



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Re-accreditation Inspection

**NAME OF INSTITUTION:** Markfield Institute of Higher Education

**ADDRESS:** Ratby Lane  
Markfield  
Leicestershire  
LE67 9SY

**HEAD OF INSTITUTION:** Dr Zahid Parvez

**DATE OF INSPECTION:** 30–31 January & 2 February 2024

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

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- Award of accreditation withdrawn

**DATE:** 30 May 2024

## PART A – INTRODUCTION

### 1. Background to the institution

Markfield Institute of Higher Education (MIHE/the Institution) is a specialist, privately owned institution limited by guarantee that has charitable status. MIHE offers taught provision in Education and Training to Level 3 and Higher National Diploma (HND) levels, and also Islamic Studies at Certificate of Higher Education (CertHE), undergraduate and postgraduate levels.

The Institution was established by the Islamic Foundation in 2000 and was awarded charitable status in 2008. The curriculums for the CertHE, Bachelor of Arts (BA) and Master of Arts (MA) programmes are based on the study of Islam.

MIHE is located on a nine-acre site approximately six miles from the centre of Leicester in the United Kingdom (UK). Accessible teaching and learning facilities and residential accommodation are located on site. There are also conference facilities available. Two satellite teaching facilities are located in Birmingham and in East London.

The MIHE mission is to contribute to teaching and research related to Islam, in the context of the modern world. The aim of the Institution is to become a world-class centre for Islamic education and research, integrating the richness of Islamic scholarship with contemporary research techniques and critical enquiry.

A Board of Directors oversees the strategic development of the Institution. The Institution has a clear management and committee structure that provides oversight of the organisation's operational aspects, such as the financial and Human Resources (HR) functions. MIHE is managed by the Rector, who is supported by a small management team that comprises a Registrar, who also has the role of General Manager, Finance Officer, HR Officer, and Academic Department Heads.

Since the previous inspection, new programmes at Levels 3 and 4 have been introduced and all existing programmes have been revalidated.

### 2. Brief description of the current provision

The Institution offers a range of undergraduate and postgraduate programmes in the study of Islam, including a BA in Islamic Studies, Islamic Studies with Arabic, Islamic Studies with Education, Islamic Studies with Pastoral Care, and Islamic Finance and Accounting. These are validated by Newman University.

The postgraduate degrees include MAs in Islamic Studies, Islamic Studies with Pastoral Care, Islamic Economics, Finance and Management, Islamic Education, and Islamic Finance and Sustainable Development. Most recently, a Level 3 award in Education and Training and a Higher National Diploma (HND) in Accounting and Finance and Human Resource Management have been introduced.

Traditionally, all programmes have been delivered in person. However, in response to student feedback, programmes are now being delivered as blended learning, including undergraduate degrees and Master's provision.

At the time of the inspection, there were 99 students enrolled on undergraduate and postgraduate courses across the three locations, with the majority studying at Markfield. Most students study full time, with a small minority studying part time. The Institution has capacity for 300 students.

A small majority of the students are female, and all students are aged over 18 years. The large majority of students are from the UK, with a very small minority from Saudi Arabia, Turkey and Pakistan.

The Institution recruits students for September and late January intake, with the largest intake being in September. Clear entry requirements are published on the website for all programmes, including the required level of English language proficiency.

### 3. Inspection process

The inspection was carried out by a Lead Inspector and a Student Inspector over three days. The first two days were conducted on site, and the third day was conducted online. Meetings were held with the Rector, the Vice-Rector, course managers, lecturers, support staff, administrators and two members of the Board of Directors. Teaching observations were completed, and meetings were held with undergraduate and postgraduate students, including international students and students studying in London and Birmingham. All the Institution's premises were inspected and a wide range of documentation was scrutinised. The Institution fully co-operated very positively with the inspection.

### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Stage 2 Inspection	13 July 2009
Stage 3 Inspection	3 December 2009
Re-accreditation	19–20 November 2013
Interim	14 September 2015
Re-accreditation	17–18 October 2017
Interim	9 December 2019

## PART B – JUDGEMENT AND EVIDENCE

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

### INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### 1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Markfield Institution has a well-defined organisational structure that sets out the key roles and job titles. All roles have clear job descriptions. Key roles and responsibilities are communicated effectively in the staff and student handbooks and on the website. The role of the Board of Governors is clearly defined, and staff and students are provided with information about key roles and institutional responsibilities as part of their induction. Induction and the handbooks ensure that the information provided is clear and accessible.

The Institution has a very clear committee structure, which is available to staff and students in the institutional governance and quality assurance handbook. Each committee has clear terms of reference, including the role of the Board of Directors, the Management Board and the Academic Board. The Academic Board also considers matters related to academic freedom. Several committees, including the Academic Board, have elected student representatives. As a result, the links between governance and management are clearly articulated and shared with all stakeholders. Information provided in staff and student handbooks makes clear the opportunities for engagement, including with members of the Board, who come into the Institution and engage with staff and students.

Internal and external stakeholders, including the partner university, contribute to the development of policies to support effective and fair academic and management practices. Staff and students are represented on a range of committees that consider and ratify policy and proposed strategic developments. Reports are received by committees, including the Academic Board and the Board of Directors, so that they are able to monitor standards and proposed developments. As a result, policies and strategy reflect a range of input from different stakeholders.

