



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: Institute for Equity, University Centre

ADDRESS: Cedar Court Hotel
Ainley Top
Lindley Moor Road
Elland
Huddersfield
HD3 3RH

HEAD OF INSTITUTION: Professor Paul W Miller

DATE OF INSPECTION: 12–13 and 15 May 2026

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

DATE: 30 July 2026

PART A – INTRODUCTION

1. Background to the institution

The Institute for Equity, University Centre (IEUC/the Institution) was established in July 2020. It is a limited company with two Directors, who are also the proprietors of the Institution.

IEUC is a specialist research-led institution offering a range of courses from Level 5 to Level 7 on equality, diversity and inclusion (EDI), leadership, organisational effectiveness and professional standards.

The Institution's administrative office is located in Ainley Top, between Huddersfield and Halifax, in the United Kingdom (UK).

Courses are delivered online, with the exception of the Masters in Business Administration (MBA), which is delivered in partnership with Buckinghamshire New University (BNU). The MBA includes two in-person study weekends that are held on BNU's campus.

IEUC's mission is to develop people to transform systems, structures and processes and EDI practice in multiple organisational settings. It aims to commission, publish and support research and advance thought leadership on a broad spectrum of EDI topics and concerns. Its objectives are to partner with individuals and institutions nationally and internationally to advance efforts to address areas of common interest and EDI concerns.

The proprietors are supported by the Board of Directors, to whom they provide half-yearly reports. A defined framework of committees that distinguishes between strategic oversight, management and operational delivery is in place and further supports the Principal and the Board. Committees include the Academic Committee (AC), the Quality Audit Committee (QAC) and Assessment Panels.

One of the proprietors acts as the Chief Executive Officer (CEO) and Principal, and the other is the Deputy CEO with responsibility for Resourcing and Sustainability (DRS). They are supported by the Vice-Principal (VP), the Head of Finance and Operations (HFO), the Learner Journey and Operations Manager (LJOM), and the Marketing and Engagement Manager (MEM). In addition, IEUC has 16 Fellows and seven Advocates-in-Residence who teach individual course modules.

2. Brief description of the current provision

IEUC offers a range of courses from Level 5 to Level 7 on EDI, leadership, organisational effectiveness and professional standards. For example, in conjunction with the Northern Council for Further Education (NCFE), the Institution offers a Certificate and Diploma in EDI at Level 7 and a Diploma in Strategic Leadership at Level 7.

Since January 2026, in partnership with BNU, the Institution has offered an MBA (Level 7) in Leadership, Equity and Organisational Development. An EDI Fellowship programme, also at Level 7, is offered and awarded by IEUC.

The Institution also offers a range of workshops and short courses that can be delivered independently or via IEUC's summer school. Institute of Leadership and Management (ILM) certificates in Leading Equity, Diversity and Inclusion and in Inclusive Curriculum Leadership are offered at Level 5. In addition, IEUC supports organisations in translating legislative requirements into practice, aligning with national guidance on equality and inclusion. However, none of these programmes was running at the time of the inspection.

At the time of the inspection, there were 24 students enrolled, of whom two were studying full time and 22 were part time. The majority of students were female, and all students came from the UK. All the students were over the age of 30 and were studying while employed. Entry to each programme is assessed on an individual basis, with recruitment taking place throughout the year. IEUC does not recruit students under the age of 18 years.

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector. The inspectors undertook two days of inspection activities on site at the main administration office, with the final day's activities undertaken online. Inspectors held meetings with the Principal, Deputy CEO, VP, HFO, LJOM and MEM. Meetings were held with a group of academic and administrative staff. Inspectors observed a wide range of online, face-to-face and recorded lessons and inspected the administrative premises. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with the inspectors before and during the inspection. BNU premises were not being used at the time of this inspection and were not available for inspection.

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspectors 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 organisational structure is clearly defined, documented and understood by all stakeholders, including the role and extent of authority of any owners, trustees, advisers or governing body.	☒ Yes	☐ No
1.2	Those responsible for governance understand the institution's strengths and weaknesses and provide support and hold senior managers accountable for improving the quality of learning.	☒ Yes	☐ No
1.3	Appropriate measures are in place to protect the integrity of academic freedom.	☒ Yes	☐ No
1.4	The link between governance and management is clearly articulated and documented.	☒ Yes	☐ No
1.5	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes	☐ No
1.6	The institution has a written risk management strategy that includes financial planning that is effectively implemented and regularly reviewed and updated.	☒ Yes	☐ No
1.7	The institution has the necessary formal and transparent agreements in place with its educational partners.	☒ Yes	☐ No ☐ NA
1.8	The institution has effective communication channels between all stakeholders.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

IEUC has a clear and effective organisational structure, with the role of the governing body clearly defined and well documented. Discussions with leaders, managers and staff and a review of the organisational chart demonstrate that the structure is effectively communicated to all stakeholders, including members of the Board of Directors, managers, staff and students.

