

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: QA Higher Education

ADDRESS: 5th Floor, Centre City
5-7 Hill Street
Birmingham
B5 4UA

HEAD OF INSTITUTION: Ms Julie Noone

DATE OF INSPECTION: 18-20 March 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation withdrawn

DATE: 23 May 2019

PART A – INTRODUCTION

1. Background to the institution

QA Higher Education (QAHE), formally known as QA Business School (QABS), was established and incorporated as a private limited company in October 2010. In July 2014, it changed its name to QAHE. QAHE is part of the QA Limited Group, a privately-owned training company. The Institution offers franchised undergraduate and postgraduate degrees in partnership with the Ulster University, the University of Roehampton, Northumbria University and the University of Middlesex.

QAHE's mission is to provide high quality vocationally-orientated programmes which support the development of students' knowledge and professional skills, preparing them for the world of work and continuing professional development. QAHE currently has four campuses, one in Manchester which is not accredited by the British Accreditation Council (BAC), two in central London and one smaller campus in Birmingham. The campuses in London and Birmingham have been separately accredited by BAC and are now being inspected as a single Institution.

QAHE's senior management team consists of the Managing Director, the Executive Dean, the Dean of Faculty, the Director of Operations, the Finance Director, the Institutional Relationships Director and the Marketing and Recruitment Director. The Managing Director, as the senior manager, reports to the QA Executive Board which agrees investment and strategic priorities.

In January 2013, a ten-year agreement was signed by QABS and the University of Ulster, which confirmed QABS as an affiliate college. Since that time, QAHE has been designated as a branch campus of the University. Formal programme recognition agreements were signed in January, May and September 2013 as well as in January 2014. A London campus of Northumbria University (NU) was opened, in partnership with QAHE, in September 2014, based in a second location in Central London, offering undergraduate and postgraduate business and computing related programmes for full and part-time study. A partnership was established with the University of Roehampton in June 2015 allowing QAHE to offer franchised four-year undergraduate programmes along with Master's programmes, and a further partnership was established with Middlesex University in 2017 to offer undergraduate and postgraduate provision at the Rosebery Avenue campus in London, and the Birmingham campus.

As a result of a strategic review of the partnership between QAHE and Roehampton University an agreement was reached in January 2018 to phase out recruitment onto the undergraduate programmes. Recruitment is due to continue up to and including September 2019, with teaching planned to finish in 2023.

2. Brief description of the current provision

The Birmingham and Rosebery Avenue London campuses offer full-time three year taught undergraduate programmes and one-year postgraduate programmes through franchise partnerships with the University of Ulster. These include undergraduate degrees in accounting and management, business, computing and marketing, and postgraduate degrees in international business, marketing and Master of Business Administration (MBA) Advanced Practice. The University of Roehampton provision offered at the London Rosebery Avenue and Birmingham campuses includes undergraduate and postgraduate programmes in business management, marketing and computer technologies. Middlesex University franchised provision, including three and four-year undergraduate programmes in Business Management (Healthcare), was approved for delivery in London and Birmingham from January 2018, and a Bachelor of Science (BSc) from July 2018 in Business Accounting. The Northumbria London campus offers top-up degrees in Bachelor of Arts (BA) Business, BA Business Enterprise Creation and Management, BA International Banking and Finance and Management along with BSc Applied Computing and postgraduate provision in (Master of Science) MSc Web and Mobile Development, MSc Computing and Information Technology (IT), MSc Digital Marketing, MSc Cyber Security, MSc Project Management, Master of Arts (MA) Design Management, MSc Computing Technology, MSc Cyber Security Technology and MSc Information Security Management. Master's programmes are offered as one year full-time and two-year part-time study options.

The Birmingham campus had 1,118 students registered at the time of the inspection, with the provision including business management, business studies, international business, accounting and management, computer systems, marketing and business management for healthcare. The same range of programmes are offered at the Roseberry Avenue Campus in London which had 3,148 students enrolled at the time of the inspection. The largest group of 1,168 students were studying on the University of Roehampton BSc Business Management.

The Northumbria University programmes are only delivered at the Middlesex Street campus in London, which is designated as the Northumbria University London campus in partnership with QAHE. At the time of the inspection, the campus had 859 students registered on the full-time top-up degrees and master's degrees, and 368 on the part-time MSc programmes. A pre-sessional English course had 11 students registered.

The Institution does not recruit any students under 18 years of age, and the majority of its students are from the United Kingdom (UK) and the European Union (EU), with an equal number of male and female students. A small amount of Undergraduate applications are made through the Universities and Colleges Admissions Service (UCAS). International students are only recruited for the University of Ulster and Northumbria University provision, and all applications are subject to the University approving a Confirmation of Acceptance for Studies (CAS). Students are drawn from a range of countries including Bangladesh, India, China, Pakistan and the United Arab Emirates.

The Institution has three main enrolments per year, and all applications are approved by its partner universities to ensure that students meet the entry requirements, prior to any formal offers and enrolments.

3. Inspection process

The inspection was carried out over three days, two days in London and one day in Birmingham, by three inspectors. Meetings took place with the Managing Director and Executive Dean, senior managers and administrators, teaching staff, admissions and student services staff, and with students studying on each of the three campuses visited. A tour of the teaching rooms, study and resources space on each of the campuses was carried out, and 14 teaching sessions were observed. A wide range of documentary evidence was scrutinized. The range of evidence provided was good and the Institution cooperated very well throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	9-10 December 2010
Supplementary	23 June 2011
Supplementary	23 August 2011
Interim	14 March 2012
Re-accreditation	16-17 March 2015
Supplementary	15 December 2015
Interim	8 February 2017

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear organisational structure which ensures the effective management of provision and partnerships. Operational oversight is maintained by the senior management team (SMT) which includes the operational directors and deans, whose detailed job descriptions set out their key duties and responsibilities. The Managing Director reports to the Executive Board which approves new developments and initiatives and oversees institutional performance.

QAHE has a clear committee structure, with the academic boards serving as the senior committees for monitoring of academic practices for each university partner. Reports from operational committees and programme areas are monitored by the SMT which meets weekly to discuss and evaluate progress against key performance indicators.

Reports generated at programme, faculty and organisation level include analysis and commentary of data including attendance, retention, achievement and progression, as well as student feedback. The reports and associated analysis provide senior managers with information on programme performance and document compliance with external partnership requirements.

The SMT is responsible for the monitoring and consideration of risk management including financial, academic and reputational risk, and report to the QAHE Executive Board on their risk analysis.

