



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Independent Higher Education)

INSTITUTION: Hyper Island

ADDRESS: 26 Lever Street
Manchester
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HEAD OF INSTITUTION: Mr Nick Wright

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 14 July 2021

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 8 October 2021

PART A – INTRODUCTION

1. Background to the institution

Hyper Island in the United Kingdom (UK) (the Institution/HIUK) is a privately owned provider of education and training programmes in the fields of digital and interactive communication, business transformation and leadership. The Institution was founded in southern Sweden in 1996 and provides programmes in locations around the world, including Singapore, Stockholm and Karlskrona in Sweden and Manchester and London in the UK.

The programmes cater for students and industry professionals seeking to develop their knowledge and understanding of digital culture and technology and how these affect human behaviour and organisational development.

HIUK also runs business training programmes for local and multinational organisations. Only the postgraduate provision offered by the Institution in Manchester and London is accredited by the British Accreditation Council (BAC).

The aims of the Institution are to design and facilitate student-centred education and professional development that respond directly to the needs of the regional market, the changing digital environment and the global context.

The Institution is part of the broader Hyper Island organisation. HIUK has its own Managing Director (MD), who is part of the international Senior Management Team, which reports to the Hyper Island Chief Executive Officer (CEO) in Sweden and the Global Hyper Island Board. The Board of Trustees, based in Sweden, is the senior body with overall oversight of operations and strategic planning for all Hyper Island global activities. The Director of Programmes for Europe, who was based in the UK, has left the Institution and the role is now shared between the senior managers in the UK. The MD has responsibility for oversight of the Master's programmes in the UK and is part of the new UK Academic Development Board, which oversees the management of postgraduate programmes internationally.

The Institution established its higher education provision in the UK in 2009 and set up its Master's programmes in Manchester in partnership with Teesside University in 2011. A further centre offering a part-time Master's degree option was established in London in 2014.

The Institution moved to new premises within the existing building in Manchester in the autumn of 2019. The part-time provision that operates from central London was moved to new rented premises in the autumn of 2019.

2. Brief description of the current provision

Two full-time postgraduate degrees are delivered in the Manchester centre. These are a Master of Arts (MA) in Digital Experience Design and an MA in Digital Management. Teaching is normally carried out in person although courses have been and continue to be delivered online since 2020. The London centre offers a part-time MA in Digital Management, which normally requires students to attend weekend in-person teaching sessions once a month, as well as undertaking their own research projects. Weekend sessions have also been taking place remotely since 2020. The degrees are validated by Teesside University, with which Hyper Island has had a longstanding partnership since 2011.

The Hyper Island teaching methodology is centred on experiential learning, which draws on the Swedish and Scandinavian educational theories of constructivism and constructionism. Constructivism encourages students to create their own internal models and understanding of theories and information, while constructionism encourages learning through experimenting and creating models and developing and testing new solutions.

At the time of the inspection, 48 students were enrolled, 18 studying full time and 30 part time. The majority of students are female. The large majority of students come from European countries, including Switzerland, Sweden, the Netherlands, France and Austria, with a small number being drawn from countries outside Europe including the United States of America (USA), Brazil and India. All students are aged over 21 years.

The Institution recruits students in September for part-time provision and in January for the full-time programmes. Clear dates and entry requirements are published on the Hyper Island website.

3. Inspection process

The one-day inspection was undertaken by a single inspector. Virtual meetings were held with senior managers, administration and teaching staff, and with a small group of students. A short virtual tour of the Manchester campus was provided, along with images and floor plans of the London premises used for weekend workshops. Recordings of teaching sessions and workshops were made available. A range of documentation was provided, and the Institution co-operated very positively with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	24–25 June 2015
Interim	18 August 2016
Re-accreditation	2, 12 & 13 June 2019

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The Director of Programmes for Europe left Hyper Island in 2020 and the responsibilities of this role are now shared between the MD, the newly appointed Programme Operations Manager and the Academic Lead. The Institution has also appointed a new academic support tutor to provide additional assistance to students with their assessments.

The Institution moved to new premises in Manchester within the same building in the autumn of 2019. This provides more flexible space for student workshops, private study and group work. New premises for the part-time London provision have also been leased, though in-person teaching has yet to take place there.