The proprietors, in their roles of Principal and DRS, provide clear educational direction, which effectively supports the Institution's planned growth and development. They, together with the Board of Directors, are highly effective in providing oversight and undertaking their monitoring duties to bring about improvement. They provide appropriate support where needed and challenge senior managers effectively. As a result, the Institution is well run, with high standards of education and student support being maintained.

The integrity of academic freedom is a key aim of IEUC, and a range of policies clearly and effectively promotes and safeguards academic integrity and freedom and maintains ethical standards. For example, academic freedom is well regulated and protected by the Board of Directors and is detailed in the staff handbook. This clearly promotes and ensures the academic freedom of staff in their research.

The link between governance and management is clearly articulated and documented in the organisational structure and on the website.

Stakeholders are actively involved in the development of IEUC's policies. For example, the Institution has staff and student members as part of its committee structures and they are actively involved in the review, revision and development of key policies.

A clear written risk management strategy has been developed by the Board, as exemplified in minutes of meetings. The strategy effectively identifies the main risks facing IEUC, such as limited student disposable income for private

study. The strategy is fully implemented and regularly reviewed at each Board meeting and includes financial planning. As a result, senior leaders are able to take effective action when required to manage and mitigate business risks.

A review of documents and discussions with senior leaders demonstrate that a formal and transparent agreement is in place to support the Institution's working relationship with BNU and NCFE. Regular meetings are held with representatives to ensure that agreements continue to meet the needs of the Institution.

There are effective channels of communication between the Institution's stakeholders, including effective use of the Institution's Virtual Learning Environment (VLE), to provide a wide range of information. In addition, a clear meeting structure ensures that regular meetings are held between leaders, managers and administrative staff and lecturers so that staff, including those working remotely, are kept up to date with any operational changes, as well as being able to ask questions or raise any concerns. Minutes of meetings confirm the effectiveness of structure and conduct of meetings.

2. The institution has a clear and achievable strategy

2.1	There is an appropriate strategy that includes the quality of the student experience and supporting plans for institutional development.	☒ Yes	☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes	☐ No
2.3	The strategy is effectively communicated to all relevant stakeholders.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has an appropriate strategy map and action plan that together guide all of its work. The strategy map includes the quality of the student experience and action plans are prepared for institutional development.

The map is reviewed twice annually by the Board of Directors and staff at scheduled visioning days.

Detailed action plans are produced and shared with stakeholders effectively. For example, a copy is placed on the Institution's shared drive so that staff have access to the document. As a result, the Institution's education provision and the quality of the student experience have successfully been developed in line with IEUC's objectives and future aims.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	☒ Yes	☐ No
3.2	The institution's finances are subject to regular independent external audits.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution is a limited company and conducts its financial matters in accordance with UK legal requirements. This ensures appropriate scrutiny, transparency and probity.

IEUC's finances and annual reports are externally audited, in line with UK law.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
4.2	There is an appropriate and effective committee structure with appropriate reporting lines to inform management decision-making.	☒ Yes	☐ No
4.3	Committees have clear and appropriate terms of reference.	☒ Yes	☐ No
4.4	Committees meet regularly, and the meetings are accurately recorded with clear action-planning.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Principal and the Senior Leadership Team (SLT) are appropriately qualified and experienced, as evidenced through a review of job descriptions and Curricula Vitae (CVs), which demonstrate substantial sector knowledge, relevant leadership experience and clearly defined responsibilities.

While some members of the SLT are relatively new in post, their professional backgrounds show that they bring appropriate subject expertise and sector-specific experience to their roles. In particular, the Principal's CV evidences extensive experience within the subject area, alongside a well-established professional network, which informs and strengthens the Institution's strategic direction.

There is an appropriate and effective committee structure in place, with clear reporting lines that inform management decision-making. Governance and quality assurance documentation evidences a well-defined framework that distinguishes between strategic oversight, management and operational delivery, with clearly articulated roles across the Board and the AC, QAC and Assessment Panels.

Reporting lines demonstrate how student outcomes and quality data are systematically escalated from operational delivery through to governance, supported by leadership roles that effectively bridge these layers. This ensures strong oversight, clear communication and timely, evidence-informed decision-making that underpins quality assurance and continuous improvement.

All committees have clear and appropriate terms of reference outlining each committee's roles, responsibilities, scope and reporting arrangements. They are formally documented and made accessible to staff via the VLE. This ensures consistency in how committees operate, promotes clarity of purpose and accountability, and supports effective decision-making and governance across the Institution.

Committees meet regularly, and meetings are recorded with clear action-planning. A schedule of formal meetings is in place, with relevant stakeholders invited. Written records of meetings are produced and shared, including action logs that clearly record future actions to be taken. A sample of meeting records that were reviewed at inspection demonstrates that actions are tracked, reviewed and updated. However, the consistency of the minutes of meetings and their timely distribution should be further developed to ensure that a complete and reliable record of discussions and actions is made. This would further support and enhance the effectiveness of oversight and record-keeping.