1.5 1.6 Whilst there are risk assessment procedures in place for external visits and speakers, as well as a risk register linked to the draft Student Protection plan, no formal institution-wide risk assessment document or statement has been developed. The QAHE Self-Evaluation Report (SED) acknowledges that this is an area for development to ensure the consistent review of risks and evaluation of potential impact on the organisation.

Partnership arrangements are set out in the partnership agreements, and regular partnership meetings ensure that a clear dialogue is maintained with each of the university partners. Key agenda items include consideration of student

retention, progression and achievement, as well as student feedback against key performance indicator targets for all programmes.

QAHE are planning to set up a Board of Governors to inform and shape institutional strategy and areas for development informed by external stakeholder input to ensure that the provision meets local, national and international demands. The terms of reference have been drafted and the Institution hopes to have the Board in place before the end of the academic year.

The committee structure provides clear forums for the consideration of the student learning experience across both academic and administrative functions. Reports from the Learning and Teaching Committee are received by the individual partner academic boards which include partner university representation. Key reports and minutes of meetings are received by the SMT as the senior body responsible for the governance and management of the Institution.

The Institution's committee structure, along with partnership agreements and regular meetings, ensure that there are effective mechanisms in place to support effectively operational management and governance responsibilities.

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 implementation plans and financial management and takes into account the quality of the student experience. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has developed a clear mission statement and objectives as part of a strategic statement.

2.1 A strategic plan is under development and when agreed by the Executive Board may be made available to stakeholders. The development and publication of the strategic plan would enhance transparency and understanding of priorities for the development for staff, students, university partners and employers.

The Institution has an effective committee structure for the management of its responsibilities and for the communication and monitoring of performance against strategic targets.

Partnership provision and communications are managed on an individual partner basis, and evaluation of partnership programme performance is undertaken by the Deans, academic boards and the SMT. Regular updates are received by the SMT on the quality of the student learning experience, through the outcomes of student survey summaries, programme semester reports, and annual programme monitoring reports.

Mechanisms for considering the views of key stakeholders are well established. Students are able to provide feedback to inform priorities through staff and student committees, representation on the Learning and Teaching Committee and the partnership academic boards. Staff views are reported through minutes of committee meetings and surveys which are reviewed by the SMT and inform the overview of performance as measured against targets and Key Performance Indicators (KPIs).

3. Financial management is open, honest and effective

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|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a rigorous budgeting process. The Director of Finance is responsible for the management of finance and monthly performance reports are received from divisional directors. The Executive Board maintains oversight of financial plans and approves annual budgets. The accounts are clear and transparent and indicate the spending and income generated.

The annual accounts are externally audited to ensure the transparency and accuracy of the financial management.

The Institution has appropriate structures and committees in place for the review and approval of its financial accounts which are fully compliant with statutory requirements.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

- | | | | |
|-----|---|---|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.5 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear organisation charts for academic and operation management are available to all stakeholders through handbooks, the shared drive and partnership documentation. Each role has a detailed job description which relates to the appropriate reporting structure and includes information on key responsibilities and line management.

The Executive Dean has overall responsibility for academic management, and is supported by the Dean of Teaching, Learning and English, the Deans of Faculty, the Dean of Computing and Information Technology and the Head of Quality Assurance. Deans are supported by Associate Deans who have direct responsibility for the academic management of the university partnership provision. The Director of Operations is responsible for the administrative and services functions, supported by Heads of Department to ensure the effective management of departments including student services and administration. Oversight and delegated function are clear.

All committees have appropriate terms of reference and membership. Programme committees receive reports from programme managers and department heads who ensure issues and progress reports are passed to the Learning and Teaching Committee and to the Academic Boards for each partnership, with the SMT receiving reports and updates on progress. All committee meetings take place at least termly and minutes are recorded and include clear action points and evidence of monitoring of progress.

Published information generated by the marketing or academic teams is approved by the SMT, as well as by partner institutions where information relates to franchised provision. Programme information including course descriptors and handbooks accurately reflect the specifications of key content provided by the awarding bodies. Oversight by senior managers and external stakeholders provides a robust system of checks on the accuracy and fitness for purpose of published information.

Effective management of the Institution is clearly documented through organisation charts, clear committee remits and job descriptions setting out individual responsibilities.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administrative functions and reporting lines are clearly set out in the operations management chart and staffing is sufficient to meet the ongoing administrative needs of the organisation. Heads of Department are responsible for key functions including student services, welfare and compliance, admissions and recruitment, registry, resource management and careers and employability. Oversight of non-academic services and resources needs is the responsibility of the Director of Operations, who is a member of the SMT.

Administrative policies and procedures are clearly documented, and comply with the requirements of the partner universities, including those for the admissions of students, and the tracking of student attendance and progress.

University policies are followed and all admissions documents are checked and approved by the partner universities before formal offers are made to students. Students are required to present evidence of previous qualifications in the form of original certificates along with formal identification documents including passports before they can be registered on to their chosen programme. The rigorous checks ensure that all entry requirements are met, and students' identities are confirmed.

Timetables are well structured and made available to students online. Opening hours and library hours are displayed on screens and, in the case of the Middlesex Street campus, each classroom has a screen above the door indicating the timing and title of the class taking place.

Administrative systems are appropriately managed by a team of staff who maintain a secure records system which is protected by access codes available to key staff only. Student data is regularly updated to include any changes in personal circumstances, submitted reasons for absence and extenuating circumstances linked to submission of assessments.

Student data is held on a secure system which meets the requirements of the partner universities, and records are regularly updated to include attendance and student achievement. Records are shared with university partners through secure systems which allow both QAHE and University administrators to access student data. Data reports are generated weekly by QAHE staff and reviewed by the senior managers.

Staff records are maintained on a secure system by Human Resources staff and updated to include any staff development undertaken and new qualifications achieved including Higher Education Academy (HEA) membership. Records of staff performance through observation and meetings with supervisors are also kept ensuring that all information is current. All records are held securely and comply with the QAHE and partner institutions' policy for data management.

Assessment and examination systems are robust. Examinations are managed in compliance with partner university regulations, and appropriate examination paper storage and invigilation procedures are documented. Written assessments are submitted online through a platform using plagiarism detection software.