2. Response to action points in last report

12.4 The Institution must ensure that all students consistently receive feedback that is transparent, constructive and timely, and effectively supports students to improve their work.

A newly designed feedback form has been introduced. This allows for clear, timely and consistent feedback to be provided to students on their work. In addition, an assessment and moderation schedule has been introduced, and feedback forms are reviewed by the Academic Lead and the Programme Operations Manager to ensure that feedback against all marking criteria is clear and constructive.

15.7 The Institution must include clear reference to the BAC complaints procedure to inform students of their additional options when raising a complaint.

The BAC complaints procedure is clearly referenced in the student handbook, which is provided to all students at the start of their programme.

17.3 Accurate and secure records of attendance must be developed, implemented and evaluated as part of ongoing monitoring of student engagement.

A record of attendance for all sessions has been introduced, including for online teaching and for in-person sessions held on site. Programme leaders regularly monitor attendance, and any unexplained absences are promptly followed up. Student attendance is also reviewed as part of weekly programme meetings and appropriate additional support is offered to individual students as required. These measures effectively support student engagement.

3. Response to recommended areas for improvement in last report

The Institution should consider offering more guidance on academic standards to support all students in understanding the requirements of Master's level assessments.

The students are provided with additional information and guidance on the requirements of assessments by the Academic Lead and Academic Support, both of whom are experienced postgraduate teachers. This includes guidance to promote understanding of the requirements of Master's level assessment and research projects.

The Postgraduate Assessor provides feedback to students on the marking of each module, which also informs the provision of additional support as needed. Students confirm that they feel well supported in understanding academic standards requirements. Inspection findings confirm this.

It is recommended that Hyper Island work with its partner university to ensure consistent access to online resources for part-time students.

The Institution has worked with Teesside University on improving access to online resources offered for all full- and part-time Master's provision. There are scheduled sessions with Teesside University library staff and this, along with the library access guide, provides students with additional guidance. To further facilitate online library access, module reading lists now include direct hyperlinks to the Teesside University library. Students confirm that library access is now clear and consistent.

The Institution should consider providing more quiet areas for full-time students to undertake individual study on campus.

The move to the new premises has allowed the Institution to provide a range of learning spaces for individual and group study, including private study booths and spaces for small-group working sessions.

It is recommended that the Institution provides students with access to physical libraries appropriate to their studies to further support access to resources and share lists of resources identified by previous cohorts.

A small physical library is available to full-time students in Manchester. The majority of learning resources are provided online, to ensure that good access to the latest texts and journals and industry-standard materials is available. Lists of resources accessed by previous cohorts are also made available online. These changes effectively support student access to resources.

The Institution should consider providing more formal feedback to stakeholders on actions taken in response to feedback to ensure transparency.

Information on actions taken in response to feedback received is provided to staff through the Institution's online platform. Industry leaders who teach on modules also receive feedback on their teaching at the end of each session, which includes suggestions for improvements. Students receive some feedback on actions taken informally through programme leaders, the Operations Manager or the Operations Co-ordinator and through the online platform. However, students report that they are not always clear about what actions have been taken in response to their feedback.

It is recommended that year-on-year data be included and evaluated as part of annual monitoring to assist in identifying factors that may impact on student performance.

Year-on-year data is included and evaluated by the Institution as part of its own annual monitoring and also through annual reports, which are a requirement of Teesside University. The consideration of data is used effectively to review student performance and to identify areas for enhancement.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The clear organisation diagrams set out both the UK and international Hyper Island management structures. Responsibilities are clearly defined and information is made available to all stakeholders through handbooks and the website to support a clear understanding of the structure.

The simple committee structure is well documented in handbooks, and the academic authority including that of Teesside University is clearly set out for staff and students. The governance arrangements are also clearly specified with final authority lying with the Hyper Island Board in Sweden, whose membership includes the UK MD.

Policies and procedures are clearly documented and made available to staff and students electronically as well as being referenced in staff and student handbooks.

The management of risk is effectively documented and risk assessments are updated and reviewed at monthly senior management meetings in the UK and in Sweden, and appropriate actions is taken as necessary.

Partnership arrangements and responsibilities with Teesside University are appropriately documented in the Memorandum of Agreement, and in the validation documents, and provide clear guidance to senior managers.

Online communications systems are clearly understood by staff and students and provide effective channels for updates, advice and guidance. The website and social media sites provide accessible information and communication with external stakeholders.

