



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: New School of Psychotherapy and Counselling

ADDRESS: 61–63 Fortune Green Road
London
NW6 1DR

HEAD OF INSTITUTION: Professor Emmy van Deurzen

DATE OF INSPECTION: 26, 27 & 29 October 2021

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- Award of accreditation withdrawn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: 27 January 2022

PART A – INTRODUCTION

1. Background to the institution

The New School of Psychotherapy and Counselling (NSPC/the Institution) is a private limited company, established in 1996. The Institution is committed to training in the professions of psychology, psychotherapy, counselling, coaching, autism studies, diversity and pastoral care. NSPC moved to its purpose-built premises in West Hampstead, London in the United Kingdom (UK) in 2014.

The Institution's aim is to enable professionals to explore human problems in a reflective and receptive manner.

The Institution's two Directors hold positions as Principal and Vice-Principal and it is they, together with the Executive Group, who provide oversight and lead the Institution strategically. The Institution works closely with its three sister companies in the Septimus Group, which is the overall holding company. The sister companies are the Existential Academy, Dilemma Consultancy and Ask the Therapist. BAC accreditation relates only to NSPC.

NSPC has developed a long-term partnership with Middlesex University, which began in 2007 and was successfully renewed in 2018. Its courses are also accredited by the British Psychological Society (BPS), the Health and Care Professions Council (HCPC), the Universities Psychotherapy and Counselling Association (UPCA), the United Kingdom Council for Psychotherapy (UKCP) and Humanists United Kingdom. Since the last inspection, courses have been subject to a successful reaccreditation by BPS, HCPC and UPCA.

2. Brief description of the current provision

The Institution provides programmes at postgraduate level, which are validated by Middlesex University. Two Doctoral programmes, in Existential Counselling, Psychology and Psychotherapy, and Existential Psychotherapy and Counselling, are run jointly with the University and offered on a blended learning basis.

Five Master's programmes are also offered, including a Master of Arts (MA) in Existential Coaching, an MA in Existential and Humanist Pastoral Care, a Master of Science (MSc) in Autism and Related Neuro Developmental Conditions, an MSc in Working with Diversity and an MSc in Psychotherapy Studies. The latter three programmes are only delivered online, with the other two being offered on a blended learning basis.

The Doctoral programmes include three years of supervised placements. The Institution also offers a one-year Foundation Certificate course, via the Existential Academy, and various other online workshops.

At the time of the inspection, there were 508 students enrolled, with all students aged over 18 years. The gender balance is approximately even. Most students are aged over 30. The majority are from the UK, with a minority from countries overseas, primarily from Europe, Asia and North America.

There are two intakes a year for the Doctoral programmes, in September and January. Students can enrol for the Master's programmes in September, January and April. Students must meet the published entry criteria, for example for prior levels of achievement and English language competency, where applicable.

3. Inspection process

The inspection was undertaken remotely over three days by two inspectors, including a student inspector. The inspectors held meetings with the Principal, Vice-Principal, the Academic and Administrative Directors and other senior managers. Meetings were held with postgraduate students, and academic and administrative staff. Inspectors listened to online lessons and undertook a virtual tour of the premises. A wide and comprehensive range of documentation was provided electronically for scrutiny. The Institution co-operated fully with the inspectors.

4. Inspection history

Inspection type	Date
Full Accreditation	15–16 January 2013
Interim	17 December 2014
Re-accreditation	14–15 March 2017
Interim	5 March 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The 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 checked="" type="checkbox"/> Yes	<input 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 checked="" type="checkbox"/> Yes	<input 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

A clear and comprehensive organisational structure effectively supports the Institution's development and its ability to maintain a very high standard of academic achievement and student care. Senior leaders' roles and the extent of their authority are clearly documented, defined and effectively communicated to all relevant stakeholders. The Principal, Vice-Principal and other relevant senior leaders have clear oversight and decision-making authority in relation to all financial and academic matters.