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.	☒ Yes	☐ No
5.2	Administrative procedures and systems are well documented and disseminated effectively across the institution, and they are accurate and fit for purpose.	☒ Yes	☐ No
5.3	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
5.4	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes	☐ No
5.5	Students' records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.6	Staff records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.7	The institution has a robust security system and policies in place to protect the data of its students and staff.	☒ Yes	☐ No
5.8	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.	☒ Yes	☐ No
5.9	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☒ Yes	☐ No
5.10	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☒ Yes	☐ No
5.11	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.12	There is a policy for the collection and refund of students' fees that is implemented effectively.	☒ Yes	☐ No

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

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Institution. This is evidenced through the staff organisational chart, which clearly sets out roles and responsibilities. There has been recent investment in new posts as the Institution has grown, such as the appointment of the LJOM to strengthen operational capacity.

These developments demonstrate a responsive approach to resourcing in line with organisational needs. Therefore, IEUC is well positioned to maintain efficient operations, support the student experience and sustain growth through appropriately resourced administrative functions.

Administrative procedures and systems are well documented, accurately maintained and effectively disseminated across the Institution. This is detailed through key resources such as the staff handbook, the VLE and structured induction processes, which together provide clear and accessible guidance on policies, procedures and operational expectations. These materials ensure that staff consistently understand and apply the required processes. As a result, administrative systems are fit for purpose and support efficient operations.

Most classes are delivered online. The small number of in-person classes are appropriately timetabled and rooms are allocated in line with the courses offered. As a result, students are able to access provision in a timely and flexible way, supporting participation, continuity and an effective learning experience.

Clear administrative procedures are in evidence, with responsibility for student data centrally assigned to the LJOM, who regularly maintains enrolment and registration records to ensure accuracy and currency. These processes are supported by structured oversight, regular use and sharing of data, and reporting to inform planning and performance monitoring. As a result, data is accurate, consistently managed and used effectively to support strategic decision-making and continuous improvement.

Central management of student records further demonstrates this, with the LJOM ensuring that enrolment, progression and completion data is regularly reviewed and kept current. This systematic approach, supported by

secure storage and clear processes, ensures the reliability and accessibility of student information. As a result, student data is robust and supports effective management and evidence-based decision-making.

A clear and centralised system for maintaining staff records underpins this approach. Data protection is further strengthened through adherence to the General Data Protection Regulation and the Institution's own privacy policy, ensuring secure handling of staff information. As a result, staff records remain accurate, secure and compliant, supporting operational efficiency and good governance.

The Institution has robust security systems and policies in place to protect the data of its students and staff. This is evidenced through its data protection and security policy, which clearly sets out key areas, including data handling and storage, access controls, confidentiality, staff responsibilities and procedures for managing breaches. These documented measures provide a structured and comprehensive framework for safeguarding personal and organisational data. As a result, data is managed securely and consistently across the Institution, supporting compliance with regulatory requirements and maintaining the trust of students and staff.

Appropriate processes, including in the secure control of access to the VLE, are in place to support the verification of students' identity. For example, students are required to present their identification card on video, and ongoing formative engagement with staff enables them to build familiarity with their students and so identify inconsistencies in submitted work.

There are secure and efficient procedures for the administration of assessments, as evidenced by the use of a password-protected VLE through which all assignments are submitted and accessed only by authorised lecturers and administrators. As a result, assessment processes are controlled well and made secure, supporting the integrity and efficient management of assessment.

There are effective procedures for internal and external moderation at both pre- and post-assessment stages. The assessment policy and review cycle set out clear requirements for assessment design, approval, marking and moderation, including pre-release review of briefs and automatic moderation of all failed assessments to ensure consistency, fairness and alignment with the intended learning outcomes. External Examiner input provides additional independent scrutiny. As a result, assessment processes are robust and reliable and maintain academic standards.

Student records and transcripts are made available in a timely manner. This is supported by clear assessment timelines set out in the policy, including defined expectations for submission, marking and feedback, with responsibilities allocated to ensure accurate recording and reporting of outcomes. As a result, students receive prompt and reliable information on their progress, thus supporting their engagement and progression.

There is a clear and effectively implemented policy for the collection and refund of students' fees. This is evidenced in the tuition fee refund policy, which defines refund criteria, calculation methods and application processes, alongside structured fee collection arrangements through invoicing at enrolment.

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.	☒ Yes	☐ No
6.2	All staff, including teaching staff, are suitably qualified and experienced and understand their specific responsibilities.	☒ Yes	☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes	☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes	☐ No
6.5	The institution is fully committed to the fair treatment of staff in line with a published equality and diversity policy.	☒ Yes	☐ No
6.6	Staff have access to an appropriate grievances and appeals procedure.	☒ Yes	☐ No
6.7	Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	☒ Yes	☐ No
6.8	The professional development needs of all staff are identified, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. This is evidenced through the recruitment and staffing policy, which sets out clear processes for recruitment, role requirements and ongoing employment, including defined job roles, selection criteria and expectations for staff development.