The UK Hyper Island strategy is clearly set out and approved by the Board in Sweden. The implementation plans draw on the outcomes of programme reviews and stakeholder feedback to enhance the student learning experience. The strategy is available to staff and students through the shared drive, and in summary to external stakeholders through the website.

Stakeholder feedback is systematically gathered through surveys and meetings, and from industry leaders who facilitate the delivery of modules. Feedback is appropriately used to ensure programme and resources remain current and meet the needs of students.

The MD is responsible for monitoring the performance of the UK provision against clearly defined performance indicators which include a systematic review of performance within and across years and cohorts. Reviews include consideration of student and staff feedback to identify areas for improvement.

Financial responsibilities are clearly articulated in the organisation chart and through job descriptions. All accounts are externally audited to comply with UK statutory requirements and to support the transparency of financial management.

The clearly documented strategy and management structures effectively support the governance and management of the Institution.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The defined management structure is set out in the staff and student handbooks. The structure is made available to staff and students as part of their induction to support their understanding of management's responsibilities. The small size of the Institution allows staff and students to become familiar with members of the management team and the line management structure, including at programme level.

The committee structure is clear and simple and made available through the shared drive, along with the remits of individual committees. The small nature of the organisation enables the management team to respond quickly to any issues or feedback, and to communicate outcomes through the shared drive. Programme leaders meet weekly with the MD and hold bi-weekly organisation meetings with senior managers, including those based in Sweden. This ensures that actions are approved, monitored and shared with staff. However, while meetings are recorded electronically, no formal minutes of meetings are kept to ensure transparency and the monitoring of progress.

Appropriate systems ensure that all information provided internally and externally is checked by UK programme staff and the UK Marketing Manager, to ensure that it remains clear and accurate.

The small administration team's responsibilities are clearly documented through the organisation chart and job descriptions. The administrators provide appropriate support to staff, students and management in maintaining the day-to-day operations.

Administration policies and procedures are clear and available to stakeholders through the shared drive, with key functions summarised in handbooks.

Class timetables are published on the shared drive and the online calendar, and made available at the start of each programme to ensure that staff and students are clear about the delivery of teaching and the assessment schedules. Calendar reminders are also in place to ensure that students are reminded about all activities.

Data collection and storage systems are well organised and information is updated regularly for both staff and students to ensure that they remain current. Data is made available to individuals via secure log-ins. Students are normally able to access their results within four weeks of submission. Security for systems is managed in line with the General Data Protection Regulation (GDPR).

Student identity is verified as part of the registration process, which is rigorous and complies with Teesside University regulations.

Clear procedures are in place for the administration of assessments, though no formal examinations are conducted. All assessments are internally moderated and a sample of work is also externally moderated by partner university staff to assure standards.

The policy on the collection and refund of fees is clear and made available to students as part of the admissions process.

Policies and procedures for the recruitment of well-qualified staff are clear and included in the operations manual. Teesside University approves all academic appointments. All staff are provided with appropriate role descriptors and person specifications, which include qualification requirements and reporting lines.

Staff benefit from a well-documented induction process and receive one-to-one support to help them orientate to their new role.

A clear equality and diversity policy is in place, and staff have access to appropriate complaints and appeals procedures, which are published in the staff handbook and available through the shared drive.

An effective staff appraisal process is in place, which includes teaching observations for academic staff. The appraisals ensure that training needs are identified and that appropriate budgets are allocated to support individual personal and professional development.

A robust system for programme proposals, design and updates draws on comprehensive feedback from staff, students and industry leaders. Proposals are approved by the Global Hyper Island Board prior to being ratified by Teesside University as part of the validation process.

Learning outcomes are clearly documented in the module handbooks and project guides and are available to all students online to support their understanding of the programmes.

Regular weekly meetings ensure that academic programmes are kept under review. Students' progress is overseen by the Quality Assurance Academic Committee (QAAC). End-of-module and end-of-year reports further ensure that programme performance and progress against action points are fully analysed and documented to support programme improvements.

Feedback from staff and students informs the acquisition of resources. Commissioning of course materials is effectively managed by programme leaders and the Academic Lead, and where significant additional resources are required, senior management reviews the requirements and approves requests.