Roles and responsibilities are clear and appropriately detailed in the Institution's organisation chart and job descriptions. Roles are clearly linked to the needs and requirements of the Institution. There are effective channels of communication between internal and external stakeholders. This includes effective use of the Institution's Virtual Learning Environment (VLE) and Management Information Systems (MIS).

The link between governance and management is clear and well documented. Students, staff and managers report that there are appropriate structures for them to have input into the development and implementation of the Institution's policies and procedures. External stakeholders, such as the Institution's partner university, are actively involved in programme development via meetings with the Institution's senior managers. Students have direct input into the Institution's day-to-day activities through their class representatives.

Financial risk assessment is highly effective. The Principal, Vice-Principal and Bursar provide oversight of all financial matters. The senior manager group reviews risk posed by the changing academic needs of students. The financial standing of the Institution and the curriculum offer are regularly reviewed and updated, ensuring that senior leaders are able to take effective action when required to manage and mitigate business risks.

Financial resources are appropriately allocated to ensure proposed course development is successful. An appropriate risk assessment statement is in place and individual risk assessments are regularly reviewed and appropriate action is taken where necessary.

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 checked="" type="checkbox"/> Yes | <input 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 is 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's strategy for the development of its higher education provision is clear and well supported by regular reviews, excellent financial management and the views of students. An annual strategic implementation plan is produced and disseminated annually, following consultation with key stakeholders, including students and staff, so that their views can inform the strategic direction.

The Institution's aims and objectives are well communicated to all stakeholders via its website, promotional materials and its presence on social media.

Regular and systematic review of the Institution's performance against strategic targets is undertaken. The self-evaluation report is detailed and effectively reviews performance data at programme and module level. The report is used effectively by the governing body and senior leaders to consider performance against strategic goals and a number of different key indicators, including student performance and the quality of the student experience.

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 conducts its financial matters in accordance with national law, with its accounts and finances being subject to regular independent external audit. This ensures appropriate scrutiny, transparency and probity.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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

The Institution's management structure is very clearly defined and documented. It is fully understood by all stakeholder groups. The staff's responsibilities and the reporting arrangements are well defined and effectively communicated at all levels.

An appropriate and highly effective committee structure is in place. All committees have clear and appropriate terms of reference and reporting lines are clear. Meetings are well documented and ensure that key decisions and actions are appropriately recorded and disseminated. This effectively supports and informs management decision-making.

Processes to formally review the accuracy of information provided internally and externally to ensure that it is fit for purpose are effective. Changes to academic information are appropriately reviewed and approved by the senior manager group.

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 that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Highly effective administrative arrangements ensure that the day-to-day needs of the Institution are met. The administration team is of an appropriate size, its members have clear job descriptions and a detailed staff handbook clearly outlines their roles and responsibilities. The administrative support available to the management is clearly defined, documented and understood. Administration policies and procedures are well documented in the staff and student handbooks, and the Institution's rules and regulations documents.

Student classes are clearly scheduled, with course timetables available on the Institution's VLE so that students and staff have accurate and up-to-date information regarding their classes. Appropriate rooms are allocated to deliver the Institution's programmes.

A wide range of electronic administrative and information systems are used effectively to record and monitor student initial enquires, applications and course enrolments. Student records, including appropriate checks on identification and prior achievement, are accurate and well documented. Records are securely stored, easily accessible and used effectively by administrators, tutors and managers.

Appropriate procedures are in place for the administration of assessments and examinations.

There are highly effective procedures in place for internal and external moderation at pre- and post-assessment stages. The Institution works well with its partner university to ensure that moderation is accurate and timely. Student records and transcripts are made available in a timely manner through the VLE.

Information on the collection of fees and the refund policy is clearly documented on the Institution's website and in the student handbook. Students confirmed that they were given all appropriate information prior to joining the Institution.

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 are designed to ensure the safety of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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 that includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are 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

The range of policies and procedures for the recruitment and continuing employment of suitably qualified and experienced staff is appropriate. As a result, the Institution employs highly qualified and very experienced staff in all roles.

Academic and administrative staff are highly qualified and suitably experienced and fully understand their roles and responsibilities. Detailed job specifications, and an effective staff induction process ensure that all staff are well aware of the scope of their role, relevant policies and how to access the Institution's online systems.

