

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: Newbold College of Higher Education

ADDRESS: St Marks Road
Binfield
Bracknell
Berkshire
RG42 4AN

HEAD OF INSTITUTION: Dr John Baildam

DATE OF INSPECTION: 11-12 October 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 14 Dec 2017

1. Background to the institution

Newbold College of Higher Education (Newbold College/the Institution) is one of the oldest academic institutions of the Trans-European Division of the Seventh-day Adventist Church. It is part of the worldwide Seventh-day Adventist education network, which is the largest Protestant Christian education network in the world with over 1.8 million students studying from primary to doctoral programmes. The Institution is affiliated with two regionally accredited Adventist universities in the United States (US), Andrews University in Michigan and Washington Adventist University in Maryland. It also delivers programmes validated by the University of Wales Trinity Saint David and Theologische Hochschule Friedensau, Sachsen-Anhalt, Germany.

Newbold College has its origins in a ministerial training institute, which was established in London in 1901 and which eventually moved to larger premises in the Watford area. In 1931, it moved to Newbold Revel in Warwickshire, from which it took its present name. The Institution eventually moved in 1946 to its present premises, which are situated between Bracknell and Wokingham. It occupies an 80 acre campus, which was originally in the grounds of a mid-Victorian mock Tudor mansion. This was redesigned in the Edwardian era and now houses a residence for some mature students, a student common room and cafeteria. On the campus there are two large purpose-built buildings, Salisbury Hall and Murdoch Hall, housing classrooms and administrative offices as well as two purpose-built halls of residence, a modern library and houses for staff and students with families.

Since the last inspection, the previous School of English has been replaced by a new English Language Centre following some voluntary redundancies. In addition, the Study Abroad Programmes and the School of Business have been merged to form the Department of Business and Humanities.

The Institution's aims are to provide and facilitate high-quality, creative and challenging learning opportunities within a Christian context, to promote and mentor the spiritual growth of students and staff, to nurture and support students throughout their learning experience and to promote opportunities for service to meet the needs of others.

Newbold College is a registered charity and has a Board of Governors, which is appointed by the Trans-European Division. This Board, which works together with the Principal and Executive Committee, confers the governance and operation to the Institution as a trust.

The Institution is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities. In addition, the three current international university partners are all recognised by UK NARIC. These are Andrews University, Michigan United States of America (USA), Washington Adventist University, Maryland USA, and Theologische Hochschule Friedensau, Sachsen Anhalt, Germany. Recruitment for the Theologische Hochschule Friedensau programme is being phased out currently and no new students are expected. Its other academic partner is the University of Wales Trinity Saint David which, since 2015, has validated a number of the undergraduate and postgraduate programmes.

2. Brief description of the current provision

The Institution offers a variety of undergraduate and postgraduate programmes in humanities, theology and business studies some of which are Gap Year or Study Abroad programmes. It also provides English language courses, which are not part of this accreditation. However, the English Language Centre does provide language support for students undertaking the programmes which are part of this accreditation.

Although the Institution does not see itself as exclusively a college for members of the Adventist faith, the overwhelming majority of the student body belongs to the Church and a high proportion are intending to work within the Church. At the time of the inspection there were 164 students, of whom 98 were studying full-time and 66 studying part-time on the programmes included in this inspection. Half of the students are aged under 25 years. A large majority of the students are male.

Half of the students are pursuing degrees in Theology at undergraduate or postgraduate levels. A very small minority of the students are from the United Kingdom (UK), around the same number from elsewhere in the European Economic Area (EEA), notably Scandinavia, and a slightly higher percentage come from other areas within the Trans-European Division of the Church, including students from Albania, Croatia, Montenegro, Serbia and the Netherlands. Some 35 students are from the US, mainly either on Andrews or Washington Adventist University degree programmes or as year abroad students under the Adventist Colleges Abroad scheme. The largest number of students are recruited from Brazil.

In all, some 60 different countries are represented at the Institution.

Enrolment patterns for the University of Wales programmes mean that students typically enrol each September. For the programmes of the US universities, enrolment takes place on a rolling basis with students joining their courses each semester dependent upon the modules to be studied. Students on the Adventist Colleges Abroad Scheme typically enrol for a single semester but often transfer to other programmes and stay longer.

3. Inspection process

The inspection was conducted, over two days, by an inspection team comprising a lead inspector, inspector and student inspector. The team scrutinised a wide range of documentation and met with management, senior academic and support staff and students. The inspectors also observed teaching sessions and toured the premises, including the residential accommodation. The Institution approached the inspection in a very co-operative and professional manner. The self-evaluation was particularly helpful and documentation was provided in a well-organised manner. All meetings were held within a very pleasant and collegiate environment.