The Institution has an explicit procedure for risk assessment. This is detailed in its risk management policy and articulated in the risk assessment statement. Risk categories and risk management responsibilities are identified and regularly reviewed by the Management Board and the Board of Directors. Appropriate action is taken in response to

risks, and outcomes are reviewed at Board meetings. The risk management policy and the Management Board's oversight ensure that risks are effectively identified and managed.

Partnership arrangements are clearly articulated in formal memoranda of agreement. Responsibilities, including the role and authority of the validating university, are summarised for staff and students in handbooks. As a result, partnership arrangements are fully transparent.

Clear communications between academic management, staff and the Board of Directors include a regular schedule of committee meetings, as well as more informal meetings between the Rector, senior managers, staff and students, including those in the Birmingham and London teaching locations. The small size of the Institution allows staff and students to meet in refreshment and relaxation areas and to exchange views and updates. The opportunities for communication are well understood and ensure the effective sharing of information.

## 2. The institution has a clear and achievable strategy

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance, and each is measured against strategic targets.                                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

Markfield Institution has a clear five-year strategic development plan approved by the Board of Directors. The strategic plan is supported by appropriate implementation plans and committee oversight. Targets are clearly defined, which ensures that financial considerations and the quality of the student learning experience are considered and effectively managed.

Targets include the validation of research degrees through a new university partnership, with discussions going forward with St Mary University, and improving some of the buildings, including the accommodation and teaching blocks, to ensure that the Institution remains attractive to prospective students and offers a high-quality learning experience to students.

The development strategy and implementation plans reflect the outcome of consultations with a range of stakeholders. These include the Board of Directors, staff–student consultative meetings, and discussions with the partner university and external bodies within the academic and Muslim communities. As a result, there is clear evidence of stakeholder input to the strategic planning of the Institution.

The main aims of the strategy of the Institution are effectively communicated during staff training, in documentation and on the website. This ensures that the information is available to all interested parties.

Regular reviews of the Institution's performance are conducted as part of an annual quality assurance cycle. This includes end-of-module and end-of-year reports for the validating partner university. Performance is measured against key criteria and targets and reviewed by senior committees and the partner university. This provides an effective, ongoing and systematic review of MIHE's performance.

## 3. Financial management is open, honest and effective

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|-----|--|---|-----------------------------|

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

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

**Comments**

The Institution has clear and suitable mechanisms for the management of its finances. The Finance and HR Committee has effective oversight of financial matters and provides reports to the Board of Directors. These reports include assessments of financial risks.

Senior managers have access to financial projections and accounts that inform the day-to-day management of the Institution.

All accounts are externally audited annually and are publicly available.

The clear policies and procedures for the financial management of the Institution ensure that its finances are appropriately managed.

**INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**

**4. The institution is effectively managed**

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

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

**Comments**

The structure of Markfield Institute is clearly defined in an organisational chart that identifies the relationship between its committees, the Senior Leadership Team (SLT) and the Board of Directors. Information on the organisational structure and committees, including at programme level, is made clear in handbooks and during staff and student induction. This ensures that staff and students clearly understand the key roles and responsibilities within the Institution. Details of the roles and responsibilities of the Board of Directors and the SLT are also included in handbooks.

All staff have clear and detailed job descriptions setting out their line management structure and their responsibilities. Consequently, staff are clear about their roles and to whom they report, with those in both teaching and non-teaching roles working co-operatively to support a well-managed student learning journey.

There is a suitable and effective committee structure, with appropriate reporting lines, that informs management decisions. All committees have appropriate terms of reference, including for membership and the frequency of meetings. All meetings are recorded and include action plans, as appropriate. The clear committee structure and recording and monitoring of outcomes together support a consistent decision-making process.

Formal mechanisms are in place to regularly review and update the information provided about the Institution and its programmes and to make any enhancements deemed necessary. Procedures and responsibilities are set out in the programme publicity and consumer protection policy.

The Rector approves all information published, and programme teams check the information for accuracy. All information on the Institution's undergraduate and postgraduate programmes adheres to the guidance provided by Newman University as the validating body, which further assures its accuracy.

#### 5. The institution is administered effectively

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

This standard is judged to be:

Met     Partially Met     Not Met

#### Comments

The administrative team is of a sufficient size to support the management team well and to ensure the smooth running of the Institution. The administrative and management structure and functions are well defined and included in handbooks and clearly explained during induction. Staff and students confirm that they are clear about the administrative support offered, which they find helpful, accessible and very responsive in providing support, information and guidance as needed.

All policies and procedures are well documented and distributed effectively to all staff in the governance and quality assurance and student handbooks, as well as being available on the Institution's Virtual Learning Environment (VLE) and website. Staff receive updates on new and revised policies and procedures via e-mail and also as part of their annual training. This ensures that staff are able to follow the most recent procedures.

Classes are appropriately timetabled and allocated to rooms of a suitable size to accommodate the individual classes and class-based activities. Timetables for each of the three sites are held on the VLE and so are readily available to staff and students.