Detailed module and end-of-semester feedback surveys are evaluated effectively to inform the development of learning provision and delivery to ensure student-centred learning.

Entry requirements for all programmes are published on the website and in the programme descriptors, which clearly set out prior qualification and English proficiency requirements.

The application process is rigorous and all prior qualifications are verified prior to applications being approved by the partner university. Students confirmed that their applications are promptly responded to, and that advice and guidance are available to provide support. All students are interviewed and applicants' language and broader skills and knowledge are checked to ensure that course requirements are met.

The Teesside University accreditation of prior learning policy is applied to all Master's programmes, and information is provided to students as part of the admission process. The Institution confirmed that no applications for credit linked to prior learning or experience have been received.

Staff are encouraged to engage in practice-based research and work closely with industry contacts and on current industry briefs, which aligns with the Institution's ethos of practice-based learning, research and delivery. Staff have access to financial support for research and professional development activities. The Institution is aware that while staff regularly discuss research and practice, there are limited opportunities for staff to consistently share their work and research across all programmes.

Text and images provide an accurate description of the programmes, facilities and learning resources offered by Hyper Island. Clear programme and module descriptors are available online. These include information on the level, assessment methods, the validating university and employment-related opportunities. All information is updated at least annually. Programmes fees are also published on the website, along with information on living in the UK.

The policies, procedures and systems to support the academic management and administration of programmes are appropriate and effective.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

All teaching staff are appropriately experienced and qualified to deliver modules at postgraduate level. The programme managers work closely with the small teams of academic staff to ensure that learning is consistently delivered to the required standard. The teaching provided by industry leaders, who act as module facilitators, actively helps students to develop their understanding of practice-based applications of theoretical models, as currently applied in organisations. Regular teaching observations take place and feedback is sought from students at the end of each day to inform areas for enhancement in delivery.

Programme delivery is effectively managed, as confirmed by external examiners and the end-of-module reports completed by students. Assessments take place at the end of each module and are informed by the module descriptors and learning outcomes. Assessment requirements are clearly outlined in module handbooks to support students' understanding.

Pre-programme individual online meetings with students explore their learning and support needs, which teams use to inform the delivery. This represents good practice.

The highly interactive approach to teaching promotes active student participation and encourages them to experiment and create their own models and to test their solutions while developing their independent learning skills.

Students confirmed that they have access to a wide range of learning materials and resources, both through the shared drive and the Teesside University online library. Key texts and journals are set out in module handbooks, along with online links for ease of access. Students are also provided with access to a range of other online platforms and toolkits, which are supported by workshops that help students to develop their digital literacy skills. The access to platforms, toolkits and workshops to support digital literacy represents good practice.

Module handbooks include clear assessment criteria and guidance, and the academic calendar further highlights assessment periods. Assessment strategies are appropriate and assessments are clearly written and based on live project briefs. The Postgraduate Assessor appointed by Hyper Island produces reports that identify strengths and areas for development in individual module assessments, which supports assessment standards effectively.

Students receive clear and constructive written feedback on each of their assessments. Programme leaders actively monitor individual performance and progress. While students confirmed that the written feedback was helpful, they would also welcome more access to spoken feedback to gain additional explanation, support and guidance where needed.

Clear academic malpractice policies are made available to students, along with the mitigating circumstances and appeals policies. A sample of assessed work is put through electronic anti-plagiarism software by Teesside University as the Institution does not have its own system to allow it to check the originality of all work submitted.

Course materials are well designed, approved by the partner university and appropriate for postgraduate study. Reading lists are included in module handbooks, with electronic links to online libraries. Resources are reviewed annually and supplemented by the practice-based knowledge of industry leaders who facilitate module delivery and provide access to additional learning resources. Staff also provide students with copies of papers and other resources through the shared drive to further supplement those available through Teesside University.

Teaching, learning and assessment are effectively managed and supported by a good range of resources.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students have access to programme leaders and the Operations Manager for general and pastoral advice and guidance. Where students require additional specialist advice, they are provided with contact details of an independent qualified counsellor. Students also have access to the welfare and support services provided by Teesside University.

The comprehensive, week-long student induction includes a clear introduction to their programme, along with training and information on how to access learning resources and other toolkits. Induction also includes information on pastoral and welfare support and emergency contact numbers, and students confirm that the information provided is helpful. Staff and students have access to appropriate communication platforms outside class time, including the shared drive, e-mail and social media, which enables them to access guidance effectively.

