Mr Rob Hay

DATE OF INSPECTION: 25-26 August 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: 13 Oct 2016

1. Background to the institution

Redcliffe College (the College) was established in 1892. It was based first in Chelsea, later moving to Redcliffe Gardens in Kensington, from which the current name of the College is derived. The College originally trained single women who wished to be involved in missionary work and was the first of its kind in England. It moved from London to Gloucester in 1995. The College is situated in a pleasant location in the centre of the city, close to Gloucester cathedral. The College is comprised of two large buildings, from which all academic, administrative and pastoral needs are delivered.

The College is legally structured as a charity, limited by guarantee. It is overseen by a Board of Trustees, which meets four times per year. The College provides education and training to students from over thirty countries. It is an interdenominational evangelical college focused on providing bible based training at postgraduate level.

The College's relationship with the University of Gloucestershire commenced in 1997 with the introduction of an undergraduate programme. Postgraduate provision was introduced in 2003. After a recent strategic review, it was decided to concentrate on delivering a small number of postgraduate programmes and the Bachelor of Arts course was phased out in 2016.

2. Brief description of the current provision

The College currently offers five MA programmes, which are validated by the University of Gloucestershire: MA Contemporary Missiology; MA Member Care; MA Global Leadership in Intercultural Contexts; MA Field Linguistics and MA Literary Programme Development. There are three MA programmes being phased out: MA European Mission and Intercultural Christianity; MA Bible and Mission and MA Justice, Advocacy and Reconciliation in Intercultural Contexts. There are twelve students currently registered on these latter three courses.

Academic provision is delivered on campus via face to face instruction and summer schools. The College has adopted a blended learning approach for off campus delivery. There are currently 145 students registered on College courses.

3. Inspection process

The inspection was carried out by three inspectors over a two day period. Meetings were held with the Principal and members of the leadership team, including the Vice Principal, Academic Co-ordinator, Research Fellow and the Director of the Centre for Linguistics, Translation and Literacy. Four classes were observed, together with a number of classes, from earlier in the academic year, that had been recorded in preparation for potential use as part of the College's commitment to blended learning. The inspectors met with 10 students. Further meetings were convened between the inspectors and support staff and the University of Gloucestershire's link person. Inspectors also undertook a tour of the premise. Residential accommodation was also viewed. Documents were scrutinised both prior to the inspection and during the course of the visit. This inspection report is in relation to the provider's provision in the United Kingdom only.

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

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|-----|--|---|
| 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 |

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

Comments

The Board of Trustees works extremely closely with the leadership team. Meetings of both are minuted in great detail. One element of good practice is that the Trustees will, when the agenda demands it, arrange for the meeting to be conducted over two days in order to facilitate detailed discussion of key College matters.

It is recommended that the Board should takes steps to ensure that one of its members regularly attends meetings of the Academic Board.

All academic programmes offered by the College are validated by the University of Gloucestershire which conducts periodic reviews and annual monitoring of the academic provision.

2. The institution has a clear and achievable strategy

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| 2.1 | The institution has a clear strategy for the development of its higher education provision which is supported by appropriate 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

The College has rationalised its academic provision and as a consequence has phased out its undergraduate programme and is currently in the process of phasing out three of its portfolio of eight MA programmes. The current action plan envisages the possibility of delivering programmes in overseas locations. The first Redcliffe 'Hub' should be operational early next year in Sydney and has attracted interest from potential students in both Australia and New Zealand. The College has received the support of the University of Gloucestershire for this programme and it is included in the University's collaborative provision document for the academic session 2016-7. The College should be aware that this

development does not form part of the current accreditation process.

There is an effective working relationship between the Board of Trustees and the College's senior managers.

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 inspectors had access to three years of financial statements. The College's auditors had signed off the accounts without qualification in each of the those years. The full accounts for the financial year ending July 31st 2015 were filed at Companies House in August 2016.

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

The College has two major committees, which are the Leadership Team and the Academic Board. These work closely together in order to ensure effective management of the College. The former focuses on strategic and business issues and

the latter on academic matters.

Course leaders meet formally at the Course Committee and will forward items to the Academic Board for discussion and approval.

There is a strong collegiate atmosphere which means that all senior managers have an excellent appreciation of matters at various levels of the institution.

5. Academic management is effective

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|-----|---|--------------------------------------|-------------------------------------|
| 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 | 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 move to its current premises earlier this year has meant that the College has not yet reinstated a formal approach to recording classroom observations.

The College has fostered an excellent research environment and staff are well supported at a professional development level.

6. The institution is effectively administered

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|-----|---|--------------------------------------|--------------------------|
| 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 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The administrative staff ensure that the College runs smoothly. No issues relating to administrative matters were raised at the student meeting.

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

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|-----|--|---|
| 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 checked="" type="radio"/> Yes <input 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

Staff numbers at both academic and administrative levels are small. They are more than adequate to service the current number of students that are enrolled on the College's programmes.