Data collection and collation systems are well documented, effective and accurate. The Institution has a bespoke student data management system that holds students' details, including their courses, assessments and fee payment records. The system also produces relevant reports. This ensures that all the required information can easily be accessed. Administrative records also include the results of student surveys, which are used in the production of reports and end-of-year evaluations. As a result, data management is very effective.

Comprehensive staff records are well organised, stored efficiently, easily accessed, accurately maintained and used effectively in the review of staff and institutional performance.

The Institution ensures that appropriate security arrangements for IT systems keep staff and students safe. A robust security system ensures the secure storage of physical and electronic records and is managed in accordance with appropriate data protection protocols. As a result, all records are kept securely and are only accessible to authorised personnel.

Appropriate records of student identity and class attendance are kept. Identity checks are conducted on individual students to whom credit is awarded, and outcomes are verified by examination boards.

The management of examinations and assessments is secure and efficient. All examination scripts are kept securely before marking, and assessments are submitted electronically by students using a secure system.

All assessments are internally and externally moderated and scrutinised by an external examiner. The clear mechanisms for the pre-approval of assessment briefs by external moderators and the subsequent external verification of marked work are effective in ensuring that credit is securely awarded.

Student records and transcripts are made available to students in a timely manner on the VLE. Students are sent their assessment results once these have been confirmed by the examination board and verified by the validating university.

The Institution publishes the fees for its provision on its website, including information about additional and accommodation costs. The policy on the collection and refund of student fees is available on the enrolment form. Students can contact the administration team for further information. The administration team responds very promptly to all requests for information. Students confirmed that the information provided on fee payments was clear, and inspection findings confirm this to be the case.

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

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 6.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | There are clear and appropriate job specifications for all staff.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.4 | There are effective procedures for the induction of all staff.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.5 | All staff are treated fairly and according to a published equality and diversity policy.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.6 | Staff have access to an appropriate complaints and appeals procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.7 | Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system, which includes regular classroom observations of teaching staff.                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

An appropriate policy for the recruitment of staff is in place and is consistently implemented. All necessary background checks are undertaken, references are taken up, and qualifications and experience are confirmed before a shortlist is drawn up to ensure the safety of staff and students. All shortlisted applicants are interviewed by a panel, which selects the strongest candidate. This ensures that well-qualified and experienced staff are employed who meet the criteria provided in detailed job descriptions, including any specific line management responsibilities. Staff understand and execute their responsibilities effectively.

All staff are provided with a clear job specification and an appropriate induction. Staff are issued with a handbook that includes information on governance and quality assurance as well as key policies and procedures, including the equal opportunities and diversity policy, to ensure the fair treatment of staff and students. Appropriate complaints and appeals procedures are available to staff on the intranet and in the staff handbook. Staff confirm that their induction and the information they receive are effective in helping them to settle into their roles within the Institution.

Each staff member is allocated a mentor to provide advice and guidance. For academic staff, this arrangement continues throughout their first year to provide guidance and clarification on the Institution's requirements and to ensure that the standard of teaching, marking and feedback is maintained.

The performance appraisal policy clearly sets out the appraisal process, and all staff receive an annual appraisal. Key priorities for staff development are informed by the outcomes of the appraisal for both academic and non-academic staff. The appraisal of academic staff includes regular teaching observations to further identify any individual staff development needs.

The Continuing Professional Development (CPD) needs of staff are identified through performance appraisals and individual requests as part of workplan reviews. Academic staff are set targets for their scholarly activities and research. These targets are monitored as part of the appraisal process.

The Institution has an appropriate staff training and development strategy and is committed to supporting the CPD needs of all staff, including supporting them to gain additional qualifications as appropriate. A staff member commented that they are well supported by the Institution in studying for a PhD. As a result, staff feel that they receive appropriate opportunities and support for their individual development.

**7. Academic management is effective**

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

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

The Institution has clear procedures for the proposal, design and validation of new programmes that reflect the Institution’s mission to conduct original research and deliver high-quality programmes in Islamic subjects. The validation of programmes follows the procedures of Newman University. Key stakeholders, including staff, current and former students, and employers, are consulted on the proposals for new programmes. Consequently, programmes are relevant to the needs of both students and potential employers.

Learning outcomes for all programmes are clearly set out in the programme specifications and made available to students in programme handbooks. Programme outlines are published on the website for prospective students. Students receive additional guidance from lecturers on how the learning outcomes will be assessed. These are also articulated in the assessment briefs, available on the VLE. The information available to students ensures that they understand the learning outcomes and their assessment.

Regular, minuted meetings are scheduled for the ongoing review of programme delivery. Consideration is given to student retention, achievement, progression and feedback. The outcomes of meetings inform the end-of-module and end-of-programme reports, which highlight strengths and areas for development effectively.

The policy for the request and purchase of academic resources is clear. Module tutors can request resources to support and enhance their programme delivery. All purchase requests are reviewed by course leaders or appropriate heads of department, and then forwarded to the Rector for approval.

The commissioning of course materials is effectively managed and informed by the validating university’s guidelines. All course materials are regularly reviewed by module tutors and course managers and updated to ensure their currency. This is effective in ensuring that students have access to materials that are current and fit for purpose.

Students are actively involved the review and development of the Institution’s academic provision. End-of-module and end-of-course reviews inform developments in courses and their delivery. Students and alumni have been actively involved in the recent revalidation of the Institution’s provision.

