

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Higher Education (IHE) Full Inspection

INSTITUTION: Transnational Education Africa Ltd

ADDRESS: P.O. Box CT 9823, Cantonments, Accra, Ghana

HEAD OF INSTITUTION: Professor John Grainger

DATE OF INSPECTION: 19-20 August 2015

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 10 Sep 2015

PART A - INTRODUCTION

1. Background to the institution

Transnational Education Africa Ltd is a member company of a group that includes ABN360 (CNBC Africa and Forbes Africa), Global Institute ME (Murdoch University, Dubai), Lancaster University Ghana (in partnership with Lancaster University, UK) and Transnational Education Ghana (TNE-G). TNE-G offers a University Foundation Programme at the Lancaster University Ghana campus in Accra. This programme is validated by Lancaster University. It is based on a programme developed and delivered by TNE in Dubai.

The relationship between Lancaster University and TNE-G is set out in a Memorandum of Agreement (MoA) for an International Teaching Partnership in Ghana. Through this MoA, the parties agreed to develop and deliver: a teaching partnership, known as Lancaster University, Ghana (LUG); and programmes of study leading to the award of degrees from Lancaster.

TNE's responsibilities are to: provide academic and physical infrastructure for the campus that meets local regulatory standards; employ all non-academic staff as well as academic staff who meet both local regulatory standards and criteria pre-agreed between the parties; market LUG; and take responsibility for the operational management of the LUG campus. Lancaster's main responsibilities are to: provide the curriculum and assessment systems; take responsibility, through the Deputy Provost, for the day-to-day academic management of the campus, including teaching and research activities; award its degree to students who successfully complete its programmes and satisfy the specific requirements for the award. Joint responsibilities include setting entry requirements and recruitment events.

Management of the partnership at Lancaster resides with a Partnership Management Group (PMG), chaired by the Pro-Vice Chancellor (International). The PMG's role is to ensure that Programmes are approved, delivered and managed in accordance with the MoA. Within TNE, its Board of Directors has ultimate responsibility for the collaborative partnership. Management of LUG is the responsibility of a Management Council, with equal representation from TNE and Lancaster.

2. Brief description of the current provision

The one-year Foundation Programme is designed to prepare students for direct entry into Lancaster University's undergraduate degrees. Students who complete the programme and achieve minimum completion grades are guaranteed progression into the first year of a LUG undergraduate degree programme in Business and Management Studies, Computing or Law and Social Studies. The first programme began in October 2013; the second programme was nearing completion at the time of the inspection.

The Programme is delivered in three trimesters. In Trimester 1, students take core units in: Critical Thinking, Research and Writing; Mathematical Foundations; and Computer Productivity. In Trimesters 2 and 3, students move into one of three streams: Business, IT, or Law and Social Studies. In Trimester 2, all students take three core units plus one related to their specialisation. In the third trimester, three out of four units relate to the specialisation.

The Academic Oversight Team (including one senior academic from Lancaster) monitors ongoing development and delivery of the Programme. The Board of Examiners meets three times a year to review the performance of students and determine progression into undergraduate programmes.

The Programme is taught by ten staff (five of whom are full time) and is supported by 28 administrative and 11 ancillary staff. At the time of the inspection, 113 students were enrolled on the Programme.

3. Inspection process

The inspection was carried out over two days with two inspectors. A series of meetings was held with the Provost, the Executive Director of Administration, the Foundation Programme Coordinator and QA Coordinator. Discussions were also held with the Student Welfare Officer, Student Counsellor and Registrar. There were meetings both with a group of teachers and a group of students. Six classes were inspected. A visit was also made to the site of the new campus.

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 - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution conducts a regular and systematic review of its overall performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Reviews of overall performance are conducted every semester. The first annual review will be at end of TNE's second year of operation (in a few weeks time) and will provide the first opportunity for comparison of performance over time.

2. The administration of the institution is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | 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 |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.7 | Administrative records are efficiently organised and stored. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Policies and procedures are thoroughly documented in a Manual of Academic Procedures (MAP). The MIS generates monthly reports to TNE headquarters in Dubai. Unit Guides set out very clear descriptions of course content and assessment and progression requirements.

3. The institution employs appropriate staff

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No
- 3.4 Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching. E.g. those teaching at undergraduate/HND level will hold a post-graduate degree and appropriate experience. Yes No

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

Comments

TNE requires teaching staff on the Foundation Programme to hold a BA and a teaching qualification. For teaching on the undergraduate programme, a Masters degree is required for Year 1 and a PhD for Years 2 and 3. There is an effective system of performance reviews based on classroom observations and student feedback.

4. Publicity material gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No
- 4.3 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No
- 4.4 Students are informed of the full cost of all programmes, including costs of examinations and any required materials. Yes No
- 4.5 Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated. Yes No

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

Comments

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

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

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

Comments

The whole admission process is very thorough and systematic and was well appreciated by students.

6. There is an appropriate policy on student attendance and effective procedures and systems to enforce it

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No

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

Comments

Students have to sign in for each class. The Academic Coordinator collates attendance data monthly. Warning letters are issued as required and filed. In addition to potential disciplinary sanction, classroom participation typically counts for 15-20% of total marks for a unit.