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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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

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

Comments

All programmes are at postgraduate level and students are well supported and prepared for study. In particular, there is a strong emphasis on the development and implementation of research skills. These are embedded in the programmes from the outset and ensure that students are able to develop and use these skills to enhance their performance.

The excellent library and access to on-line resources effectively supports the development of these research skills. This approach represents a key strength of the Colleges provision. In line with practice across much of the HE sector, there is no requirement for teaching staff to produce formal schemes of work and lesson plans. Teaching is undertaken in short intensive blocks and students are provided with all relevant module information, including the module specification, timetable and pre-reading, which ensures that they are clear about their learning obligations and expectations.

Lessons observed confirm a structured approach to the organisation and delivery of learning. Inspectors were satisfied, therefore, that, although standard 8.8 is not specifically met, the alternative arrangements in place ensure that lessons are appropriately planned and executed and therefore this standard was met overall.

9.	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	
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 checked="" type="radio"/> Yes <input 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 management and delivery of assessment is effective. In particular, the setting and approving of assessment briefs is an example of good practice and represents a key strength. Module coordinators set assessments. They are reviewed by a formally constituted Assessment Scrutiny Panel, which meets three times per year for the express purpose of reviewing and approving all assessments. This review takes into account matters arising from the last delivery and assessment of the module, including tutor and student comments.

External examiner reports confirm that the standards achieved by the College's students compare favourably with academic standards across the United Kingdom Higher Education sector.

10.	The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities	
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 checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

Academic staff are extremely well qualified. Most have higher degrees and PhDs and others are currently studying at doctorate level. Research and scholarly activity is positively encouraged and staff have 15 days per year of study leave. The College's commitment to and support for research is a key strength particularly in the ways this positively impacts on the curriculum. The College actively encourages and supports its staff in research and scholarship and has established a genuine research culture.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

11.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.3	There are effective procedures to update information on a regular basis.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.8	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.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

Most students are already in employment and view the acquisition of a Master's level qualification as a contribution to their continuing professional development.

The website provides a comprehensive range of relevant information for prospective students. However, it is recommended that the College checks and updates the information more frequently than at present.

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

12.1	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
12.2	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
12.3	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
12.4	All application enquiries are responded to promptly and appropriately.	<input checked="" type="radio"/> Yes <input type="radio"/> No
12.5	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA
12.6	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
12.7	Students with special needs are identified so that appropriate support can be provided.	<input checked="" type="radio"/> Yes <input type="radio"/> No
12.8	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

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

Comments

Students warmly endorse the College's approach to recruitment and stated that their enquiries were answered quickly and effectively.

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

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| 13.1 | 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 |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | 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

Students have free access to an on-site counsellor. Given that students from over thirty countries attend the College, it is regarded as vital that such a service is available.

The College encourages informal meetings between staff and students, through the expedient of providing time off from classes for coffee breaks. Such informal meetings are deemed to be helpful in assisting student integration into the College environment. It may also allow staff to identify potential problems that students may be experiencing but are reluctant to raise formally with tutors.

14. Students receive appropriate guidance

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| 14.1 | 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 |
| 14.2 | 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 |
| 14.3 | 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | 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 |
| 14.3 | 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

There is a very detailed induction programme for new students. Given the relatively small numbers in the educational community, students are always able to have any concerns addressed quickly.

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

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| 15.1 | 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 |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | 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

Attendance is not recorded. However, as it is a very small institution, staff, both academic and administrative, will quickly notice any absences and appropriate action is taken. The inspectors, therefore, consider this standard to be met overall.

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

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| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in the country or location. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.2 | On arrival, international students receive an appropriate induction in issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.3 | Information and advice specific to international students continue to be available throughout their time at the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

International students were extremely satisfied with the help and assistance they received prior to arriving in Gloucester.

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

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|------|---|--|
| 17.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.3 | A level of supervision is provided appropriate to the needs of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.4 | Students are provided with advice on suitable private accommodation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

If requested, the College will assist students in helping to secure accommodation.

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

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|------|--|---|
| 18.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Community group meetings are organised each Friday so that staff and students may get to know each other outside the classroom environment. The College is located in central Gloucester and, therefore, all local amenities are readily available to the students.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

- | | | |
|------|---|--|
| 19.1 | The institution has secure tenure on its premises. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | The institution has the legal right to use these premises for the delivery of higher education. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

The College has secure possession of its premises until 2025.

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

- | | | | |
|------|---|--------------------------------------|--|
| 20.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 20.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 20.3 | 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 |
| 20.4 | General guidance on health and safety is made available to students, staff and visitors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 20.5 | 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 |
| 20.6 | 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 |
| 20.7 | 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 |
| 20.8 | 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

Visitors, staff and students are signed in and are provided with a lanyard with their name on and a key fob that permits entry to secure areas of the College.