Student representatives attend end-of-course meetings and provide feedback, which ensures the continued development of student-centred learning. For example, students requested that courses involve more blended learning to reduce travel time and costs, and this has been implemented. As a result, clear mechanisms are in place for students to take an active role in the development and delivery of provision.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements, and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students’ application enquiries are responded to promptly and appropriately	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The entry requirements for all programmes are set at the appropriate level and published in the programme descriptors available on the website for prospective students. Entry requirements include English language proficiency for students who do not have qualifications gained in the UK.

A formal application process for all the courses is available on the website and is completed online. Applicants are required to demonstrate that they meet the entry criteria. Once the completed online form has been received, the admissions team checks that the applicant meets the entry requirements.

A prompt response is provided by the admissions team to all enquiries, either by telephone or by e-mail, and normally within one or two working days. Any problems or concerns are quickly addressed. Applicants are also able to contact the admissions team and ask any questions they may have. Students confirm that the admissions team is very helpful in supporting the application process and that they felt well informed when choosing their programme.

The initial assessment of students includes consideration of their language ability and the reasons for their choice of programme. All overseas applicants are interviewed. UK-based students who meet the entry criteria and who provide a clear personal statement are not routinely interviewed. An interview for UK-based students would enable them to routinely ask questions about the specialist nature of the provision. Overseas students who do not have evidence of English language proficiency are asked to complete a proficiency test. As a result, the admissions process is made clear to prospective students and is effectively implemented.

All applications are reviewed by the admissions panel, and successful applicants are sent a conditional offer and invited to attend the enrolment day, where documentation, including qualifications claimed, is checked. Students have the opportunity to obtain any further information they require to confirm that they have chosen the most appropriate qualification for them before completing their enrolment.

The Institution has a clear and appropriate policy for the accreditation of prior learning, which is made available to students following their application and as part of the student handbook. This clear and appropriate information is effective in ensuring that students understand how credit for previous learning may be claimed.

The Institution does not employ recruitment agents either in the UK or abroad.

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

9.1 The institution encourages academic staff to undertake research in relevant fields and to publish their findings.  Yes  No  NA

9.2 Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.  Yes  No  NA

9.3 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.  Yes  No  NA

9.4 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.  Yes  No  NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

### Comments

All academic staff are encouraged to engage in research and scholarly activity, including the development of their pedagogical skills. Targets are set for research and reviewed as part of the annual appraisal process. Staff are encouraged to submit their research to academic journals for publication.

Academic staff are allocated time as part of their annual workload to engage in research and are expected to use their research and that of others to inform their teaching. This is evident in their lesson plans. The use of staff research effectively ensures the currency of teaching and the curriculum.

The staff handbook and the appraisal policy make clear that staff can seek financial support for their research and CPD needs. There are appropriate budgets to support staff to attend conferences and other events.

Meetings are arranged regularly for staff to share and discuss their research, including a bi-weekly reading group where a nominated member of staff shares information on key articles linked to their research interests. An annual international research conference is organised where staff may present their research. External speakers are invited throughout the year to share their research, with a number of these being open to the public. As a result, staff are able to both engage in and share research to inform their teaching.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution's website provides clear images of the Markfield campus and the teaching premises, library, facilities and campus setting.

10.1 The website does not include images or information about the accommodation offered on campus or about the distance of the campus from local services and amenities. Adding this information would ensure students know what to expect.

The website provides a general outline of the content of each programme and the names of the mandatory and optional modules.

10.2 There is no specific information on the scope or content of modules that could assist potential students to make fully informed choices.

All programme content is reviewed at least annually by the programme teams to ensure it is accurate and up to date. All programme information is approved by the Rector before publication. The systematic review, checking and approval of information ensures that published information is appropriate and fit for purpose.

All programme information provided to students and stakeholders on the website and in handbooks includes clear detail about the awarding body and the level of individual qualifications. As a result, students are well informed as to the status of their chosen programme.

The website provides very clear information about the costs of the programmes and any additional costs, including accommodation on campus. Students are advised that a laptop is required to access the online blended learning

sessions, course materials and the VLE. Consequently, all students are well informed about the costs associated with their chosen programme.

## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

### 11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, and pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and in adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

All lecturers are well qualified and knowledgeable and bring appropriate expertise to the modules and the specialist areas that they teach, as is evident from their Curricula Vitae (CVs). The majority of academic staff hold Master's and doctoral degrees and have termly opportunities to access appropriate training to develop their pedagogical and communication skills. This results in good-quality teaching, as confirmed by student feedback and lesson observations where high levels of student engagement were observed.

Staff are appropriately allocated to courses that reflect their areas of expertise and experience. All course managers have oversight of teacher allocation, and regular teaching observations and end-of-module student feedback are used to monitor the quality and consistency of students' learning experience. As a result, students are satisfied with the consistency of their learning experience and confirm that their tutors are well informed about the topics they teach.

Clear schemes of work and lesson plans ensure full coverage of learning outcomes and students' understanding of the assessment requirements. All assessment briefs are internally moderated and approved by external examiners. The teaching and the online and class-based activities are informed by the module descriptors.