Assignments are moderated internally and by staff at the partner universities to ensure grading decisions are fair and consistent and that academic standards are being maintained. Students receive their grades and feedback through individual logins to the partner university Virtual Learning Environments (VLEs), with timelines set out in programme handbooks, ensuring that transcripts of grades are made available in a timely manner

The Institution has a clear policy on the collection and refund of student fees which is made available to students as part of the admissions procedure. Procedures comply with the requirements of the partner universities, as set out in partner university policies which the Institution makes available to students once an offer of a place is made.

The administrative procedures of the Institution are clearly documented and well managed, with clear guidance and information made available to staff and students through handbooks, policies and guidance documentation, which ensure that administration is effectively managed.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners. Yes No

6.2 All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. Yes No

6.3 There are clear and appropriate job specifications for all staff. Yes No

6.4 There are effective procedures for the induction of all staff. Yes No

6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate and effective policies underpin the recruitment of all staff, including checks on qualifications and references. Policies are available to staff at the time of recruitment, and meet the requirements of the partner universities, who approve all staff involved in the delivery of franchised provision.

All academic staff are qualified at postgraduate level, and have relevant subject knowledge and previous experience, as confirmed through staff Curricula Vitae (CVs) and staff records. Staff are required to complete a probationary period as detailed in the terms and conditions of employment.

All staff are provided with detailed job descriptions which set out the specific responsibilities of each role. Job descriptions also set out reporting structures and line management responsibilities. This supports a common understanding of responsibilities.

Mentors are assigned to help new staff to settle in to their roles. A clear staff induction, and regular one-to-one meetings are scheduled with supervisors or line managers, effectively supporting new staff to understand their specific duties and responsibilities. The completion of induction checklists ensures staff receive all the appropriate information in a timely manner, including mandatory training on systems.

All recruitment and support of staff are managed in accordance with recruitment and equal opportunities policies. Staff feedback indicates satisfaction with the support received and that all staff are treated fairly.

Staff receive a comprehensive employee handbook which identifies all relevant policies and procedures, including information on complaints and appeals procedures. A record of complaints is kept and responses made within the timelines set out in the policies.

The Institution operates a clearly documented annual appraisal system which evaluates individual performance and captures the personal development needs of staff. Academic staff appraisals are required to be informed by formal teaching observations.

6.7 However, teaching observation outcomes are not consistently reflected in staff appraisal documents or consistently included as part of the performance evidence record to ensure all information is consistently reviewed and documented.

The use of a common format teaching observation record would further support the consistent management of appraisals.

The Institution has a good range of measures to support staff development. Academic staff are supported to gain membership of the HEA, and to participate in professional development courses including those offered by the partner universities. Feedback from staff indicates that they feel they are fully supported to improve their skills and knowledge, and that this impacts positively on their job performance and retention.

The Institution operates appropriate systems to ensure all staff are appropriately qualified and experienced and all staff

qualifications and records are checked and verified. Staff appraisal ensures that performance is regularly reviewed, and that staff are provided with opportunities to update their knowledge and skills.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

All provision offered is developed and validated by the four partner universities who have rigorous approval and validation procedures. Where new partnership provision is developed, a validation panel is convened which includes the university staff, QAHE staff, external expertise and, as appropriate, student representatives. The panel considers the subject content and learning outcomes as set out in the programme handbook, as well as resource requirements.

QAHE has a clear mission and vision which is reflected in the range of programmes offered, many of which are aimed at enhancing student employability. Module information is summarised in the prospectus, and detailed learning outcomes and assessment strategies are made available to students in the module and programme handbooks, which are available on the VLE to ensure access for students.

Programmes are reviewed on a regular basis through the partners' programme committees of the partner universities. Semester evaluation reports are produced by programme managers and shared with the partner universities as well as internally through the committee structure, to inform the oversight of programmes and the student learning experience.

An appropriate policy and procedure for the acquisition of academic resources support programme teams to review their resources and request additional materials or equipment as needed. Resources needs are reviewed prior to each intake by senior managers, based on requests from academic teams.

The purchase of resources and materials is requested through the heads of department and Deans and submitted to the SMT and the Executive Dean for approval. All requests are reviewed against available budget and the SMT considers the broader distribution of resources to ensure these are fairly allocated across all provision.

Student representatives are encouraged to attend programme committees and academic boards and all students are invited to complete feedback surveys which inform module and programme evaluation reports. Students confirmed that their views are sought on the review and further development of teaching to support effective student centred learning. Inspection findings confirm this.

Academic management is effective, with clear policies and procedures for making learning outcomes available to students and for gaining student feedback to support the review and improvement of the provision.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	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="checkbox"/> Yes	<input type="checkbox"/> No
8.6	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="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	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="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Recruitment and enrolment procedures comply with the requirements of the partner universities and are published through the Institution's website. Entry requirements are clearly stated in the course descriptor information published for applicants including through the website and approved by each individual partner university before publication.

Students are required to provide appropriate evidence of English Language proficiency and to sit an English language skills test, unless they have previously studied for a degree in the UK. English proficiency is also tested through admissions correspondence and academic interviews. Interviews and language proficiency tests taken by applicants ensure that language skills are of the appropriate standard and that students' capability is formally assessed prior to enrolment.

All UK and EU undergraduate applications are required to be made through the Universities and Colleges Admissions Service (UCAS) system. International students may apply directly for the University of Ulster and Northumbria University programmes, and the final decision as to whether an international student will be awarded a Confirmation of Acceptance for Studies (CAS) lies with the partner university. The Institution does not recruit international students for its Middlesex University and University of Roehampton provision.

The application process reflects the admissions and enrolment policy requirements of each of the partner universities who check all applications before approval, including verification of previous qualifications. QAHE ensures that all applications are handled to comply with university requirements.

Student applications received by the Institution are processed in a timely manner and enquiries are responded to by the admissions staff within one to two working days, with all responses formally logged.

Where students require additional course related information to help inform their choices, the student admissions team will ensure that an academic member of staff provides further advice and guidance by telephone or in person. Students are also invited for interview which allows for additional clarification on programmes to be provided, and to ensure that the programme they have applied for meets their career and study aspirations.

The policies and procedures for the accreditation of prior learning are defined by the appropriate partner university and published in their admissions policies. Students are provided with access to the appropriate admissions documentation

as part of the application process.

Agents who are used for recruiting students receive training by the Institution and are provided with approved materials and information to provide to potential students. The performance of agents is consistently monitored through the consideration of successful applications, student retention and achievement. Agent contracts are only renewed where the students recruited effectively engage with their studies based on set performance indicators.