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

- | | | | |
|------|---|--------------------------------------|--------------------------|
| 21.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 21.2 | 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 checked="" type="radio"/> Yes | <input type="radio"/> No |
| 21.3 | There are facilities suitable for conducting assessments such as examinations. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Teaching and learning accommodation are satisfactory for the current number of students. The College also has the ability to acquire additional classroom space from the Gloucester Diocese, should the need arise.

22. There are appropriate additional facilities for students and staff

- | | | |
|------|---|---|
| 22.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.3 | 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 |
| 22.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.5 | 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 |
| 22.5 | 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

College activities centre on two buildings close to Gloucester Cathedral. Administrative and academic staff accommodation is located in one building, while teaching, meeting and library provision is based in the other.

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

- | | | |
|------|--|---|
| 23.1 | The library is adequately staffed with appropriately qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.2 | The library has sufficient space for student independent study and group working. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.3 | There is sufficient provision of learning materials including books, journals and periodicals and online materials. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.4 | There is a well-organised lending policy. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.5 | 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 |
| 23.6 | Library opening times are sufficient to encourage and support student independent learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students have access to a library with over 18,000 books. Additional learning resource provision is available on-line, enabling students to access a wide range of e-journals.

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

- | | | |
|------|---|---|
| 24.1 | There are sufficient computers of the necessary specification to meet student and staff needs. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.2 | There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.3 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students are required to bring their own laptops. However, there are two computers available for library search purposes. There are some issues with the quality of the internet, but the institution is aware of this and action has been taken to expand the bandwidth provision.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

- | | | |
|------|--|---|
| 25.1 | The institution undertakes regular and systematic monitoring of its operations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.2 | The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.3 | 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.4 | 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.5 | 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.6 | All programmes are subject to annual review and to full revalidation every five years. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.7 | Annual review and revalidation of programmes involve external assessors. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.8 | 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 |
| 25.9 | 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

The College has a sound approach to the oversight of quality. This includes a named individual with responsibility for oversight of the range of quality processes and an effective committee structure. However, the practice of having a comprehensive, College devised, quality handbook has in recent time been replaced with a handbook which essentially contains the University processes for validation and periodic review. This means that whilst the relevant quality processes take place, the processes and procedures are not contained in a Redcliffe College badged publication. The College must revert to the publication of a Redcliffe quality handbook which contains the full range of quality processes, including

moderation, external examiners, annual monitoring, student representation and feedback and the committee structure.

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

- | | | |
|------|---|---|
| 26.1 | 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 |
| 26.2 | 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 |
| 26.3 | 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 |
| 26.4 | 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.5 | 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 College implements effective processes to obtain formal feedback from students and other stakeholders using a range of methods which includes module-level questionnaires from students. Feedback at programme-level is achieved through exit interviews and are conducted by the Principal. The size of the College and the close professional relationships it develops with its students mean that students, are able to provide continuous informal feedback and consequently the College is able to address any issues as they arise.

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

- | | | |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | 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 |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | 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 |
| 27.6 | 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

The College has engendered an ethos of continual quality improvement. The enhancement of its provision is seen as an ongoing and constant priority. The minutes from meetings of its committees and Trustees evidence this commitment. Examples of deliberate steps taken to enhance the provision include improvements to the library resources and in particular to the provision of on-line resources. Also, feedback from staff and students on the delivery of the summer schools has resulted in improvements year on year.

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

Very effective working relationship between senior managers and the Board of Trustees.

Sound financial management.

Two day Board of Trustees meetings take place when deemed necessary.

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

Experienced academic managers.

Supportive administrative staff.

Development of a strong collegiate atmosphere at the College.

Actions required	Priority H/M/L
5.5 The College must reinstate a formal approach to the recording of classroom observations.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The preparation of students for postgraduate study, in particular the embedding of research skills from the beginning of the courses.

The work of the Assessment Scrutiny Panel which approves all assessment briefs.

The commitment to promoting a research culture which permeates across the College.

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

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

There is a close relationship between staff and students facilitated by scheduled shared break times and "community groups" on Fridays.

On-site counselling service.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Good provision of learning resources.

Good relationship with the Diocese which can provide extra teaching space if and when needed.

Well managed premises and facilities.

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

Good working relationship with the key quality assurance personnel at the University of Gloucestershire.

Positive external examiners reports as part of the annual monitoring procedures.

Actions required	Priority H/M/L
25.8 The College must produce a comprehensive Redcliffe quality handbook containing all the relevant quality processes to include moderation, annual monitoring, student feedback and representation, external examiners and the committee structure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Board of Trustees takes steps to ensure that it has representation at meetings of the Academic Board.

It is recommended that the College frequently checks and updates its website content to ensure that it is maintained up-to-date.

COMPLIANCE WITH STATUTORY REQUIREMENTS