Lecturers ensure that students are provided with appropriate teaching and learning to develop their knowledge and skills, and present opportunities for students to demonstrate their understanding of the learning outcomes through formative activities. External examiner reports confirm that good-quality assessments are in place and that students' work is of an appropriate standard. The high achievement rates confirm that students are well prepared for their assessments.

Students are taught in small groups and are encouraged to disclose any additional learning needs during enrolment. Lecturers quickly become familiar with the preferred ways of learning of their students, and a range of activities and materials are used to engage students both individually and in group activities. This supports students' understanding

of course content effectively. In response to student feedback, blended learning has been introduced to facilitate student engagement and to reduce travel costs, for which students expressed their appreciation.

Formative and summative learning activities encourage students to engage with the learning materials available on the VLE, other online platforms and in the library. This encourages and enables students to develop their independent learning skills.

Students and staff have access to a wide range of learning materials in the on-campus academic library and the electronic library and through the materials and links provided on the VLE. Students are actively encouraged to make use of library and VLE resources during class-based activities, and all academic staff are encouraged to use the resources to support their research. As a result, both staff and students make full use of the resources available.

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

12.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance, with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work. At the start of each semester, all students receive a module handbook that outlines the module objectives and requirements. The assessment schedule is discussed at the start of the module and is available on the VLE, ensuring it is accessible to all students. E-mail reminders are sent out to students when a deadline date is approaching, and revision sessions are held before examinations take place. The clear assessment schedules, revision periods and reminders ensure that students are clear about assessment dates.

Assessments are developed by tutors and moderated internally and externally to ensure that they cover the learning outcomes. Students are provided with the detailed assessment criteria, which make clear what they need to achieve in order to secure grades at the various levels. Assessment tasks are clearly written and provide guidance on the grading criteria. Students confirm that this supports their understanding of the assessments.

Students receive clear, timely and constructive spoken and written feedback on their formative and summative assessments. This supports students' understanding of their strengths and areas for improvement. For summative assessments, students receive written feedback within three weeks of submission. Tutorials support students in reviewing, monitoring and recording their own progress. Students confirm that they find the feedback they receive helpful.

The meaning and consequences of plagiarism and academic misconduct are clearly documented in the student handbook and on the VLE. Students also attend a presentation on the consequences of plagiarism during their induction. This is reiterated by tutors in the assessment period to remind students of the regulations.

Mitigating circumstances and appeals procedures are clearly outlined in the student handbook. Students are able to discuss and raise their concerns regarding the grades awarded, which are then reviewed. Grading outcomes are explained to students in order to promote understanding of how the grading criteria are applied. The clear policies and procedures ensure students' understanding of the regulations.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Course materials are designed for a specific and clearly stated level of study and are effectively aligned with the learning outcomes. This allows students to understand what they will study.

A wide range of course materials is used by staff as part of their teaching. Additional materials are made available to students on the VLE and are signposted in module reading lists. Reading lists are regularly updated by tutors and reviewed at the end of each module. Online course materials as well as those provided in the library provide students with recent resources and publications that support their learning.

All classrooms benefit from appropriate audio-visual resources, and lecturers use online materials effectively to support students' learning and engage them in activities in both in-person and blended learning settings.

Students confirm that the Institution ensures that students can access all necessary resources on the VLE and the electronic libraries to which the Institution subscribes. The resources meet the students' learning needs effectively as confirmed through discussions with staff and students.

**INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION**

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

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

Appropriately trained and experienced staff, including the Rector and Vice-Rector, are available to support student welfare. The Institution has an open-door policy whereby any student can approach any member of staff for advice and support. Students commented that they know whom to approach for support, advice or guidance, and that this forms part of their induction and the Institution's tutorial system.

The Institution has a comprehensive student induction that introduces students to the programmes, study skills, pastoral and welfare support, library resources, Information Technology (IT) support, and social and recreational activities. The induction provides a clear introduction to the Institution and key staff who can provide emergency support as well as providing an opportunity for students to meet their peers. The well-structured induction is effective in assisting students in settling into the Institution.

Information about policies dealing with discrimination and abusive behaviour is provided in the student handbook. Codes of conduct are covered as part of induction, providing clear and appropriate information to students.

Staff are available to provide students with any IT support they require. An IT technician responds to student enquiries, and students confirm that they receive timely and helpful assistance, which ensures that they can continue their studies uninterrupted.

The Institution has a closely monitored e-mail address to which any concerns from both staff and students can be sent. The Institute has appropriate response times and students confirm that they receive helpful and timely assistance. As a result, students feel well supported. Inspection findings confirm this to be the case.

The Institution has a clear and appropriate policy to protect students from the risks associated with radicalisation and extremism, along with a clear risk assessment. All staff receive training, which is updated annually. As a result, appropriate arrangements are in place to protect both staff and students.

**15. Students receive appropriate academic support and guidance**

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Students receive appropriate academic support and guidance. Students have appropriate access to teaching staff outside the teaching sessions, including through the open-door policy, tutorials and online. Students confirm that staff are accessible and that they feel well supported. Inspection findings confirm this view.

Students are able to access support from course managers and tutors, who meet with students regularly to review their academic progress and identify any issues at an early stage. Should a student not be making sufficient academic progress, additional support is provided, and they are also able to discuss any issues, including changing their pattern of study. Students can contact the Rector should they wish to discuss alternative programmes of study. Consequently, student progress monitoring and support are robust.