These procedures ensure that staff appointments are aligned to institutional needs and that staff expertise is maintained and enhanced over time. Therefore, the Institution is able to recruit, retain and develop a workforce with the appropriate skills and experience to support high-quality delivery and organisational effectiveness.

All staff, including teaching staff, are suitably qualified and experienced and understand their specific responsibilities. This is evidenced through a review of staff CVs, which demonstrate a strong breadth and depth of subject expertise and sector experience, with many staff having backgrounds in higher education institutions. These qualifications and professional experiences align with the requirements of their roles and are complemented by clearly defined responsibilities. As a result, the Institution benefits from a knowledgeable and experienced workforce, supporting high-quality delivery, informed practice and effective fulfilment of roles.

There are clear and appropriate job specifications for all staff. This is shown through documented job descriptions that set out defined roles, responsibilities and person specifications for each post. These documents ensure clarity in staff expectations and alignment between organisational needs and individual roles. As a result, staff have a clear understanding of their responsibilities, thus supporting effective performance, accountability and consistency across the Institution.

There are effective procedures in place for the induction of all staff. This is detailed through a structured staff induction programme, which includes initial orientation activities, access to the staff handbook and a detailed induction plan that extends over a defined timeline, with clearly identified milestones. The programme covers key areas such as organisational context, role expectations, policies and procedures, and training and development opportunities, and has scheduled review points at one month, three months, six months and twelve months. As a result, new staff are supported to integrate effectively into the organisation, develop a clear understanding of their roles and build the knowledge and skills required for effective performance.

IEUC demonstrates a strong commitment to the fair treatment of staff in line with its published EDI policy. This policy outlines a zero-tolerance approach to discrimination, clear commitments to fairness across all protected characteristics and systems for monitoring and review. As a result, staff are supported in an inclusive environment that promotes equity, consistency and confidence in receiving fair treatment.

There are clear and effective procedures in place for managing staff grievances. The grievance procedure policy clearly details a structured process that includes informal resolution, formal submission, investigation, hearing and appeal stages, with defined roles, timelines and expectations for confidentiality and fairness. The policy also emphasises respectful conduct and provides staff with the right to be accompanied and to receive outcomes in writing. As a result, staff concerns are handled consistently, fairly and transparently, supporting a positive working environment and effective resolution of any issues.

Management monitors and reviews staff performance through a clear and transparent appraisal system that supports development and achievement. This is evidenced by the appraisal policy, which sets out the Institution's annual review cycle, structured appraisal meetings and arrangements for interim discussions, with defined processes for setting objectives, reviewing performance and identifying development needs.

The process is supported by written documentation incorporating self-reflection and feedback and is applied consistently across all staff. Recorded teaching observations are carried out. In addition, appropriate peer observation and team-teaching processes have supported reflective practice well. As a result, staff performance is regularly reviewed, promoting ongoing development, accountability and alignment with organisational priorities.

IEUC has effective processes to identify and support the professional development needs of staff. Staff appraisal records clearly identify individual development needs and inform plans for targeted support and opportunities for further training or qualifications. Subcontracted lecturers are appropriately supported through alternative development opportunities, including conference attendance and engagement with sector activity. As a result, all staff are well supported to enhance their skills and expertise, contributing to high-quality delivery of the provision and ongoing professional growth.

7. Academic management is effective

7.1	There are effective procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution, feedback from students and involve external input as appropriate.	☒ Yes	☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, are understood by students and are publicly available.	☒ Yes	☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes	☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

There are clear and effective processes for designing and reviewing the programmes of study that reflect IEUC's mission and incorporate student and external input. These processes are evidenced through structured student feedback mechanisms. These mechanisms include module evaluations, programme committees, surveys, advising stakeholders of actions taken in response to feedback, as well as the presence of defined staff roles in programme oversight.

In addition, there is an iterative development process involving students, employers and sector experts, alongside External Examiner input. As a result, programmes are well designed, relevant and continuously improved.

Intended learning outcomes for all programmes are clearly articulated, understood by students and publicly available. This is evidenced through programme handbooks, module outlines and materials on the VLE, which clearly set out the intended learning outcomes and their alignment with assessment and teaching. As a result, students have a clear understanding of expectations and progression, supporting their effective engagement and achievement.

There are regularly scheduled and recorded meetings of academic staff at which programmes are reviewed. This is detailed through the AC and QAC, as outlined in the quality assurance architecture integration document, which sets out their roles in academic governance, quality oversight and continuous improvement.

These committees meet on a planned cycle to review programme performance, assessment outcomes and quality reports. Formal records of their discussions and actions are made. As a result, academic programmes are subject to systematic review and oversight, supporting the maintenance of standards and ongoing enhancement.