Staff have access to an appropriate complaints and appeals procedure and a published equality and diversity policy.

A clear, well-documented and transparent appraisal system allows managers to monitor and review the performance of all staff. An appropriate system of classroom observations for teaching staff ensures that the quality of teaching is maintained and regularly reviewed with staff.

Staff development needs are effectively monitored, and training requirements are identified through both formal and informal means. Staff undertake further qualifications to support their development and attend various staff development opportunities.

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 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-centred 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

Clear and appropriate policies for the design and validation of the Institution's programmes ensure that they are in alignment with its vision and mission. Learning outcomes are clear, appropriate and made publicly available, including an overview of teaching methods and assessment requirements. As a result, students have a clear understanding of the scope and content of their modules and courses. All programmes offered with the Institution's partner university are subject to the partner's own validation processes.

Regularly scheduled and recorded meetings of academic staff ensure that academic programmes are effectively monitored and reviewed. Consequently, the curriculum is fit for purpose and meets the needs of students.

The Institution has a range of standard operating procedures in place to ensure that academic resources are acquired effectively to support each programme offered. Requests are effectively reviewed and approved by senior managers in line with budget allocation procedures.

Students provide specific feedback to inform the development of their courses through their course representatives and other appropriate feedback opportunities. Feedback is systematically reviewed and considered by academic managers.

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
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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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate and detailed entry criteria are set for each programme of study and are readily available to prospective students in course documentation and programme descriptions. The English language proficiency requirements for each course are clearly set out and effectively ensure that students understand the level of competency required in order to be accepted onto each programme.

A comprehensive application process is in place that ensures that students meet published entry requirements. All claimed qualifications are appropriately verified by the Institution. Any application queries are responded to very quickly. Prospective students receive a very good level of information and guidance about the requirements of each programme, to ensure that they are able to make fully informed decisions about their study options.

Students' needs are very effectively assessed at the start of their application, with comprehensive interviews ensuring that students have the required skills and knowledge to be able to succeed on the programmes on which they are enrolled.

The Institution recognises prior accredited learning and has a clear policy and a rigorous process to assess credit acquired at other institutions. Students are aware of the process.

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

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 that 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 actively encourages academic staff to undertake research and publish their findings. Staff Curricula Vitae (CVs) show that a number of staff are active in research, with recent publications in a number of academic journals.

Research and attendance at external events effectively inform teaching.

However, the proportion of staff involved in research activity is low.

Sponsorship is available through the Institution for academic staff to undertake research and to support attendance at conferences to assist their professional development.

The Institution provides time for staff to meet regularly to share and discuss current research activities.

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, and 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

Publicity materials are of a high quality and accurately reflect the Institution's premises and facilities. As a result, students report that they are very clear about the location and the range of resources and services available.

Information detailing the programmes offered is readily available on the Institution's website. The information includes detailed and accurate information on the structure of courses, progression opportunities and the relevant awarding organisation as well as the assessment structure of each course. However, it does not always cover all the assessments within the individual modules to ensure that students are clear as to all of the assessment requirements at module level.

Senior managers regularly review, and make any necessary changes to, publicity material to ensure its ongoing accuracy.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, and 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 that 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

Very well-qualified and highly experienced lecturers are successfully recruited and appropriately allocated to teach on courses and at levels that reflect their qualifications and experience. As a result, appropriate teaching staff are allocated to courses to ensure a consistent learning experience for students. Delivery is very effectively monitored by the academic management team to ensure a consistent learning experience for students and to identify and resolve any issues.

The outcomes of lesson observations, detailed module handbooks and high-quality teaching materials confirm that lessons are effectively planned and meet the requirements of relevant module descriptors and fully cover the stated learning outcomes. In addition, the design of the programmes and modules supports the development of the knowledge and skills required of students to be successful in the final examinations and assessments. As a result, the success rates of students are very high.