Students have access to their tutors and other staff who can provide up-to-date advice and guidance on careers or further studies. Such information is also available in the library. Students therefore have access to accurate and detailed information about possible progression paths.

A suitable complaints policy is in place and is included in the student handbook, outlining the procedures for submitting a formal complaint. Students confirm that the complaints process is clearly explained. Students also have a right to refer their complaint to the partner university if they remain dissatisfied with the Institution's resolution. Clear reference is also made to BAC's complaints procedures. As a result, the complaints procedure is clear and accessible.

Students have access to study skills workshops as part of their first year of study in order to support them with their academic writing, research skills and referencing. Further information on academic skills is available on the VLE, which student confirm is accessible and helpful. Students confirm that they are able to access additional guidance as needed.

Students with special educational needs and/or disabilities are encouraged to disclose these as part of their application. The Institution's clear disability and equal opportunities policy sets out its commitment to supporting a diverse student body, and additional support is provided as appropriate. Students confirm that they are aware of the support available to them.

#### 16. International students are provided with specific advice and assistance

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

The Institution accepts applications from international students. Applicants are provided with appropriate advice and guidance on the documentation they need to provide, including for a study visa, by the admissions team. International students confirmed that the information they receive is helpful and provides clear and useful guidance on travel and living in the UK.

International students are provided with an appropriate induction and meet with the Vice-Rector ten times a year to discuss any concerns they may have and to receive additional guidance and support as appropriate. Clear support and guidance are also available to international students through their programme lecturers and tutors.

The provision of support takes into account cultural and religious considerations. The Institution provides appropriate prayer facilities. The Institution has access to speakers of a number of languages, and where necessary, students are provided with a speaker of their first language to provide assistance. As a result, international students who speak English as an additional language feel well supported. Inspection findings confirm this view.

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

- |      |  |   |  |                             |
|------|--|---|--|-----------------------------|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality.                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality.                                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students.                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly and absences are followed up promptly. | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NA |

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

**Comments**

The attendance policy sets out clear requirements for attendance and punctuality and is made available to students in the student handbook, during induction and as part of the terms and conditions of enrolment. As a result, students are clear about all attendance expectations.

Attendance is recorded by lecturers, and a central record is maintained and monitored by the course teams. International students' attendance is regularly checked, and the students are made aware that to meet their visa requirements, all classes must be attended. All students are contacted to explain any absence.

17.4 For students from the UK, unexplained absences are recorded, though these are not always followed up quickly.

After three absences, staff check on the well-being of a student. Any absences notified in advance, including for medical appointments, illness or extenuating circumstances, are clearly recorded. Overall attendance levels on programmes are good.

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

- |      |  |   |                             |  |
|------|--|---|-----------------------------|--|
| 18.1 | Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities.                        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 18.3 | A level of supervision is provided that is appropriate to the needs of students.                           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 18.4 | Students are provided with advice on suitable private accommodation.                                       | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

**Comments**

The residential accommodation that is offered on campus is provided by the Islamic Foundation, which owns the campus and is fit for purpose. Most students live off campus, and those who use the accommodation mostly only use it for short stays.

The accommodation is clean, safe and of a standard that is adequate to meet the needs of students. The accommodation has study bedrooms, some with ensuite facilities, and shared kitchens.

Security cameras cover the campus to provide a safe environment, and access to buildings is appropriately restricted.

The residential accommodation on campus is open to inspection by the local authority.

A level of supervision is provided that is appropriate to the needs of the students, all of whom are responsible adults.

Students are able to source their own private accommodation, if required.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

The Institution provides the students with useful information on local events and leisure activities that may be of interest. In discussion with the inspector, student inspectors confirmed that most students were not interested in many leisure activities as most live off campus and are only on campus for teaching periods.

The student council is encouraged to organise events that may be of interest to students and that, if held on campus, must be approved by the Rector. Only a very few student events take place each year and include students' participation in hosted conferences and guest speaker lectures.

The Institution does not provide a formal social programme.

The Institution does not engage with social forums or social media channels as students do not take part in social events. Students can communicate with lecturers and peers via the VLE as appropriate.

**INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES**

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution has secure tenure on its premises. The Institution has a long lease agreement with the Islamic Foundation for the use of the teaching and administration accommodation at the Markfield site and leases classrooms in Birmingham and London for the delivery of teaching sessions.

All the premises are approved for the delivery of higher education.

No use is made of external temporary premises.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Access is appropriately secured and restricted, with coded identity cards that are provided to staff and students and are needed to gain access to all buildings. The systems in place provide good levels of security for staff and students.

The premises are well maintained and clean. Signage is clear and helpful. General information is displayed prominently on notice boards.

The Institution has no areas of particular hazard.

General guidance on health and safety is provided to staff and students at induction, and visitors are made aware of health and safety and are accompanied by staff on site at all times. Emergency exits in all areas are clearly marked. Guidance on health and safety and emergency procedures is clear and accessible.

The Institution provides suitable circulation areas for staff and students, including a coffee shop, an on-campus mosque, a large library and relaxation areas. The coffee shop and reception area provide appropriate spaces for receiving visitors.