The Institution has appropriate policies and training on managing discrimination and abusive behaviour. Clear risk assessment statements are in place that enable the Institution to manage and monitor risks,

including those associated with radicalisation and extremism. Policies are available to staff and students on the shared drive.

Student handbooks include staff contact details in case students need to make contact outside teaching sessions. The range of contact platforms, including e-mail, the shared drive and phone numbers, provides effective contact channels.

Student progress is monitored on an ongoing basis by the programme teams. Students who are not making satisfactory progress are invited to individual meetings and provided with additional support as appropriate.

Clear advice and guidance are available to students who may wish to change their mode of study or their programme of study at the Institution. Agreed requests are forwarded to Teesside University for final approval.

Appropriate individual advice and guidance on work and career options are available through coaching sessions with industry leaders, alumni and commercial organisations that provide students with current industry briefs and opportunities for project work. Access to a live jobs board is also available through Global Hyper Island.

The student complaints policy is clearly referenced in the student handbook and includes information on the BAC complaints procedure.

The induction week includes workshops and information on how to access online materials and study advice, which students confirmed is clear and helpful. Where students have been identified as having additional learning support needs as part of the admissions and pre-course interview process, appropriate individual help is provided, and reasonable adjustments are made.

International students are provided with clear help and advice on travel to and living in the UK, as well as information about the local area. Programme leaders and administrative staff are available to provide support and guidance as needed throughout the programme. Cultural and religious considerations are appropriately accommodated. Students are able to bring in their own food. Space for religious observance is provided. Students are also provided with access to speakers of their own first language through the Global Hyper Island support system.

A clear and appropriate attendance policy and associated mechanisms are in place. Students confirmed that they are aware of the attendance requirements and the need to notify the Institution if they are not able to attend a class. Registers are kept for each session, and any unreported absences are promptly followed up.

Students are provided with information about social events and activities through the shared drive and social media websites. Students are also encouraged to suggest and co-ordinate social activities and are able to seek support from academic and administrative staff as needed. Where events take place on site, a member of staff maintains oversight and provides help and guidance as required.

Students make very good use of online platforms and social media channels to keep in contact, share news, discuss aspects of their study programme and to organise social events.

Access to support and guidance is appropriate, effective and appreciated by the students.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has clear lease arrangements on its premises in Manchester, and a rolling lease on the premises in London. Both premises are approved for the delivery of higher education, and no other external venues are used for teaching delivery.

Access to the Manchester premises is securely controlled by key codes provided to staff and students. Access to the London premises used for weekend workshops is controlled by the building's security staff.

The premises are clean and well maintained and appropriate health and safety guidance is displayed on the walls and notice boards for staff, students and visitors. Both premises have plenty of circulation space for staff and students. Visitors are escorted by a member of staff on the premises, and meeting rooms are available to receive visitors.

Both premises have appropriate toilet and handwashing facilities that are cleaned daily. All rooms are well lit, heated and ventilated.

Premises provide adequate teaching areas for the size of classes. Meeting rooms are available for seminars and tutorials. Teaching areas are equipped with appropriate Information and Communications Technology (ICT) resources. Working spaces are available for students to undertake private and group study activities

Staff are provided with appropriate office working space for lesson preparation and for administrative work.

Staff and students have access to kitchen areas for the preparation and consumption of food and drink in Manchester, and access to a range of external food and drinks outlets in central London.

Secure storage spaces for personal possessions are provided in Manchester, while in London, students are advised to keep their personal possessions with them during the weekend workshops.

Meeting rooms are available for academic staff and senior management to hold meetings. Adequate space is provided for administrative staff, who have access to computers and to secure storage areas.

Most library resources are provided online and students are provided with clear links to textbooks and journals, including those provided by Teesside University. Resources are regularly reviewed and student feedback informs resource updates.

Students have appropriate access to advice and guidance on resources from the industry-leader facilitators and the programme managers. Students have 24-hour access to online resources, and library staff availability is clearly set out on the library portal.

Students are provided with appropriate access to ICT and with support in accessing online resources both through Hyper Island and through Teesside University staff. Online toolkits and resource platforms ensure that students have good access to learning guides and materials.