There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes. This is evidenced through the policy for the acquisition and management of learning resources, which ensures resources are aligned with the intended learning outcomes, quality checked for accuracy and accessibility, approved by programme leaders, and reviewed annually, taking account of usage data and student feedback. As a result, resources remain relevant and current and support student learning and achievement effectively.

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 that are made available to prospective students.	☒ Yes	☐ No
8.2	A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified.	☒ Yes	☐ No
8.3	All students' application enquiries are responded to promptly and appropriately.	☒ Yes	☐ No
8.4	Students are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes	☐ No
8.5	There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes for which they are enrolling.	☒ Yes	☐ No
8.6	The institution has a clear policy on the accreditation of prior learning and prior experiential learning that is brought to the attention of prospective students.	☒ Yes	☐ No
8.7	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes	☐ No ☒ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

IEUC operates a clear and structured approach to the recruitment and enrolment of students, ensuring that prospective students have access to sufficient and accurate information to assess the suitability of programmes before registration. Entry requirements are clear and appropriate.

Courses are promoted primarily through professional networks, word of mouth and commercial online platforms. These are supported by virtual information sessions that provide detailed explanations of programme content, delivery methods, fees and payment options. As a result, applicants are well informed before beginning the application process.

Admissions decisions are supported by a formal application process designed to assess applicant suitability. Applicants are required to complete an application form and submit evidence of their academic qualifications and/or relevant professional or work experience. All applications are reviewed promptly, and academic suitability is confirmed by senior academic staff, ensuring that students have the capacity to successfully complete their studies. Where applicable, employer sponsorship arrangements are confirmed before enrolment to ensure clarity around funding responsibilities.

Effective communication is maintained throughout the admissions process. Applicants receive a clear and timely response to enquiries and are provided with key pre-enrolment information, including timetables, course fees and delivery expectations, enabling informed decision-making on their part. Once enrolled, students are issued with a

welcome letter and pack that includes access details for the VLE, guidance on where to locate course materials and information on support arrangements.

Prospective students receive detailed information about courses through the IEUC website and prospectuses. Students are also encouraged to contact the admissions team directly to discuss course suitability and delivery methods before registration. As a result, prospective students receive comprehensive information and guidance about the requirements of each programme, ensuring that they are able to make fully informed decisions about their study options. Students confirmed to inspectors that they felt they had received the correct information before enrolment, and inspection findings support this view.

Accreditation of prior learning is available and is considered on a case-by-case basis by the Principal. This ensures that previous learning is recognised appropriately, while maintaining academic standards and consistency.

IEUC does not currently use recruitment agents and manages all recruitment and admissions directly. This allows the Institution to maintain control over the information provided to applicants and ensures consistent decision-making, supporting the enrolment of suitable students.

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 and engage with relevant research and/or scholarship that informs their teaching and to publish their findings, where appropriate. ☒ Yes ☐ No ☐ NA

9.2 There is a fair and transparent procedure for staff to seek financial support for their research. ☒ Yes ☐ No ☐ NA

9.3 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

There is a clear approach to research and scholarship that is aligned with the Institution's mission. This is evidenced by a strong focus on practice-based, EDI-driven research that is embedded in teaching and student outputs. Lecturers actively publish and contribute sector-informed insights and are supported by funded development time and professional networks. Therefore, research meaningfully informs curriculum delivery and enhances the relevance and distinctiveness of IEUC's provision.

Staff have good opportunities to engage in scholarship that informs their teaching. This is demonstrated through the use of current sector research, engagement with professional networks, contributions to publications and institutional events, such as lectures and planned reports, alongside financial support for development and conference activity. As a result, teaching is current and practice informed and enhances the student learning experience.

External collaboration is a key strength, with partnerships, international links and student engagement in applied research and impact case studies ensuring broad sector input. As a result, the provision benefits from strong external input and applied research. The Institution also provides time for staff to meet regularly to enable sharing and discussion of current research activities.

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

10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes	☐ No
10.2	Information on the programmes available and their assessment and progression is comprehensive, accurate, readily accessible and up to date.	☒ Yes	☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes	☐ 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.	☒ Yes	☐ No
10.5	Students are informed of the full cost of all programmes, including the costs of assessments, activities and required materials.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

IEUC's publicity material provides an up-to-date and accurate description of the Institution and its curriculum. A review of the website and the printed publicity materials confirms that text and images accurately depict the Institution's location, courses, premises and facilities. In meetings with inspectors, students confirmed that they receive comprehensive and accurate information on their programmes, including in module handbooks and on assessment requirements. Inspection findings confirm this view.

The Institution has effective arrangements in place to ensure that publicity materials are accurate and updated when required. The marketing team regularly reviews publicity materials in all formats. Where updates are required, these changes are dealt with promptly.

Academic staff confirmed in meetings with inspectors that if they wish to make any changes to programme information, this is updated effectively through the marketing team. As a result, students clearly understand the status of their qualifications, the level of study and the role of the awarding body.