The policies and procedures for the recruitment and enrolment of students are clearly set out and administered. Recruitment and enrolment criteria and procedures comply with the requirements of the partner universities who retain the authority to approve all applications. Students received clear advice and guidance and their skills and capabilities are assessed to ensure they are able to engage with their chosen programme.

9. The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities

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|-----|--|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship which informs their teaching. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution publishes a clear staff development policy which is available to all staff. Academic staff are supported and encouraged to undertake research linked to their field of expertise and to publish their findings.

Staff are also supported to attend conferences and present their research, and to engage with training which informs the enhancement of pedagogy. Staff have an allocation of time for sharing research ideas and outcomes and to liaise and share research ideas with colleagues from partner universities. The support for staff development is commendable and represents good practice.

Staff can access financial support for external courses and are provided with study time as appropriate. Currently, five members of staff are being supported to obtain their doctorates. Appropriate guidance is provided to staff on applying for financial support for research and other developmental activities and the procedure is published in the staff handbook.

The Institution has hosted conferences in conjunction with partner universities. These have successfully supported the sharing of the outcomes of research between the Institution and its partners. All academic staff are supported to achieve HEA membership and fellowships and to undertake the necessary work. Staff are also encouraged and supported to engage in research and training that informs their teaching. The outcomes of research and other scholarship activities were presented at the Institution's first Learning and Teaching conference held in May 2018. The Institution recognises that more needs to be done to build a structured research community to develop its research profile as a development priority.

The staff development policies and research support effectively promote the engagement of staff in scholarship and professional development activities, sharing of research, and accessing information which enhances their teaching.

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

10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Institution publishes information which students confirm provides an accurate picture of the Institution. Students are made aware of the location and facilities provided on each campus through the prospectus and the website.

Information on programme content is outlined in course descriptors for prospective students. More detailed information on learning outcomes and assessment strategies are clearly set out in module and programme handbooks available through the VLE. Programme information is updated each semester and approved by partner universities. Students confirm that programme information, including assessment strategies and study expectations, is clear, comprehensive and accessible.

There are defined points of contact with University partners for signing off all publicity and marketing information. Programme information sheets provide relevant information that informs all marketing materials which are signed off by the QAHE Director of Marketing and these are approved by partner universities prior to publication. Course descriptors and marketing materials accurately set out the qualification level and awarding body information as well as the fees and any additional costs.

Students confirm they are well informed about the status of the qualifications offered and that they receive comprehensive information on costs, including additional costs of materials or other resources.

Responsibilities for the accuracy and currency of information published is effectively managed and approved by partner universities.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	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="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The credentials of all academic staff are checked as part of the recruitment process to ensure that they have the required subject knowledge, pedagogic skills and experience to teach the course content at the appropriate level. Lecturers are required to hold at least a master's level qualification and a number of staff hold Doctor of Philosophy qualifications (PhDs).

Teaching staff are allocated to appropriate modules and programmes based on their experience and qualifications. Teaching allocations are also informed by faculty teaching audits which include information gathered from teaching observations, end of module surveys and pass rates, and are held centrally by Academic managers and the scheduling team. Programme managers also draw on their knowledge of the individual members of the teaching team when finalising teaching allocations, which supports the efficient and appropriate allocation of staff to modules.

Programme specifications, validated by the universities, inform delivery and assessment strategies, and module coordinators ensure that all staff use the same assessments to ensure consistency of practice. Teaching and assessment strategies reflect the requirements of the partner university, and module handbooks ensure that all students are clearly informed about the learning outcomes and nature of assessments to be completed. Student feedback confirms that the specifications inform the delivery of teaching and enable students develop the appropriate skills and knowledge that support assessment and examination success.

Teaching sessions are informed by module descriptors which set out the learning outcomes to be covered. Teaching delivery is set out in schemes of work which are monitored by partner universities to ensure effective coverage of all module outcomes.

Lecturers utilise a range of teaching activities and resources including group work, visual materials and short class-based tasks which reflect a range of preferred learning styles and encourages active participation in learning. Lecturers receive information from the student support team on individual needs which they use to monitor student engagement and to inform lesson preparation.

Students are actively encouraged and supported to develop independent learning skills through formative and summative assessment tasks which require students to undertake directed research. Clear and comprehensive reading lists and online partner university resources support student access to resources. Students have good access to a range of learning and study materials from university partners which are further supplemented by the Institution.

Support with the development of digital literacy is provided by the Academic Community of Excellence (ACE) team. This effectively supports students to use e-learning and online materials. Students highly value the skills and support of the teaching team and the ACE team, and the open access support which ensures that they are able to constructively engage with the learning materials.

Robust systems ensure that students have access to clear materials and appropriate support and well qualified and experience staff. This effectively enables them to engage with their learning.

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

12.1	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="checkbox"/> Yes	<input type="checkbox"/> No
12.2	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="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Responsibility for the design and approval of assessments rests with the university partners. The university partners provide detailed assessment schedules in programme specifications which inform the content of the programme and module handbooks, and include an assessment calendar, which is also accessible through the VLE. Programmes include a range of assessment strategies including written examinations, case studies, research projects, presentations and essays, which ensure learning outcomes are met. Assessment briefs and calendars clearly identify required assessment submission dates and revision periods.

Assessment strategies are approved by the individual partner universities to ensure that all learning outcomes are met and that student achievement is facilitated.

Assessment briefs are clear and comprehensive and include assessment criteria and guidance on any word count restrictions. Module handbooks include required reading lists, advice on supplementary materials, and assessment structure. Students confirmed that they also receive information on marking rubrics and guidance on how to access their feedback and results online.

Students receive detailed verbal feedback on formative and some summative assessments, within set marking times, normally four to five weeks, along with written feedback on summative assignments. A sample of student work is internally verified and externally moderated by partner university staff. Evidence viewed by the inspectors demonstrated that most lecturers provided constructive and timely feedback. The level of detail in the feedback regarding the areas to improve varies and is not always consistent across all the programmes.

The policy on plagiarism is clearly stated in programme handbooks, including penalties. As part of induction, students are provided with support to understand good academic practices and to avoid the risk of academic misconduct. The Institution has taken additional measures to reduce academic misconduct, which includes staff training. To further ensure the effective management of academic misconduct a Head of Academic Integrity has been appointed with responsibility for the investigation and resolution of suspected cases of academic misconduct in line with each partner university's policy.

Clear policies for students to claim mitigating circumstances and to appeal against marks awarded are set out in the programme handbooks that are available on the VLE. Students are supported by the ACE team to engage in these processes. Students confirmed they were aware of the procedures and were able to access helpful advice as needed.