Lessons are very well planned and effectively meet the needs and learning styles of the Institution's students and ensure good progression. Lecturers use a wide range of appropriate activities to engage students and to keep their interest and effectively support their learning. Additionally, staff are effective in encouraging and developing students' independent learning skills via in-class activities and pre-class tasks.

Students and staff have access via the Institution's VLE to a wide range of appropriate and high-quality learning and study resources. In addition, students whose courses are validated by the Institution's partner university have access to relevant materials on the University's VLE. Students and staff confirm that the Institution fully encourages and is highly supportive of these electronic resources.

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

Detailed assessment schedules are provided for each course, which are readily available to students through the Institution's VLE. The schedules provide clear assessment and assignment submission dates, as well as any revision periods. As a result, students report that they are aware of the nature and timing of the assessment of their course, together with any revision periods. Policies, procedures and handbooks relating to assessment are comprehensive, clear and effective.

Assessment strategies are relevant to the content and nature of the courses. They are used effectively to ensure that all required learning outcomes are met. Assignment briefs are well written and detailed. They provide clear tasks that are effectively linked to learning outcomes. Tasks allow a full range of grades to be achieved and are appropriately linked to the module grading criteria.

Marking of students' work is good. Students receive clear spoken and written feedback. In their feedback, academic staff effectively identify areas where students have done well and where they could have developed their work further. Student progress and performance are effectively monitored by lecturers and managers, with timely and appropriate action taken where students are not progressing as expected.

Appropriate procedures to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised are in place. The Institution's academic misconduct policy is appropriate and contained in the student handbook. All assessment evidence is appropriately screened for authenticity using appropriate commercial software to confirm originality. These arrangements help to ensure that students are awarded grades based on their own knowledge and understanding.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable.

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 materials are well designed and appropriate for the Institution's courses and confirm the levels of study.

Course materials and resources are of a high quality and are available on the Institution's VLE. They are used effectively to support learning and enable students to achieve on their chosen programme of study.

The materials are regularly reviewed and revised by academic staff to ensure that they are accurate and fit for purpose.

Appropriate teaching aids and study materials are used effectively to support learning. Students have good access to all available resources via the VLE.

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 students safe.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Student support is excellent. An extensive range of very well-qualified staff, with appropriate advice and counselling skills, are readily accessible to students to provide support on a wide range of pastoral and welfare issues. In addition, Master's degree students offer free pastoral support to their fellow students. Students report that the support provided by the Institution's welfare, advice and pastoral services is of a high quality, and inspection findings confirm this view.

At the start of their course, students receive a comprehensive induction, which effectively covers the library, available Information Technology (IT) services and an introduction to their academic programme. Detailed information regarding the Institution's expectations on attendance, together with information on the pastoral support available, including for the provision of emergency support, is also provided.

An appropriate policy and procedures for dealing with discrimination and abusive behaviour are in place.

General enquiries and any issues related to access to the Institution's IT services are dealt with quickly and efficiently. Students can access staff outside scheduled learning hours via e-mail, social media and the Institution's VLE. Students confirmed that staff are very accessible and responsive to any queries out of class hours.

There is a suitable policy in place and have staff been trained in how to prevent radicalisation and extremism.

14.8 However, there is no risk assessment in place to address radicalisation and extremism.

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

The level of students' access to academic staff outside teaching and learning sessions to discuss their progress and provide academic support is excellent. Students can readily access academic staff outside office hours via e-mail. In addition, academic staff maintain drop-in sessions for students outside class hours.

Very detailed student records on attendance, participation and achievement are maintained by staff and used effectively to monitor student performance and identify when additional support and guidance are required. Where students are not making sufficient progress, or wish to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided.

Students are well supported in preparing for future careers, further study and their next steps.

Students have access to a fair complaints policy.

15.7 The Institution does not advise its students about the BAC complaints procedures.

Detailed instructions and guidance on how to study are readily available to assist students to learn effectively and efficiently.

A detailed policy on identifying and meeting the needs of students with special educational needs and/or disabilities is in place and is appropriately implemented. Where an individual need is identified or declared, appropriate additional support is provided by the dedicated counselling team. Students report that they are impressed with the care, attention and support provided by the Institution. Inspection findings confirm this.