The full costs of programme fees and assessment are clearly identified in the programme brochures and on the website. In meetings with inspectors, students confirmed that they were very clear about the costs of their studies, and inspection findings support this view.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning and engagement

11.1	Lecturers have the necessary pedagogic and communication skills to teach the course content and level of course to which they are allocated.	☒ Yes	☐ No
11.2	The allocation of teaching staff to courses provides a consistent learning experience.	☒ Yes	☐ 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 assessments.	☒ Yes	☐ No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes	☐ No
11.5	Academic staff are effective in recognising individual learning needs and adapting their approach to meet the needs of all students.	☒ Yes	☐ No
11.6	Academic staff use effective learning activities to encourage the active participation of all students and to support their learning.	☒ Yes	☐ No
11.7	The institution has appropriate methods in place to encourage and measure student engagement.	☒ Yes	☐ No
11.8	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
11.9	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.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The review of lecturers' CVs shows that they are highly qualified and experienced. Inspectors' observations of teaching confirm that lecturers are allocated to teach on courses and at levels that reflect their qualifications and experience and that they have the necessary pedagogic and communication skills to deliver high-quality online lessons.

Teaching staff are appropriately allocated to courses to ensure a consistent learning experience, with delivery being regularly monitored to provide consistency in the provision and an enhanced experience for students.

Lessons observed confirm that these meet the requirements of the relevant module descriptors and fully cover the stated learning outcomes. The design of programmes and modules effectively supports and enables students to develop their knowledge and skills so that they complete their final examinations and assessments. An example of this is the range of methods for formative assessments which include draft submissions which are checked. As a result, there are high rates of student achievement, progression and retention.

Comprehensive lesson planning ensures that lessons meet the needs and learning styles of students effectively. Teaching is delivered online and includes a good mixture of group and individual activities, including pre-reading for sessions, as well as critical thinking and individual reflection through in-class activities and assignments. This engages students, keeps their interest and supports their learning effectively. Additionally, staff encourage and develop students' independent learning skills via a wide range of activities and research tasks.

A review of the Institution's VLE shows that students and staff have access to a wide range of appropriate and high-quality learning and study resource. For example, students can access a comprehensive range of research papers and books from BNU's online resources. In meetings with students and staff, they confirm that IEUC actively encourages their use.

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 assessments and revision periods are detailed in advance with clear submission deadlines.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and are focused on measuring students' achievements of the intended learning outcomes.	☒ Yes	☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes	☐ No
12.4	Students receive detailed and supportive feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes	☐ No
12.5	The institution takes appropriate steps to identify and discourage academic malpractice, including plagiarism, and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances.	☒ Yes	☐ No
12.7	There are clear policies and procedures for students to appeal against marks awarded.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

External Examiner reports demonstrate that IEUC implements effective assessment arrangements. These are fair and appropriate for the level and nature of the courses. Students receive timely and supportive feedback on their work. The programme specifications provide detailed formative and summative assessment schedules. The schedules are shown in module handbooks, along with an assessment calendar that shows the required assessment submission dates and revision periods. These are also accessible through the VLE.

Course outlines, assessment plans and session plans show that assessment strategies are effective and match the content and nature of the course and ensure that all required learning outcomes are covered.

Evidence from meetings with teaching staff and documentation in programme handbooks confirm that a variety of suitable assessment strategies is used, tailored to programme content. The assessment strategies are specifically designed to measure students' understanding and their achievement of the programme and module learning outcomes.

Detailed and supportive feedback is provided to students on their assessments. A review of marked assessments demonstrates that lecturers provide appropriate annotations to provide students with specific feedback on their performance. Additional feedback is provided in the classroom, and students are invited to consult staff for individual feedback outside class times.

Student progress and performance are monitored carefully, with timely action taken if a student is not making the expected progress. The assessment development and moderation processes are robust and provide for independent scrutiny. This ensures that students are assessed in a consistent manner.

IEUC has effective mechanisms in place to identify and discourage cheating and plagiarism. A comprehensive academic and disciplinary policy is clearly communicated to students at induction. The policy is also available on the Institution's website and VLE and includes guidance on penalties.

Clear policies for students to claim mitigating circumstances and to appeal their marks are set out in the programme handbooks that are available on the VLE. Students are supported by the Institution's pastoral team to engage in these processes. Students confirm that they are aware of the procedures and are able to access helpful advice as needed.

The assessment processes are fair and appropriate and provide students with effective guidance on completing their assessments successfully and meeting the required learning outcomes.

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.	☒ Yes	☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes	☐ No
13.3	Course materials are accurate, reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes	☐ No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes	☐ No

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

Course materials effectively support students' learning. Meetings with staff and scrutiny of course materials demonstrate that they are of a high standard and are designed for a specific and clearly stated level of study.