Assessment strategies are clearly set out in programme specifications and handbooks, and the Institution ensures that students are provided with clear and helpful information and advice to pass their modules. Constructive feedback is

provided to students on their written work to support ongoing improvements.

13. Student materials are appropriate to the medium of delivery and are effective

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course and study materials are provided by university partners through their VLEs, which students and staff have access to. Consideration of the range and nature of course materials forms part of the programme validation processes and ensures they are of an appropriate level and reflect current knowledge and practice.

All teaching materials are regularly reviewed by the module coordinators to ensure consistency and sufficiency of information to support student achievement of learning outcomes.

Course materials and resources are evaluated each semester based on staff and student feedback as part of module reviews and additional resources are purchased by the Institution. This clear and robust system ensures materials are supplemented to enhance student learning and represents good practice.

University partners ensure that programme specifications include information on the use of appropriate teaching aids and learning resources. Module coordinators monitor teaching materials to ensure students have access to materials of a consistent quality. The QAHE library team provides advice to students on how to access resources as part of their induction, and students are able to gain further support from the library team as needed. Reading lists form part of module handbooks and are available through the VLE.

Students are also able to get support with digital literacy skills through the ACE and library teams, to help them to access online resources. Students confirmed that they had access to high quality resources that effectively support them with their studies.

Students are provided with appropriate teaching materials and resources through the partner university VLE. Effective support in accessing materials enables them to successfully complete their assignments.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	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 provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a Welfare and Compliance Department and a named welfare officer is available to provide support to all students. All campuses have clear and informative posters displayed clarifying the range of services offered and how help can be obtained.

Students receive a comprehensive induction to their programme of study which includes course information and broader study expectations and online and library resources. It also includes an introduction to VLE use by library staff. Students confirmed they found the induction demonstrations and talks helpful. Induction information is available on the VLE and late starters are provided with individual support and guidance sessions.

A support services induction ensures students are familiarised with all services and facilities at each campus including library services, IT systems and careers advice. Posters displayed in common circulation areas and information available on the VLE further support students to access services and facilities. Advice and support are provided to students on a confidential or non-confidential basis, as appropriate, to ensure students receive the support needed. Students are also signposted to external support or professional counsellors where appropriate. Programme staff are advised of issues with the agreement of the student. Access to support staff is also provided for part-time students by extended evening and weekend opening times. Students can access support by a variety of means including one-to-one appointments, drop-in sessions, crisis intervention, out of hours support, workshops on emotional resilience and well-being and a weekly talk zone.

The Institution has a clear and appropriate code of conduct which is available in student handbooks and on the VLE. The code of conduct sets out the Institution's zero tolerance of any form of discrimination, and appropriate safeguarding policies are in place to ensure a safe and inclusive environment is promoted. Policies on complaints, grievances, equal opportunities and diversity and bullying and harassment are available online, and additional support and advice is available through the student services team.

Students have access to general and IT specific help lines and are also able to access support from tutors and student advisors. The library also supports IT enquiries, and students confirm that all enquiries are handled promptly and sympathetically and that they highly value the support provided.

Tutors and students are able to effectively communicate outside of class times through e-mails and are provided with academic staff emails in their handbooks. Students confirmed that staff respond promptly to questions and requests for support.

There are effective procedures in place to ensure the safety of staff and students. All staff are provided with clear and appropriate training on the referral processes for a range of concerns, including safeguarding. All staff have to complete online training and undergo a Disclosure and Barring Service (DBS) check. Identified staff members also receive training from the local coordinator and have attended training relating to modern slavery and conflict resolution. Safeguarding arrangements are regularly reviewed by the Welfare and Compliance team.

Arrangements are in place to protect students from risks associated with radicalisation and extremism and staff are provided with appropriate training. A radicalisation and extremism risk assessment and action plan are reviewed

regularly by the Welfare and Compliance team, and concerns are logged with an appropriate lead person. Visiting speakers are screened to ensure that they are not associated with any radical or extremist groups.

15. Students receive appropriate academic support and guidance

- | | | | |
|------|--|---|--|
| 15.1 | Students have appropriate access to teaching staff outside teaching and learning sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.2 | Students have access to appropriate support to enable the regular review of their academic progress. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.3 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.4 | Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.5 | Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.6 | The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.7 | Students are advised of BAC's complaints procedure. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 15.8 | Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.9 | Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have appropriate access to teaching staff outside teaching sessions. An open-door policy is operated across all sites and staff e-mails are provided in programme handbooks and on the VLE for students to request appointments. Management drop-in sessions are also arranged where programme managers are available to students in the library or a meeting room at published times. This provides students with additional sources of support and advice.

Students are able to access individual support through scheduled tutorials. Students confirm that academic staff are approachable and helpful, and that they have regular meetings to review their academic progress as part of the personal tutor or student advisor system.

Assessment outcomes are monitored through the student records system and by lecturers and programme managers. An Early Warning System which identifies students at risk of failure and poor performance has been introduced so that early interventions can be made to support students at risk. Students who are not making satisfactory academic progress are invited for progression reviews and additional support is provided as appropriate, including through referrals to the ACE team. The ACE team is available to all students and provides help and support with study skills and academic writing and research and referencing skills, a service that is highly valued by students enabling them to complete their assignments. Since the creation of the ACE initiative in October 2017, students have engaged with the support provided early in the semester, rather than just before assessment deadlines. The advice and support provided by scheduled sessions and individualised support represent good practice.

Academic support advice and guidance on alternative programmes for students wishing to change their pattern of study are effective. Students can discuss alternative provision with their course tutors, student services and the admissions teams. Students are informed as part of induction that applications to change programme can only be made within the first two weeks of the first semester and students confirmed that they were aware of the guidance available.

Students have good quality access to guidance on careers and all campuses have a careers office or area, which enables students to discuss applying for jobs, or gaining careers advice. Information on internship opportunities and local job vacancies can also be accessed by students. The Careers Service runs a series of workshops on each campus which include interview skills, drafting of CVs, and job application letters. An online QAHE careers platform is also available to students which has recently been updated and is available as a mobile application for student to access on their tablets and mobile telephones as well as through their computers.

15.7 Whilst a well-documented complaints procedure is set out in the student handbook and also highlighted during induction, there is no reference to the BAC's complaints procedure which should be included in student handbooks.