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

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No
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This standard is judged to be: Met Partially Met Not Met

Comments

Feedback was regularly obtained and action taken in response to feedback. Students were able to quote examples of such actions. The review of feedback and actions taken could be more formally recorded. A Student Representative Council had just been established and would provide another forum for feedback.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No
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This standard is judged to be: Met Partially Met Not Met

Comments

All elements of an effective review system (monitoring of results and progression, student feedback, classroom observation and staff performance review) were in place and actions were being taken. However the data was not yet being formally collated and analysed. There were plans to produce such an annual review imminently.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | |
|-----|--|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.5 | There is provision for academic leadership in each area of the academic programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are effective procedures in place for the induction and appraisal of all academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | Students have access to individual teaching staff in order to supplement classroom-based teaching and learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Academic management is very effective and well organised. Students have regular access to lecturers outside of classes. Lecturers report that there is an open culture within the college and that their views are listened to and acted upon.

10. The courses are planned and delivered in ways that enable students to succeed

- | | |
|---|---|
| 10.1 Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 There are explicit statements in relation to required levels of attendance, required criteria for grading assessed work, and requirements for progression. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Courses are well planned to meet the needs of students. Students are very clear about, and respond well to, the high expectations placed on them. This includes the requirement for high levels of attendance. However in one session observed a third of the class were late.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

- | | |
|---|---|
| 11.1 Teachers are appropriately qualified and experienced. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 Teachers 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 |
| 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.7 There is evidence of course planning to ensure curriculum coverage. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.8 The balance between large and small group teaching is appropriate to the needs of higher education learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.9 Students are encouraged to develop autonomy in the planning and management of the learning process. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Teaching is good. Teachers are well qualified and are confident in delivering the curriculum. In most of the lessons observed students are engaged and focused. In contrast, in one less effective lesson students were very passive and the teacher missed opportunities to enthuse and challenge.

12. The institution provides students and teachers with access to appropriate resources and materials for study

- 12.1 The teaching methodology requires students to make use of the resources for study available to them. Yes No
- 12.2 Resources for study are well organised and catalogued to facilitate access. Yes No
- 12.3 Handouts and other resources are appropriate to the level of the course. Yes No

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

Comments

The development of independent learning skills would be enhanced through students having access to more online resources provided through a VLE.

13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. Yes No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. Yes No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support. Yes No
- 13.8 Student progress is measured and recorded regularly on the basis of adequate and explicit data. Yes No
- 13.9 There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance. Yes No
- 13.10 There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements. Yes No

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

Comments

Students are continuously and rigorously assessed and receive prompt and helpful feedback on their assessed work.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments _____

15. There is a clear rationale for courses leading to unaccredited or internal awards

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA
- 15.4 There is evidence that the comments of external moderators have been addressed. Yes No

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

Comments _____

16. There are satisfactory procedures for the administration of examinations and other means of assessment

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments _____

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**
- 17.1 Students have access to advice from a designated staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

All students seem to be committed to the Lancaster University BA and high percentage of Foundation students progress in this way.

INSPECTION AREA - STUDENT WELFARE

18. **Students receive pastoral support appropriate to their age, background and circumstances**
- 18.1 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
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 18.6 There are effective systems to communicate with students. Yes No
- 18.7 There are effective means for identifying and responding to student opinion. Yes No

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

Comments

TNE has both a student welfare officer and a student counsellor who provide a very responsive service. In addition, students are comfortable about approaching other members of staff for advice.

19. International students are provided with specific advice and assistance

- 19.1 International students receive appropriate advice before their arrival on travelling to and living in the country. Yes No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes No
- 19.4 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

Most of the international students are from Nigeria and the quality of advice both pre- and on-arrival was reported to be good.

20. The fair treatment of students is ensured

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of student. Yes No
- 21.4 Separate accommodation blocks are provided for students under 18 (if applicable). Yes No
- 21.5 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes No

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

Comments

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

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

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

Comments

The social programme, which has a strong emphasis on sport, is much appreciated by students. With the formation of the SRC, students will take more responsibility for organising the programme.

INSPECTION AREA - PREMISES AND FACILITIES

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

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 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

Comments

TNE will be occupying new premises, in addition to the current building from September 2015. The new premises, the construction of which is near to completion, are for the undergraduate students. The inspectors had the opportunity to view the site.

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

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

TNE should consider providing a health and safety briefing for visitors on arrival.

26. Classrooms and other learning areas are appropriate for the courses offered

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No
- 26.4 Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials. Yes No

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

Comments

27. There are appropriate additional facilities for students and staff

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 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
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No
- 27.7 There is appropriate provision of required specialist teaching equipment and work areas. Yes No
- 27.8 There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students. Yes No

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

Comments

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.

Yes No NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

- Strong and effective partnership with Lancaster University
- Very competent and cohesive management team
- Strong management and administrative systems
- Excellent documentation
- Thorough systems for reviewing staff performance
- Clear and accurate marketing material
- Responsive to student feedback

Actions required	Priority H/M/L
8.2 TNE should produce an annual report with analysis of year-on-year results on student satisfaction, retention, achievement, examination results, completion and progression rates.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

- Academic management is effective and well organised
- Courses well planned to meet the needs of students
- Students respond well to the high expectations placed on them
- In most lessons, students are engaged and focused and respond well to questions
- Students continuously and rigorously assessed and receive helpful, prompt feedback

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

STUDENT WELFARE

Institution's strengths

- Very good processes for pre-registration advice and orientation
- Effective and responsive relationship with students
- Good social programme

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

PREMISES AND FACILITIES

Institution's strengths

- Attractive, well maintained and spacious facilities
- Sound plans for expansion

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

RECOMMENDED AREAS FOR IMPROVEMENT

- Develop a VLE to support the development of independent learning
- Provide H&S briefings for visitors

COMPLIANCE WITH STATUTORY REQUIREMENTS

No issues