A review of the Institution's VLE shows that there is a comprehensive range of high-quality and well-presented resources available that effectively support learning and enable students to achieve the stated aims of their chosen programme of study.

Course materials accurately reflect current practice. They are reviewed regularly by senior academic and partner university staff to ensure that they are consistent and remain at an appropriate level. This ensures the consistency of materials provided across cohorts and programmes.

Evidence from the programme specifications show that designers include indicative content as to the types of teaching aids and resources that will support the programmes. As a result, appropriate teaching aids and study materials are used effectively to support learning.

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 guidance.	☒ Yes	☐ No
14.2	Students are given a suitable induction to the institution, their programme of study and guidance on the use of facilities.	☒ Yes	☐ No
14.3	Students receive appropriate information on the pastoral and emergency support available, and referral to external specialists, as required, in connection with students' mental health and well-being.	☒ Yes	☐ No
14.4	The institution has suitable policies, procedures and practices in place to ensure the fair treatment of students and to avoid discrimination, bullying and harassment.	☒ Yes	☐ No
14.5	There are effective systems to communicate with students outside class hours.	☒ Yes	☐ No
14.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	☐ Yes	☐ No ☒ NA
14.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	☒ Yes	☐ No

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

IEUC offers a very supportive environment, with the proprietors taking overall responsibility for welfare. Trained staff members provide comprehensive pastoral support to ensure a high level of student welfare is maintained. Regular reviews of student attendance and progress are conducted that identify any students who would benefit from additional support. Students report that they are happy with the support provided by the Institution.

Students receive a thorough online induction before starting their studies. The induction is recorded for students who miss it or who would like to watch it again. The induction highlights how they are supported and covers areas such as an introduction to the academic programmes, attendance expectations, Information Technology (IT) services and information on assessments. In addition, students are made aware of the resources available to them to support their mental health and well-being.

There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour that is effective in ensuring the fair treatment of IEUC students. Where specialist support is required, students are guided towards appropriate external services. These arrangements contribute to a supportive learning environment and promote students' well-being.

Systems to communicate with students outside class hours are in place. Students report that staff are easy to contact outside class hours.

Students under 18 years are not enrolled.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Training on the risks of radicalisation and extremism is made available and undertaken by all staff. An appropriate risk assessment and policy are in place.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes	☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes	☐ 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.	☒ Yes	☐ No
15.4	Students have access to appropriate advice and guidance on careers and further study.	☒ Yes	☐ No
15.5	The institution has a fair complaints procedure that includes an appropriate external adjudicator, and students are informed of how to submit a complaint.	☒ Yes	☐ No
15.6	Students are advised of BAC's complaints procedure.	☐ Yes	☐ No ☒ NA
15.7	Students receive appropriate advice, guidance and support to develop their study skills at the appropriate level.	☒ Yes	☐ No
15.8	Students with special educational needs and/or disabilities (SEND) are identified, and appropriate support is provided to meet their needs.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Students have good access to academic staff outside the scheduled teaching and learning sessions. In meetings with students, they report that staff make themselves available to provide further assistance or support. For example, electronic details are provided to allow students to contact their lecturers. In addition, all module co-ordinators have weekly student drop-in sessions online, and students can also choose to e-mail outside these times or post questions on student forums. As a result, students report that staff are easily contactable outside class hours, which provides them with reassurance that help is available if needed.

A review of documentation shows that appropriate student records on attendance, participation and achievement are kept by staff. These are used appropriately to monitor student performance and to identify when additional support and guidance may be required. Students can arrange meetings with support and academic staff to discuss their progress or assessment results. In addition, they can arrange with the academic support team to review their academic skills development and obtain help with specific skills. As a result, students report that strong support is available.

Academic progress is monitored carefully by academic staff. Where students are judged to not be making satisfactory progress, or wish to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided. Interventions are effective in improving student outcomes.

Students are well supported in preparing for future careers, further study and their next steps. For example, advice and guidance relating to careers and progression are provided formally and informally throughout the student journey. At the enquiry stage, prospective students are given guidance on how programmes align with professional development and career pathways. Ongoing advice is available during study, including direct guidance from senior academic staff, helping students to make informed decisions about further study or professional advancement.

An appropriate and fair complaints procedure is in place that provides clear details of how to submit a complaint.

The Institution is not currently accredited by BAC, so the BAC complaints procedure is not currently provided to students.

Comprehensive instructions and suggestions on how to study are readily available to assist students in studying effectively and developing study skills that are appropriate to the level of their course. For example, support with study skills is provided on an individual basis and is responsive to student need. Where staff identify that a student is struggling with academic writing, structure or assessment requirements, guidance is provided during feedback and mentoring sessions or by direct communication.

An appropriate policy on identifying and meeting the needs of students with SEND is in place. Where an individual need is identified or declared, appropriate additional support is provided.