4. Inspection history:

Inspection type	Date
Full Accreditation	3-4 November 2008
Interim	20 January 2010
Re-accreditation	9-10 April 2013
Interim	12 August 2015

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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

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

Comments

There is an effective approach to governance. This is enhanced by the fact that the Principal acts as the Secretary to the Board of Governors and two staff observers attend the meetings of the Board of Governors. This ensures an effective communication link between governance, management and staff.

The Principal submits detailed and evaluative biannual reports to the Board of Governors, which means that the Board of Governors is kept well informed of the progress of the Institution and its students.

2. The institution has a clear and achievable strategy

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

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

Comments

Newbold College has an extremely systematic approach to strategic planning and reviewing overall performance. This ensures that staff at every level in the organisation have an opportunity to provide contributions. This process has been enhanced through the establishment of a new Governor-led Strategic Planning Group, which comprises governors and staff. The Academic Board receives updates on the progress of this process and plays a useful role in the approval of the plan.

Operational Plans are derived from the Strategic Plan which ensures appropriate ownership at department level.

3. Financial management is open, honest and effective

3.1 The institution conducts its financial matters transparently and with appropriate probity. Yes No

3.2 The institution's finances are subject to regular independent external audit. Yes No

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

Comments

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. Yes No

4.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. Yes No

4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders. Yes No

4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. Yes No

4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. Yes No

4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. Yes No

4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct. Yes No

4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. Yes No

4.9 A policy exists and is administered effectively regarding collection of and refund of student fees. Yes No

4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. Yes No

4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. Yes No

4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. Yes No

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

Comments

Newbold College is effectively managed through a range of appropriate policies and procedures, which are appropriately implemented and which are well understood by staff.

The well-designed committee system provides for consensus in decision-making with committees comprising senior staff, academic and support staff and, where relevant, students. The related meetings are well recorded and actions are

effectively monitored from one meeting to another, which ensures both that action is taken where needed and that good practice is effectively disseminated.

5. Academic management is effective

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

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

Comments

The Institution's clear and transparent process for the validation of programmes is contained in its Programme Approval Policy. The policy, however, lacks explicit reference to the period of approved validation and the processes to be followed to revalidate programmes. This has the potential for programmes to run for long periods of time without formal and longitudinal review.

Staff meet together regularly, which provides for a wholly collegial approach to the delivery of programmes. A particular positive feature of academic management is the bi-semesterial formal staff briefing, which is chaired by the Principal. This enables all staff to be informed of important developments and priorities including those emanating from the Board of Governors.

Academic and support staff are formally appraised each year, using a standard appraisal template. This requires the inclusion of a reference to the outcomes of student evaluations and peer observations. For the latter, however, whilst they include the identification of general actions for development, these could be more specific to better inform improvement.

6. The institution is effectively administered

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| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Newbold College benefits from effective administrative support and uses an effective student management system, which enables the effective gathering and analysis of various forms of data including student progression, retention and achievement.

6.5 Although an appropriate student management system is in place, the opportunity is missed to use relevant student progression, retention and achievement data to support the management and monitoring of the Institution, its programmes and its students.

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

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

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

Comments

The Institution implements a robust set of employment-related policies and procedures, which ensure that it meets all statutory and legal imperatives for the employment of staff. In particular, the process of appointing a mentor for all new staff ensures a supportive culture at Newbold College.

Academic, administrative and support staff are extremely well qualified.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

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

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| 8.1 | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Learning outcomes for all programmes are articulated and are publicly available. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.4 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.5 | Academic staff ensure the active participation of all students in class activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.6 | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.7 | Academic staff supply students with access to any additional learning materials as appropriate to support student learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.8 | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.9 | Academic staff draw upon current research in their teaching. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.10 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students benefit from being taught by academic staff who are well-qualified to postgraduate level, many with impressive research profiles and resulting publications. Many have Doctor of Philosophy (PhD or DPhil) qualifications or are working towards one. Whilst most staff have significant experience in delivering higher education (HE), few have formal teaching qualifications. Newbold College is, however, currently exploring the introduction of a formal in-house programme for academic staff to complete a qualification in HE teaching and learning. Similarly, Fellowship of the Higher Education Academy for academic staff is being explored.

Students confirm that they experience a good range of teaching styles, some more interactive and engaging than others. This was evidenced in the teaching observations which were undertaken during the inspection.

The provision of learning resources for students is generally good and the library is particularly impressive with its range of specific subject-based resources. This is augmented by a virtual learning environment which, for some subjects, provides an additional and valuable range of learning materials whilst for others very few or no materials are provided.

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

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

Comments

The Institution's comprehensive formative and summative assessment policy ensures that students experience a wide range of assessment modes including examinations, portfolios, presentations and blogs. Assessment tasks are clearly written, with information on what students must do to achieve the relevant learning outcomes.