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 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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.3	Information and advice that are specific to international students continue to be available throughout their time at the institution.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.4	Provision of support takes into account cultural and religious considerations.	<input 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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly and absences are followed up promptly. | <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

An appropriate, detailed and published policy on student attendance is in place. Students are provided with a copy of the policy during induction and they report that they fully understand the attendance and punctuality requirements of their programmes of study.

Procedures and systems to enforce attendance and punctuality are good and used effectively by staff to accurately and securely record student attendance and punctuality. Consequently, staff are able to appropriately review and manage attendance data centrally.

All unauthorised absences are followed up in a timely manner, with appropriate action taken where necessary to ensure that the minimum attendance requirements are upheld.

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 that is adequate for the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.3 | A level of supervision is provided that is appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation. | <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

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 that may be of interest. | <input 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 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 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 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

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
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 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 secure lease on its premises and appropriate authority has been obtained to deliver education programmes.

A small number of other suitable local premises are available to the Institution, should a need for additional premises arise.

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

The Institution's premises are of a high quality, and are very well maintained, decorated and clean. Access to the premises is secure and appropriately restricted through an identity card reader system. As a result, it provides a comfortable, safe learning and working environment that effectively supports learning and enhances the student experience.

All required health and safety information and rules are clearly displayed in relevant areas within the premises. Clear and comprehensive guidance is provided to staff and students during their induction and is contained in their respective handbooks. Visitors are provided with bespoke health and safety guidance on arrival, which is then supported by appropriate signage throughout the premises.

The premises provide appropriate space for staff and students to work, socialise and to receive visitors. Toilets are adequate in number, very clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are all appropriate. This view is confirmed by the inspectors.

Two lifts ensure that the premises are wheelchair accessible, as do the disabled toilet facilities.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments such as examinations. | <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 premises meet the specific needs of the courses, the staff and students. The facilities include small rooms that are suitable for therapy, counselling and coaching, as well as a large teaching room.

Classrooms and other learning areas are of a very high quality, appropriately resourced, adequate in number and size, and effectively support learning.

Classrooms and other specialised learning areas, such as the counselling rooms, are appropriately equipped to meet the requirements of the courses.

The Institution has a number of suitable areas in which to conduct examinations.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's premises provide a good space for students to undertake private individual study or work in groups. Academic and administrative staff have sufficient access to space to undertake their duties and, when necessary, meet with students.

The provision for students and staff to relax and consume food and drink is good. Sufficient and appropriate areas are provided for students and staff to store their personal possessions.

Sufficient and appropriate rooms and offices are available for academic staff and managers to hold meetings.

The administrative offices and resources are suitable to meet the needs of the Institution.

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 provision of learning materials is good, with high-quality course materials and other resources relevant to the students' programmes of study and accessible via the VLEs of the Institution and its partner university.

The library stock is regularly reviewed and is sufficient to meet the needs of both students and academic staff.

The Institution's library is staffed by appropriately qualified and experienced staff. The library areas are spacious and provide a very comfortable area for independent study or group work.

A clear lending policy is in place and opening times are sufficient and reflect the needs of the students well.

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 that 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

and provide support to students, academic staff, and students and staff working remotely.

- 25.6 The institution makes effective provision for students to access conventional and online resources. Yes No
-

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

Comments

Access to technology to support study and work for both students and staff is good. The Institution's internet provision allows students to study flexibly and communicate with lecturers and other staff well.

Software and the Institution's VLE are regularly reviewed and updated to ensure that they meet the current needs of the programmes that the Institution offers and the needs of its students and staff.

Appropriate IT technical support is in place and ensures that the systems are operational at all times. Training in IT systems is provided when needed. Access to conventional and online resources for staff and students is very good.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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. Yes No
- 26.2 Student feedback is obtained through appropriate formal student representation mechanisms. Yes No
- 26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. Yes No
-

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

Comments

The provision for obtaining and recording feedback from students and other stakeholders is good. Relevant stakeholder views are effectively collected, analysed and evaluated regularly. For example, detailed feedback on lecturer performance is completed by students each semester and analysed and reviewed by senior academic managers.