Toilets and handwashing facilities are appropriate for the number of staff and students and include facilities for pre-prayer preparation.

All areas are well ventilated, lit and heated, providing a comfortable working and teaching environment.

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

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
------	---	---	-----------------------------	-----------------------------

- |      |  |   |                             |                             |
|------|--|---|-----------------------------|-----------------------------|
| 22.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments, such as examinations.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Classrooms are of an appropriate size for the number of students and are equipped with an appropriate level of technology to support the delivery of teaching. All classrooms are fitted with projectors to which staff are able to connect their laptops. Observations of teaching sessions confirmed the classrooms were appropriately equipped to enable effective delivery.

An appropriate space for conducting examinations is available.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There are appropriate additional facilities for students and staff. Students have access to sufficient space for private study in the library and can use empty classrooms and an open access area in the main teaching block for group work. The library also has some areas suitable for group work.

Academic staff have access to suitable office areas for lesson preparation and marking, and also for meetings with individual students.

Staff and students have access to suitable spaces for relaxation and for the consumption of food and drink in the campus coffee shop. In the summer months, staff and students use outdoor areas, including a sports field.

Students are advised to keep their personal possessions with them. Where needed, students can leave items in the main administrative office for secure temporary storage, and residential students can use their lockable rooms.

Staff have offices and also access to classrooms when not in use, providing appropriate space for larger and smaller meetings.

Administrative offices are of a sufficient size and suitably equipped to support the effective administration of the Institution.

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

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

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

The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body. The library is well resourced, with over 40,000 books and a wide range of journals in English, Arabic and other languages, together with electronic resources, such as the online libraries to which the Institution subscribes.

A number of computer terminals are provided for students to access electronic resources, and wireless internet access is provided. The facilities in the library and online provide sufficient resources to support students' studies effectively and meet the needs of staff to support their teaching and research.

Library resources are kept under review, and staff and students are able to request additional resources as needed. Resource acquisition is managed effectively in line with the available budget and course development priorities. This is overseen by the Rector.

The library provides sufficient space for individual private study and an area in which group work can be undertaken. Library facilities and online access to a wide range of resources meet students' independent learning requirements.

The library has a well-organised lending system, and students are provided with clear guidance on this during induction. Library staff are appropriately qualified and highly experienced. Students report that library staff are approachable and friendly, providing helpful advice and guidance on the available resources to assist with study and assessments.

Library times are clearly published, and additional access in the evenings and at weekends is provided during assessment periods to support study and revision. Students confirm that the library meets their independent learning needs well. Inspection findings confirm this view.

The library facilities and resources are appropriate for the programmes offered.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student, and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Students have access to IT equipment in the library, and free wireless internet access is available throughout the campus, including in the residential accommodation. This ensures that students can study independently and flexibly.

Students can access the VLE, where lecturers share resources with the students. Students also have access to a wide range of online resources, including specialist libraries to which the Institution subscribes. Students confirmed that they had access to a wide range of appropriate resources that support their independent learning effectively. Where online learning is delivered, IT systems effectively support delivery and student support, including through remote tutorials.

IT systems are regularly updated and upgraded. They are supervised and monitored by the Rector and the Vice-Rector. Staff and students have access to an IT technician for IT support. Staff and students report that they receive prompt and efficient support, which enables them to undertake their research and assessments and to access the significant electronic library resources uninterrupted.

IT resources are appropriately supported and fit for purpose.

**INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT**

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

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

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

**Comments**

Student feedback is gathered each semester in module surveys, which are analysed by module leaders and summarised in module reports that are shared with senior managers. Students are asked to provide feedback on their overall learning experience, both formally in meetings and informally with staff. As a result, staff are very aware of any student concerns, and appropriate action is taken to rectify any issues.

Feedback from students is reviewed by senior management, and additional feedback is sought from the Board of Directors, which provides an external stakeholder perspective. Discussion with members of the Board confirmed their awareness of matters raised in surveys.

Responses to surveys and wider stakeholder feedback are collated and discussed at staff meetings, and appropriate actions are identified, with the impact of the actions evaluated at subsequent meetings. Student representatives attend course meetings and the staff–student committee to discuss any issues and to provide general feedback. Following discussions, feedback is shared with students by their student representatives.

Actions in response to student feedback are detailed in course reports and in reports provided to the Board. The sharing and analysis of student feedback are systematically managed, and actions taken are reported to students effectively by student representatives and in programme reports and action plans.

Feedback is regularly sought from stakeholders, and appropriate actions are taken and outcomes communicated. Stakeholder feedback is used effectively to inform enhancements to the students' learning journey.

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

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	The nominated programme leader, drawing on reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involve external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The policies and procedures for quality management are clearly documented in the institutional governance and quality assurance handbook, which is available to all staff. This incorporates the quality requirements of the partner university. Annual training on quality assurance takes place at the start of each academic year to ensure all staff are clear about the Institution's quality assurance processes. As a result, a quality assurance ethos is embedded throughout the management of the Institution, including through its internal and external reporting systems and student feedback as evidenced in the annual reports. This system informs the strategic management of the Institution.