Whilst students benefit from both verbal and written feedback on assessment, they commented that the level and quality of written feedback was variable. This has been recognised by the Institution as an area for ongoing improvement.

10. **The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**
- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings. Yes No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties. Yes No
- 10.3 The institution encourages and supports staff to obtain additional qualifications. Yes No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No

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

Comments

There is a substantial and impressive level of research and scholarship engaged in by the staff which effectively supports its programmes, particularly those at postgraduate level.

Newbold College encourages and supports staff through the provision of sabbaticals and paid study leave. Research outcomes are disseminated at both domestic and international events. An impressive list of publications, by staff, is maintained by the library and staff are encouraged to write for the Institution's fledgling Newbold Academic Press. This reflects a high level of engagement with the sector.

The sharing of research outcomes is further facilitated by the Newboldian, which is a well-established news magazine. This provides another conduit for sharing research activity as does the range of research seminars delivered for this purpose.

The extent of and the high quality of research carried out by the academic staff makes a significant contribution to programme curricula and to student learning and is a strength of the provision.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

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

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

Comments

The policies and procedures in place for student recruitment and the information provided are comprehensive and effective. As a result, students are well placed to make informed decisions on their course of study.

Many students commence their programme with a view to following a career in the Church as ministers or administrators although some are less sure of their career progression. The advance information provided to prospective students does not provide clarity over the possible career destinations.

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

- 12.1 Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. Yes No
- 12.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 12.3 Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. Yes No
- 12.4 All application enquiries are responded to promptly and appropriately. Yes No
- 12.5 Any recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 12.6 Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. Yes No
- 12.7 Students with special needs are identified so that appropriate support can be provided. Yes No
- 12.8 Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. Yes No

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

Comments

Newbold College's recruitment policies and procedures are comprehensive and effective. Great care is taken to ensure that students who enrol are well suited to their programme in terms of academic and language qualifications.

Students are well supported during the recruitment and application stages. The Institution responds promptly to students' enquiries, which ensures that they are kept well informed during the recruitment and admissions process.

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

- 13.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No
- 13.2 Students receive an appropriate induction and information on the pastoral support available to them. Yes No
- 13.3 Students are issued with a contact number for out-of-hours and emergency telephone support. Yes No
- 13.4 The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 13.5 There are effective systems to communicate with students out of class hours. Yes No

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

Comments

The effective Tutorial Policy and Personal Planning Policy ensures that students are well supported in pastoral terms.

Support and guidance are provided effectively by the Chaplain and through the personal tutor system where each student is allocated a personal tutor for the duration of their studies.

14. Students receive appropriate guidance

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| 14.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The provision of academic support to students by lecturers, personal tutors and library staff ensures that students benefit from effective academic guidance to assist them in achieving the learning outcomes. Although personal tutors provide careers advice as well as academic and pastoral support, this advice is not provided in a systematic and consistent way.

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

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| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Newbold College takes appropriate steps to monitor student progress. Those students who are not making the progress expected are identified and provided with additional support.

Personal tutors can have, on request, access to student achievement and progression data to assist them in providing academic support, although such data is not routinely provided.

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 the country or location. Yes No
- 16.2 On arrival, international students receive an appropriate induction in issues specific to the local area. Yes No
- 16.3 Information and advice specific to international students continue to be available throughout their time at the institution. Yes No
- 16.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. Yes No

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

Comments

The Institution provides comprehensive advice and assistance for international students. This ensures that they are well informed before they arrive in the UK.

Ongoing support effectively recognises the specific needs of international students. Therefore, international students feel that they are well supported during their studies.

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

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

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

Comments

The vast majority of students reside in high quality accommodation provided on site at the Institution. The overall management of the accommodation is robust and each residence is staffed with a dean who is responsible for day-to-day oversight.

Safety and security is regarded as paramount in the management of the residential accommodation. Overall, the provision and management of the student accommodation is a clear strength of the provision and greatly enhances the student experience.

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

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

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

Comments

The students live and study in a very close environment given that they are resident on the premises. The Institution has a Student Association which is responsible for a programme of social events. Students are also encouraged to participate in non-academic activities, which include an Impact Day where students go out into the local community to work.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

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

Comments

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

- 20.1 Access to the premises is appropriately restricted and secured. Yes No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. Yes No NA
- 20.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No
- 20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

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

Comments

Newbold College is well appointed and situated in very well maintained grounds.

The extensive premises are appropriately secure, clean and fit for purpose, with a good standard of decoration and cleanliness.

An ongoing programme of modernisation is underway and confirms the Institution's concern to ensure that it provides a pleasant and safe environment for students, staff and visitors.