A small physical library is provided in Manchester. However, given the digital nature of the programmes, most resources are appropriately provided online to ensure that students have access to current materials. Resource lists identified by previous cohorts are also available through the shared drive.

Technical support is available to staff and students through Teesside University technicians and the Hyper Island resources in Sweden. All software is regularly checked and maintained.

The Institution provides appropriate premises and facilities for staff and students and good access to online learning resources.

The standards are judged to be:

Met Partially Met Not Met

Comments

The views of stakeholders are regularly gathered through surveys and meetings. These are evaluated by the senior managers. Where appropriate, action is promptly taken. Students provide feedback on an ongoing basis and they are encouraged to provide feedback at the end of each day and through end-of-module surveys. As teaching has been taking place online, no student representatives have been appointed.

A summary of actions taken in response to feedback is available through the shared drive. However, students indicated that they would like more formal feedback on actions taken both during and after the end of the taught section on their programmes.

Appropriate policies are documented and made available to staff and students through the shared drive, along with access to relevant Teesside University policies and procedures. Quality assurance procedures are embedded in the programmes and the institutional management of Hyper Island provision. Procedures for quality assurance and standards management are fully compliant with the requirements of the partner university.

End-of-semester and annual monitoring reports are produced by programme managers and reviewed by senior management and the QAAC against clear performance indicators. An annual report is also produced for Teesside University. Reports draw on student achievement data and the outcomes of student surveys and include analysis of year-on-year retention, achievement and completion rates and subsequent employment or progression to further studies. Reports are appropriately used to review and enhance the quality of the student learning experience and to inform institutional priorities and action plans, including the need for additional resources.

Programmes are subject to review every three years and revalidation every six years, and they were revalidated in the last year. The quality of programmes is reviewed annually by external examiners, who confirm that quality and standards are at the required level.

Senior management in the UK and in Sweden regularly review programme and institution reports and student feedback. Outcomes are used to inform key development priorities and plans are considered and approved by the Global Hyper Island Board.

Staff meet regularly and share good practice identified through observations, student feedback, and end-of-module and end-of-programme reports. Examples of best practice activities and presentations are also stored and made available through the shared drive to support ongoing programme enhancement.

Staff, student and industry-leader feedback is effectively used to support enhancement of the student learning experience. Reports, action plans and evaluations of progress are discussed by senior management, the QAAC and the University of Teesside Academic Board, and reviewed by the Global Hyper Island Board. The implementation of the actions is effectively monitored.

Clear and effective mechanisms are in place for assuring the quality and management of postgraduate provision.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

Staff are provided with good information, advice and support for delivering online learning. The guidance draws on the experiences of other centres such as in Singapore, where online delivery was introduced prior to that in the UK. Training sessions on the delivery of online teaching have been provided for teaching staff, including industry leaders.

Guest speakers have also been provided with access to advice and guidance to facilitate online delivery. Examples of good practice are cited and made available through the shared drive. Staff confirm that they have been helped effectively to meet the challenges of online delivery.

A range of platforms has been made available to facilitate staff and also students' online learning. The use of platforms, student experiences and feedback is regularly reviewed as part of the weekly programme leader meetings to ensure that the demands of online learning are being met effectively.

Student induction is used to provide digital literacy workshops to help students to develop the required online skills. Students confirmed that the support they have received has been helpful in learning and working online, and no indications to the contrary were identified during the inspection.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The teaching and the practice-based information provided by industry leaders ensure the currency of learning and applications in the workplace.

The pre-programme individual online meetings with students that enable staff to explore student learning and support needs are used effectively to inform appropriate teaching and learning delivery and to support student engagement.

Access to a wide range of online platforms, toolkits and workshops supports students effectively to build their understanding, skills and capabilities to learn and work online.

The use of reports from the Institution’s postgraduate assessor reports, which highlight strengths and areas for development, effectively supports assessment standards.

ACTIONS REQUIRED

None.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that information on actions taken in response to student feedback be formally provided by the Institution, both during and at the end of taught provision.

The Institution is recommended to consider formalising the outcomes of meetings through a common written format.

The Institution should consider developing more opportunities for staff to meet, discuss and share ongoing practice-based research and new research opportunities.

It is recommended that students be provided with access to their assessors after written feedback has been provided.

The Institution should consider introducing the use of online systems to further assure the originality of individual student work.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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