The Board of Directors receives regular reports and updates from the Rector on quality and student progress, engagement and satisfaction against Key Performance Indicators (KPIs), which they evaluate. The Board provides input

on priorities for development. This provides MIHE with a useful external perspective against which to evaluate the quality of provision and strategic management. Students are also made aware of the annual monitoring and quality assurance processes, including through external examiners' reports, which are shared with them.

The Institution uses criteria set by Newman University to produce an annual programme review for both undergraduate and postgraduate programmes. Ongoing monitoring of the Institution's performance includes measuring of student performance against agreed KPIs that cover student retention, progression, achievement and satisfaction rates. The results of the monitoring are reported in module reports and reports produced by course managers. Course team meetings review students' ongoing progress, and semester reports are scrutinised by the Academic Board and the Management Board. This results in consistent oversight of quality and standards.

An annual report is produced for the Board by the Rector. An annual quality enhancement plan is also produced, summarising course reports and any actions identified by external examiners. This includes clear consideration of the student learning experience, along with student feedback and achievement and progression data. All aspects of the student learning experience are systematically reviewed by committees, including the Academic Board and the Board of Directors and programme committees, which scrutinise data returns and progress against action plans. This is effective in supporting the evaluation of the impact of any changes made. The annual quality enhancement plan provides a clear summary of areas for development, which are approved by the SLT and the Board.

Course leaders produce semester and annual reports that review student completion, progression and satisfaction data from the end-of-module reports. Reports are shared with, and discussed by, the Management Board, and key outcomes are reported to the Board of Directors. KPIs consider student satisfaction, achievement and progression rates with year-on-year comparisons. This serves to highlight any significant variations and informs priorities for improvement.

The review and revalidation of programmes take place on a five-year cycle, in line with Newman University regulations. Programme reviews are informed by a wide variety of stakeholders, including external examiners, students and alumni, Directors and Islamic community leaders and contacts. The consultation with a wide range of stakeholders ensures that programmes reflect current sector needs and ensure students' future employability.

The Management Board, Academic Board and Board of Directors have oversight of quality assurance at the Institution and review progress against KPIs to identify areas for development and to monitor the implementation of policies to support the enhancement of academic provision. The review of quality is clear and systematic and shared with appropriate committees.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Good practice is identified effectively through student surveys and staff feedback and the module and course reports that inform the annual reports provided to Newman University. The reports are discussed by the Management Board and the Board of Directors, as well as at course meetings with student representation. Areas of identified good practice are shared at the annual staff development day to enhance the quality of teaching, learning and student support.

The annual reports to Newman University for undergraduate and postgraduate provision include identification of areas for development in an action plan and the monitoring of progress against previous actions. Progress against priorities

in the quality enhancement plan is monitored by the Management Board and reported to the Board of Directors, ensuring that appropriate training and resources are provided to support the ongoing enhancement of the provision.

As a result, the monitoring of progress and the enhancement of provision are conducted effectively within the Institution's committee structure.

## INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

All the courses that are validated by Newman University are also validated for blended learning. All staff have a clear understanding of the requirements of blended learning, which is updated and enhanced during the annual teaching and learning conference.

Blended learning support materials are available on the VLE. Staff have access to appropriate software and technology for the delivery of online sessions that complement the work undertaken in the in-person classes. Where needed, additional training and support are provided to ensure that individual members of staff can meet students' needs.

Tutors have a clear understanding of the requirements of blended learning, and student feedback confirms that they find the online element of their programmes accessible and helpful.

Students are made aware of the level of digital literacy required, and additional support can be provided in study skills sessions and tutorials to ensure that students are able to engage with, and access, online resources. Tutors provide specific guidance to support students to engage with online sessions to ensure that students make the best use of the online activities. As a result, students confirm that the blended learning mode of delivery meets their needs.

## 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

Clearly articulated arrangements between the Board of Directors and the Institution encourage active engagement with staff and students and enable their views to inform priorities for improvement.

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

Accessible administrative staff respond quickly and effectively to student requests for support or additional information, which students value in enabling them to get any queries or issues quickly addressed.

The opportunities provided to academic staff to meet regularly to discuss and share their research support an active research ethic across the Institution.

Actions required	Priority H/M/L
10.1 The Institution must ensure that clear images and details of on-site accommodation are provided on the website, including an indication of their distance from local amenities.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
10.2 The Institution must provide full information on its website about the programmes offered, including module content.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Well-qualified staff provide a student-centred learning experience that actively supports student engagement and achievement.

The responsiveness of the Institution to student preferences, including making requested changes to modes of study, facilitates student engagement.

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

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

The well-managed academic and pastoral system supports student engagement and achievement effectively.

There is good access to student support and guidance, which is tailored to individual students' requirements in order to address barriers to students' engagement.

Actions required	Priority H/M/L
17.4 Clear procedures must be introduced to ensure that all absences are promptly followed up.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

The well-resourced library and the high-quality advice and guidance provided by library staff support students' research and the completion of their assessments.

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

Clear and well-established quality monitoring procedures are effective in identifying and tracking areas for enhancement.

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

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's strengths

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

## RECOMMENDED AREAS FOR IMPROVEMENT

The Institution is recommended to review its current approach to interviewing applicants to ensure that both UK and international students are given the benefit of an interview.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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## THE INSPECTION WAS CARRIED OUT BY:

Miranda Hobart	Lead Inspector
Afshan Khan	Student Inspector