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

- 21.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No
- 21.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 21.3 There are facilities suitable for conducting assessments such as examinations. Yes No

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

Comments

Teaching spaces and classrooms are of a good quality and are fit for purpose. As a result, they provide staff with accommodation which is conducive to effective teaching. For students, the facilities effectively support a good quality learning experience.

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

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

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

Comments

Newbold College provides good accommodation to enable staff and students to work, study and meet effectively. All academic staff benefit from their own office for preparing teaching sessions and marking student work and for consulting with students on an individual basis.

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

- 23.1 The library is adequately staffed with appropriately qualified and experienced staff. Yes No
- 23.2 The library has sufficient space for student independent study and group working. Yes No
- 23.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials. Yes No
- 23.4 There is a well-organised lending policy. Yes No
- 23.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. Yes No
- 23.6 Library opening times are sufficient to encourage and support student independent learning. Yes No

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

Comments

The Institution has a high-quality library, which is well stocked and respected locally and nationally for its collection of religious texts. It provides a spacious and quiet study environment. The library provision is a particular strength of Newbold College and ensures that students have access to a very wide range of specialist learning resources to support their learning.

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

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

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

Comments

Staff and students have good access to computers and relevant software to meet the needs of effective learning and teaching.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

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

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

Comments

There is a comprehensive process for the periodic review of the programmes validated by the University of Wales Trinity Saint David.

25.2 There is no process for the periodic review of the programmes of the Institution's US partners.

The Institutions's annual monitoring process provides for the effective evaluation of programmes through the provision of

reports from curriculum areas which are effectively informed by relevant student, staff and external examiner feedback data. There is also a useful report from the library which contributes to this process. Consideration of the reports by the Academic Quality Committee leads to the submission to the Academic Board of an over-arching report. This process is satisfactory but lacks reference to data on student admissions, progression, retention and achievement.

The Institution has a comprehensive set of policies and procedures which, although not contained in a manual, are available to staff by means of a web portal on the website.

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

- | | | |
|------|---|---|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institution values the feedback provided by its students both formally and informally. Formally, students complete module evaluation questionnaires and the student representative system enables programme and institution-related feedback to be systematically gathered.

The process provides for the communication of outcomes arising from their feedback to be made via noticeboards and other media.

Informal feedback is effectively gathered because of the relatively low number of students and the open door policy operated by staff.

26.4 Newbold College does not routinely gather and evaluate student progression, retention and achievement data. Therefore, the Institution has not formulated any key performance indicators in relation to student outcomes.

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

- | | | |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institution demonstrates a strong commitment to the improvement of its provision. It has recently introduced an Enhancement Strategy, which is clearly linked to its overall aims. It plans to ensure that the committee system takes specific cognisance of this strategy and all committees now have specific terms of reference related to enhancement.

The Academic Quality Committee reports annually to the Academic Board on the enhancement of student learning opportunities.

One example of enhancement is the study skills sessions, which are mandatory for all students and aim to enable them to enhance their own development and progression within their programme.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The extremely systematic approach to strategic planning and reviewing overall performance ensures that staff at every level in the organisation have an appropriate opportunity to contribute.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Actions required	Priority H/M/L
6.5 Newbold College must ensure the effective collection and evaluation of data on student progression, retention and achievement in order to support the management and monitoring of its students and programmes.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The extent of and the high quality of research carried out by academic staff makes a significant contribution to the programme curricula and to student learning.

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

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The support provided to applicants and the rapid response time to students ensures that they are kept well informed during the recruitment and admissions process.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The high quality provision and management of the student accommodation greatly enhances the student experience.

The library provision provides students with a very wide range of specialist learning resources to support their learning.

Actions required	Priority H/M/L
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None

High Medium Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Actions required	Priority H/M/L
25.2 Newbold College must implement a periodic review process for all programmes not validated by the University of Wales and ensure this process makes use of appropriate external assessment.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
26.4 The Institution must identify key performance indicators to monitor and evaluate student outcomes and utilise these within its overall monitoring processes.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

- It is recommended that the Institution ensures that its programme approval and validation arrangements clearly indicate the period of validation and the process to be followed for revalidation.
- It is recommended that Newbold College consider making more specific reference to the outcomes of peer observations within the staff appraisal process.
- It is recommended that the Institution addresses the inconsistencies in the provision of learning materials provided on the virtual learning environment across subjects.
- It is recommended that the College prioritises its work on enhancing the consistency of feedback to students on assessment.
- It is recommended that the Institution reviews its approach to careers advice to ensure that this provision is systematic and consistent.
- Newbold College is recommended to ensure that personal tutors are routinely provided with student achievement data to further assist them in supporting students.
- It is recommended that there is a requirement for annual programme monitoring to include reference to the evaluation of student admissions, retention, progression and achievement data. +

COMPLIANCE WITH STATUTORY REQUIREMENTS