Appropriate action is taken where required in response to direct stakeholder feedback.

Appropriate feedback is obtained through formal student representation. Each class has an identified class representative who represents the views of the cohort and acts as a conduit of information between the Institution and the group.

The outcomes of surveys and stakeholder feedback are effectively communicated to stakeholders through the regular social media channels and staff briefings.

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. Yes No
- 27.2 The institution's quality assurance policies and procedures appropriately inform its strategic management. Yes 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

A wide range of management policies and standard operating procedures are in place, clearly documented and effectively shared via the Institution's VLE, ensuring that all stakeholders have easy access.

Appropriate and well-established quality assurance systems and procedures are in place and managed effectively by senior leaders so that the Institution is able to meet its mission and vision. The senior manager group regularly reviews quality performance reports, which helps inform the strategic decision-making process.

A broad range of performance indicators and metrics are in place. Performance is regularly reviewed against these benchmarks to identify areas for improvement.

Managers regularly compile reports that present the outcomes of detailed internal audits, and student satisfaction and achievement performance reviews at course and programme level. Appropriate action plans are completed where required.

Senior leaders systematically review the quality of the student experience each semester.

Course co-ordinators and academic leads regularly present summary reports of academic performance, which include analysis of year-on-year results on student satisfaction, achievement levels, completion rates and consideration of progression to further study or employment.

Senior leaders review general performance reports from academic and support departments on a regular basis, including the analysis of student outcomes in terms of year-on-year performance and variations, to make decisions on the quality of provision and level of student satisfaction, aligned to the strategic aims of the Institution.

Revalidation of courses involving partner universities includes appropriate advice and guidance from external assessors.

The Institution has a broad range of systematic mechanisms in place to review the performance of its academic programmes, including consideration of programme reports against set performance criteria. This leads to the identification of action plans to help enhance the quality of provision over time.

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

A wide range of mechanisms to support the sharing of good practice across the Institution is in place, including informal social media groups and regular staff newsletters and bulletins.

End-of-session course and annual programme reports highlight improvement and ongoing developments made and identify further areas requiring improvement. From this, a specific action plan, with identified timelines for actions to be completed and allocations of responsibility, is created.

Action plans are reviewed regularly within the Institution's committee structure. The senior manager group meets regularly to review the outcomes of internal audits and performance reports, including the review and creation of specific actions plans where needed.

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 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

Academic and support staff have a clear understanding of the requirements of online learning. Lecturers are appropriately trained and have a good understanding of the requirements of online, distance and blended learning delivery.

Learning is appropriately supported by lecturers' use of the Institution's chosen delivery platform and its VLE.

Lesson observations show that lecturers have a good understanding of the challenges and demands of online, distance and blended learning. Clear requirements for students to have a specified level of digital literacy are stated in the programme descriptors.

Appropriate guidance on how to study and use the online tutorial materials is made available to assist students to learn effectively and efficiently.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

There is a clear and well-documented management structure in place, which ensures senior leaders and managers understand their roles well.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The Institution has a robust and systematic administrative system that effectively supports its work.

There are well-established and highly effective communication arrangements in place.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Very knowledgeable and highly qualified lecturers are recruited, who effectively support their students to achieve their chosen qualification.

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

High levels of pastoral and disability support are available to students.

Actions required	Priority H/M/L
14.8 The Institution must ensure that an appropriate risk assessment is put in place to address the risks of radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
15.7 The Institution must advise its students of the BAC complaints procedures.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The Institution's premises are of a high quality and effectively support learning and the student experience.

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

A wide range of quality assurance mechanisms are in place and effectively linked to specific strategic objectives and key performance indicators and metrics.

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
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution is recommended to devise and implement a strategy for encouraging more staff to undertake research and engage in research.

The Institution should ensure that programme descriptions on the website contain an overview of all summative assessment required by each module.

COMPLIANCE WITH STATUTORY REQUIREMENTS