Students are provided with clear guidance on effective study techniques through workshops provided by the ACE team and via their programme handbooks. Personal tutors are also able to provide additional advice and guidance to ensure students' individual needs are supported.

Students with learning difficulties and disabilities are identified at the admissions stage and suitable adjustments are made including changes to study materials where possible, through the use of larger fonts for student with visual disabilities, and through the use of different colour print backgrounds and specific fonts for students with dyslexia. Students with medical conditions can be provided with tailored assistance, for example, a bed has been provided in a small room for a student who needs to take rest breaks whilst on campus.

An effective range of academic support and guidance is available to students to meet individual needs, along with clear advice and guidance from tutors and pastoral support services.

16. International students are provided with specific advice and assistance

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.2 | On arrival, international students receive an appropriate induction on issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.3 | Information and advice, which is specific to international students, continues to be available throughout their time at the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.5 | Where possible, students have access to speakers of their own first language. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International students receive appropriate advice on travelling, visa applications and living in the UK. This includes information on living costs within their chosen city of study. However, students reported that there had been some confusion about whether accommodation could be provided, as this appeared to be the case on the partner university websites. Clear information for international students being made available on the QAHE website would highlight the need for students to find their own accommodation and would serve to avoid any potential confusion.

Admissions staff include information in the enrolment packs for international students, which includes information on the local area and any additional costs that may be associated with the programme. International students are offered guidance to help them adjust to living in London or Birmingham, including information on local services, venues and activities. Out of hours contact numbers are provided to ensure students can received help and advice in emergency situations.

On arrival, international students are given clear information about the local area including sources of information and guidance. Students are also provided with out of hours contact numbers should they require help. International students confirmed that they receive ongoing advice from their personal tutors and the ACE team on academic and personal

wellbeing matters, which they greatly appreciate. The student finance team provides helpful workshops on money management and student finance, as well as advice for students exiting their programmes to help protect them from exploitation.

The Institution welcomes the diversity of its students and staff members. Social, cultural and religious considerations are taken into account in the provision of social facilities and multi-faith prayer rooms are provided on each campus. The social programme includes a variety of diverse cultural events which aims to make all students feel welcome.

Students have access to speakers of their own first language, for help and advice where needed. This includes staff who can support students from China, India and Pakistan in their own first language.

17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

17.1 There is an appropriate, clear and published policy on required student attendance and punctuality. Yes No NA

17.2 There are effective procedures and systems to enforce attendance and punctuality. Yes No NA

17.3 Accurate and secure records of attendance and punctuality, at each session, are kept for all students. Yes No NA

17.4 Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Each partner university has its own attendance policy which is provided to students on enrolment. Requirements for student attendance and punctuality are highlighted as part of induction and included in the student handbooks.

Student attendance is effectively managed. Where students miss lectures, they receive reminders on attendance requirements from their tutors and a lateness policy is e-mailed to students to further clarify requirements.

Attendance is recorded by lecturers using online registers which indicate where students have arrived late or are absent. Records are checked by administrative staff and weekly reports are produced which effectively allow programme managers and senior managers to monitor student engagement.

Absence is followed up promptly, and where students have missed a week of lectures, they are contacted and invited to a meeting to discuss any issues and support needs. Consistent lateness for lectures is addressed by tutors as part of regular review meetings with individual students.

The procedures for the management of student attendance and punctuality are clear and students confirmed that they were aware of attendance policy and minimum attendance requirements.

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

18.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. Yes No NA

18.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA

18.3 A level of supervision is provided, that is appropriate to the needs of students. Yes No NA

18.4 Students are provided with advice on suitable private accommodation. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Students are provided with clear and appropriate information on opportunities for participation in social events and other leisure activities, through notice boards and through a new students' information pack. The qualified Student Relations Officer is responsible for the organisation of social events and works with student ambassadors to encourage participation. A social programme is organised for students on each campus and students are provided with clear and appropriate information via e-mails and posters displayed in social and circulation areas.

Students are able to suggest activities through suggestion boxes or through direct contact with the Student Relations Officer. Electronic feedback points in social spaces are used to gather information on students' opinions of social facilities. Evidence of actions taken in response to student feedback include the provision of a new pool table for the Birmingham campus and the organisation of sporting activities and clubs.

The social programme is inclusive of cultural diversity and includes a variety of cultural events. Social activities also take good account of the needs of mature students and allow them to include their families.

The activities within the Institution are appropriately supervised by experienced staff and students have access to a student portal to record their feedback and suggestions for future events. The Student Relations Officer is responsible for collecting and analysing feedback and for ensuring that activities reflect the interest of the students on each campus. Risk assessments are in place for external events and activities.

Peer interaction is encouraged through social media communications and social events. This provides a range of forums through which students can communicate and make friends. A welcome social event is organised for new students and social areas provide facilities for games and activities.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

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

Comments

The Institution has two campuses in London and one in Birmingham. In all cases, secure lease agreements are in place which include approval for their use as education premises. The Roseberry Avenue campus has been expanded to provide better student support and social space in response to student feedback.

No external premises are used as the Institution has sufficient space to accommodate staff and student numbers.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	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="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Access to all campus buildings and facilities is via an identification card swipe system which effectively ensures only staff and students can gain access. Security staff are available to meet visitors and to issues temporary passes.

All campus premises are clean and well maintained and offer appropriate space for the numbers of students.

General health and safety guidance is provided for students and staff as part of induction and for visitors on each campus. General health and safety posters are also on display in common circulation areas. Each campus is regularly inspected by local authorities to ensure all regulations are met.

Campus information is displayed in each building and signage within the buildings is clear, with all classrooms bearing a clear number. The location of toilets and emergency exits is clearly indicated on each floor.

Buildings are of a good size for the number of students and staff, with common circulation areas in which noticeboards display information on events and activities of interest.

All buildings are adequately ventilated, heated and lit and are cleaned on a daily basis. Toilet and handwashing facilities are sufficient and kept clean.

The Birmingham campus is part of a larger office building, where statutory health and safety requirements are managed by the owners of the premises.

22. Classrooms and other learning areas are appropriate for the programmes offered

- 22.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No NA
- 22.2 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. Yes No NA
- 22.3 There are facilities suitable for conducting assessments such as examinations. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Classrooms range in size from small classrooms seating around 20 students to large auditoriums to facilitate the delivery of lectures to larger groups. Classroom accommodation is appropriate for the number of students on each campus. However, classroom allocations do not always take account of the number of students attending classes.

Some rooms are set up to accommodate seminars as well as lectures and have lightweight desks which can be configured to suit a variety of teaching activities. Separate tutorial rooms are also available. Computer rooms are provided for both teaching and for students to use for their own research and vary in size to accommodate both small and larger group teaching. Laptops are also available for use in classrooms to facilitate digital learning as part of lecture delivery. Students may also borrow laptops for use on campus for private study. Computers are available in social and study areas for students to access. Access to WiFi is available to students in all campus buildings.

Tests and examinations are conducted in suitable rooms and are formally invigilated in compliance with partner university requirements for secure assessments.

23. There are appropriate additional facilities for students and staff

- 23.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No NA
- 23.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No NA
- 23.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 23.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No NA
- 23.5 There are individual offices or rooms, in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No NA
- 23.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students can access private study space in the library on the Roseberry Avenue and Birmingham campuses, as well as using empty classrooms for group or individual study work. Social and study areas, which meet the needs of the students, are provided on each campus. There is no formal library in the London Middlesex Street campus, as all resources for the Northumbria University provision are provided online, in accordance with Northumbria University's policy. However, students are able to access the London Roseberry Avenue campus library, as well as study areas provided on the

Middlesex Street campus.

Staff rooms are provided on all campuses with access to desk space equipped with modern computers networked to printing facilities which meet staff needs. Staff who work across sites are able to access desk space on a flexible basis which effectively ensures staff are able to undertake their planning and lesson preparations.

All campuses provide students with access to good quality study and social areas. Student social areas provide sufficient space for students to socialise and relax, and vending machines and microwaves are available for student use. Social space areas are furnished with tables and chairs as well as sofas and television screens. The range and quality of the study and social areas provided to students is of a good standard which enhances their overall student experience and represents good practice.

Lockers are also provided for staff for their work and personal possessions to ensure safe storage. Students are advised to keep their possessions with them and hanging space for coats is provided on campus. Where students need to store work on campus, secure storage is arranged.

Small meetings rooms are available on all sites which can be booked for one-to-one meetings with students or for staff to meet and undertake planning and review work.

Administrative offices are of a good size and equipped with computers and printing facilities. The offices are divided into functional areas, including secure areas for the management of data. A range of rooms are available for staff to hold meetings which may be booked in advance.

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

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	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="checkbox"/> Yes	<input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

The library facilities, including a wide range of online resources, effectively meet the needs of students on each campus. The majority of learning resources are provided to students online through access to partner university online libraries, which students are able to access both on campus and from home. The Roseberry Avenue and Birmingham campuses both have spacious libraries which provide access to books and periodicals along with electronic materials through networked computers and wireless access.

Students have access to a wide range of online books and journals, which are supplemented by the Institution based on student feedback and module reviews. Where books are in high demand, more copies are secured to ensure students are able to complete their assignments.

Libraries and study areas are provided on all campuses and ensure that students have access to sufficient private and group study areas.

The library lending policy is included in the module handbooks to ensure students are clear about how books may be borrowed. The Institution and partner universities ensure that students are provided with clear instructions about how to access online resources and students are provided with practical guidance as part of their induction.

Library staff are appropriately qualified and are available to provide students with help on accessing online materials with locating texts. The library application software facilitates access for students and includes the availability of resources within the library including hardcopies.

Libraries have published opening times which allow students to access books during the day. Libraries are open on Saturdays and many of the key resource materials are available electronically.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Good quality wireless access is available on all campuses along with laptop and mobile telephone charging points which ensures that students can access online resources to accommodate both private study and classroom-based activities. Students are also able to borrow laptops for use on site as required.

University partners provide the VLEs, including software and online resources, which are updated as required.

Students have access to a range of high-quality online resources that are appropriate to their programmes and which are supplemented with additional books, including e-books purchased by QAHE and uploaded to the partner university VLE to enhance student learning. Module handbooks include reading lists and texts are available online.

Students have access to a large number of computers and laptops which are equipped with up-to-date software, which students confirm meet their needs. Computers are well maintained, and equipment is upgraded in accordance with the Institution's resources policy.

Technicians are available on site to ensure that systems remain operational, and students are able to report technical problems and access support as needed through a helpline.

Students confirm they have very good access to conventional and online resources that fully support their academic work. Staff report they are fully supported to work remotely.

26.	The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary	
26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

There are clear and effective mechanisms for gathering student feedback at all stages of the student journey. Students participate in a range of surveys including post induction, early semester, mid semester and end of semester module reviews. Final-year undergraduate students complete the partner university's National Student Survey (NSS). Postgraduate students complete the post-graduate taught experience survey. All survey information is systematically analysed to identify good practice and areas for development. The analysis of the post-induction and non programme related surveys is passed to the senior managers to inform improvements to student services, resources, facilities and induction. Semester surveys results are reviewed by the Deans. They pass the feedback to associate deans who hold meetings with programme teams to review the outcomes. Appropriate areas for development are added to module and programme actions plans. An annual staff questionnaire captures staff views and is considered by the SMT.

The Institution follows the partner universities' student representation policies. Student cohorts for each programme elect a student representative who represents them at the Staff Student Programme Committee and academic board meetings. Appropriate training is provided for student representatives, including a training module available on the VLE. The student representative systems ensure that the student voice is represented at meetings.

Actions taken in response to student feedback are reported via student representatives and published minutes are made available on the VLE. All campuses use posters and circulars effectively to inform students of the actions taken in response to their feedback. Students confirm that their views are listened to by the management team and that appropriate actions are taken in response. The clear communication of actions taken in response to student feedback represents good practice.

Student feedback is regularly collected, systematically analysed and appropriate actions taken and clearly communicated to students and other stakeholders, including partner university staff to support the ongoing management and enhancement of provision.

27.	The institution has effective systems to review its own standards and assess its own performance	
27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	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="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Management policies and procedures for the evaluation of provision are clearly documented and reflect the requirements of the individual partner universities, including semester monitoring and programme evaluation reports. Staff are made aware of the requirements for the evaluation of standards and programme performance as part of the induction process and have access to the documentation through the partner university websites. Students handbooks, available on the VLE, include programme evaluation requirements to ensure that students understand the review mechanisms.

Quality assurance reflects the requirements and procedures of the partner universities and compliance is monitored by link tutors and academic boards held to monitor the quality of individual partnership provision. Institutional quality assurance policy and procedure implementation is managed by the Institution's Head of Quality Assurance and regular departmental reports are generated for the Academic Boards and the SMT which inform the strategic management of QAHE.

The principles of quality assurance are embedded in the programme, department and faculty monitoring processes, with end of semester reports being produced and reviewed by managers and the SMT.

The SMT maintain an overview of the performance of academic provision, through reviewing performance against the benchmarks and the KPIs of partner universities. These include benchmarks for retention, achievement and percentage of degree classifications. The module and semester reports and action plans are drafted by module and programme managers and include consideration of data. Evaluation of action points is also monitored by senior managers and at committee meetings, including the Learning and Teaching Committee and the academic boards.

Reports are reviewed by Deans who produce faculty reports for the SMT, including annual reports which include year on year analysis of performance. All reports are monitored by the quality assurance department, which, with the support and oversight of the SMT, effectively ensures that standards are met, and actions for improvement are evaluated. Reports are shared with partner universities who retain ultimate responsibility for the management of academic standards.

Training for all staff is provided by the Quality Assurance department as part of induction and through the staff development programme. This ensures that all staff are aware of the procedures and their responsibilities for quality assurance and management.

The Institution has clear and effective mechanisms for gathering student feedback. The student learning experience is

monitored through end of module and end of semester surveys, which inform the semester and annual programme reports drawn up by programme leaders and shared with partner universities. Clear thresholds for student satisfaction, completion and achievement rates are set and, where these are not met, appropriate actions are taken to support improvements, and monitored at programme and senior management level. Reports are also reviewed by the Academic Boards which include university representation.

Programme committees monitor quality indicators such as student retention, progression and achievement as well as module and programme reports and external examiner reports. The inclusion of student representatives on the programme level committees adds transparency and allows students' views to inform developments and key priorities, including those identified by external examiners. However, not all external examiner reports are made available to students. The sharing of external examiner reports through the VLE would enhance transparency of standards management.

The review and revalidation of programmes are the responsibility of the partner universities who operate a five-year periodic review cycle. The Institution's feedback is taken into consideration as part of this review process, though QAHE are not directly responsible for revisions and updates.

The management of quality and standards is clearly documented and understood by staff and students. The production of regular programme reports, that include the consideration of student feedback, the KPIs and the monitoring of action plans support the Institution to effectively review its standards and assess its own performance. The SMT maintains an effective oversight through receipt of reports and data on student performance. This effectively supports the identification of priorities for further development.

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

28.1	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Institution has effective mechanisms for the identification and dissemination of good practice across all areas of provision, through consideration of reports by senior managers and the SMT. Reports are also reviewed by the Quality Assurance department where areas that can be supported by staff development, including the sharing of best practice, are identified.

The programme managers and Deans review semester and annual programme reports, along with summaries of student feedback and external examiner reports, to identify practices which effectively support student learning and achievement along with actions to further enhance learning and teaching. Good teaching practice is also identified through peer and management teaching observations and this is reviewed by programme managers and shared with the quality assurance department for broader dissemination. Reports and actions plans are discussed by the Associate Deans responsible for partner provision. Reports and action plans are also reviewed by the Academic Bo and the SMT and they inform key priorities for enhancement.

Actions plans are developed at programme level and inform department and faculty reports and action plans, which are regularly monitored with the Institution's committee structure. Progress is discussed and evaluated by programme teams and committee and by the Associate Deans for partnership provision to support the quality management and enhancement of the student learning experience.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29. The institution has suitable staff to ensure the successful delivery of online and distance learning

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 29.1 | Staff have an understanding of the specific requirements of online, distance and blended learning. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.2 | 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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.3 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.4 | Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.5 | Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

- Met Partially Met Not Met NA

Comments

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

- Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's Strengths

The Institution's committee structure, along with partnership agreements and regular meetings, ensure there are effective mechanisms in place to support operational management and governance responsibilities.

The Institution has an effective committee structure for the management of its responsibilities and for the communication and monitoring of performance against strategic targets.

Actions Required	Priority H/M/L
1.5 The Institution must develop a formal risk assessment document to support the systematic evaluation of risk and to enhance transparency of risk management.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
1.6 The Institution must ensure that actions taken in response to regular risk assessments are clearly evaluated and documented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.1 The Institution must develop a formal strategic plan to inform all stakeholders of its key priorities and planned developments.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

The clear reporting lines and committee structures, along with designated responsibilities and oversight by senior management, support the effective management of the Institution.

The administrative procedures of the Institution are clearly documented and well managed, with clear guidance and information made available to staff and students through handbooks, policies and guidance documentation.

The good level of support provided to staff to undertake research and personal and professional development activities supports the delivery of teaching and the currency of subject knowledge.

Actions Required	Priority H/M/L
6.7 The Institution must ensure that formal teaching observations are consistently used to inform academic appraisals.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Robust systems ensure that students have access to clear materials and appropriate support from well-qualified and experienced staff.

The regular review and enhancement of learning resources whereby the Institution supplements the resources available through the partner university VLE in response to student and staff feedback as part of module evaluations.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

The accessible and responsive academic support provided by the Academic Community of Excellence (ACE) team is highly valued by students and is effective in supporting students' academic achievement.

An effective range of academic support and guidance is available to students to meet individual needs, along with clear advice and guidance from tutors and pastoral support services.

The Institution procedures and staff that actively support and engage students to organize events and activities which promote student interaction.

Actions Required	Priority H/M/L
15.7 Reference to the BAC complaints procedure must be included in student handbooks.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The range and high quality of the study and social areas provided to students effectively enhance the overall student experience.

The library facilities, including a wide range of online resources, effectively meet the needs of students on each campus.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

Student feedback is regularly collected, systematically analysed and appropriate actions taken and clearly communicated to students.

The programme reports and clear deliberative committee structure ensure that areas for development are identified and good practices shared which effectively supports the continuing enhancement of provision delivered by the Institution.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

Actions Required	Priority H/M/L
Not applicable	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that teaching observation forms should be standardised to support information collection and analysis across all provision and to inform ongoing improvements.

The Institution is recommended to develop and build a structured research community to develop its research profile as a development priority.

The Institution should consider introducing procedures for monitoring the quality of feedback on assessments to ensure consistency in the level of detail provided across all the programmes.

The Institution should consider clarifying information provided on student accommodation to make it clear that students are required to make their own arrangements.

It is recommended that Institution ensures that teaching accommodation is allocated appropriately for the size of the group being taught.

The Institution should consider providing all students with access to external examiner reports to support the transparency of standards management.

COMPLIANCE WITH STATUTORY REQUIREMENTS