16. International students are provided with specific advice and assistance

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	☐ Yes	☐ No	☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☐ Yes	☐ No	☐ NA
16.3	Information and advice that are specific to international students continue to be available throughout their time at the institution.	☐ Yes	☐ No	
16.4	Provision of support takes into account cultural and religious considerations.	☐ Yes	☐ No	

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

Comments

17. Student attendance is measured and recorded regularly and effective remedial action taken where appropriate

17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	☒ Yes	☐ No	
17.2	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	☒ Yes	☐ No	☐ NA
17.3	Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly.	☒ Yes	☐ No	☐ NA

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

Comments

IEUC has a clear and published policy on attendance and punctuality that sets out an expected minimum attendance threshold. The policy is effectively shared with students during induction and is accessible throughout their studies on the VLE. This ensures that students understand the attendance expectations from the outset and are aware of their responsibility to engage consistently with taught online sessions.

Attendance is recorded for every scheduled online session. Teaching staff check attendance at the start of each lecture and accurately record this information, which is then added manually to the Institution's central system. Lecturers notify the Learner Support Manager of any absences, ensuring that concerns about attendance are escalated promptly. This approach supports accurate record-keeping and enables timely oversight of student engagement.

Attendance data is reviewed on an ongoing basis. Where a student fails to attend a scheduled session, they are contacted promptly to establish the reason for non-attendance. This immediate follow-up enables the Institution to identify issues at an early stage and to offer appropriate support where needed, rather than allowing disengagement to continue. Inspection findings confirm that student punctuality, which is monitored and followed up by the Learner Journey & Operations Manager, is 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.	☐ Yes ☐ No
18.2	Any residential accommodation where students under the age of 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	☐ Yes ☐ No ☐ NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	☐ Yes ☐ No
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes ☐ No

This standard is judged to be:

☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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 about opportunities for participation in social events and other leisure activities that may be of interest.	☐ Yes ☐ No ☐ 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 for the majority of students.	☐ Yes ☐ No
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☐ NA
19.4	Students are encouraged to develop and participate in co-curricular and extramural and programme-related activities, including online activities where students study remotely to encourage peer interaction and a good digital student experience.	☐ Yes ☐ No

This standard is judged to be:

☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	☒ Yes	☐ No
20.2	The institution has the legal right to use its premises for the delivery of higher education.	☒ Yes	☐ 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.	☒ Yes	☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has secure tenure on its current administration premises. All of IEUC courses are delivered online, with the exception of the MBA, which includes two in-person study weekends held at BNU's campus, which has the legal right to use its premises for the delivery of higher education.

The Institution has access to suitable external space for any academic or non-academic purposes of a temporary or occasional nature, for example to provide academic and pastoral support in a suitable academic environment on the Institution's administration 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.	☒ Yes	☐ No
21.2	The premises are suitably accessible for those with specific needs.	☒ Yes	☐ No
21.3	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
21.4	There are specific safety rules in areas of particular hazard that are brought to the attention of students, staff and visitors.	☐ Yes	☐ No ☒ NA
21.5	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes	☐ No
21.6	There is adequate signage inside and outside the premises, and general information is displayed effectively.	☒ Yes	☐ No
21.7	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes	☐ No
21.8	There are toilets and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes	☐ No
21.9	There is adequate heating and ventilation in all rooms.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The premises are only used for administrative purposes and non-teaching elements of the Institution's work, as all courses are conducted online. Access to IEUC premises for staff and visitors is secure and appropriately restricted. For example, access to its premises is via the main building's reception, with key-operated access to IEUC's offices.

The premises are suitably accessible. IEUC's offices are located on the ground floor, with lifts making all areas of the building accessible for those with specific needs. As a result, the premises provide an inclusive and safe working environment for staff and visitors.

The premises are well maintained, decorated and clean.

Health and safety information is clearly displayed in all areas of the premises. Appropriate health and safety guidance is provided to staff during induction and in the staff handbook. Visitors are provided with appropriate health and safety information on arrival, which is then supported by appropriate signage throughout the premises. Thus, all users of the Institution's premises are aware of the health and safety procedures in place.

There are no specific areas of particular hazard in the administrative premises.

The premises are well resourced and provide a comfortable space for staff to work, socialise and receive visitors. There is adequate circulation space for the number of staff accommodated and a suitable area in which to receive visitors.

Toilets are adequate in number and very clean and well maintained. Staff confirm that heating, ventilation and air conditioning are all excellent. This view is confirmed by inspectors.

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 types of classes allocated to them. | ☐ Yes ☐ No |
| 22.2 | Classrooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each programme. | ☐ Yes ☐ No |
| 22.3 | There are physical and digital facilities suitable for conducting assessments such as examinations. | ☐ Yes ☐ No |

This standard is judged to be:

☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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. | ☐ Yes ☐ No ☒ NA |
| 23.2 | Academic staff have access to sufficient space for preparing lessons, marking work and consultations with students. | ☒ Yes ☐ No |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, where appropriate. | ☒ Yes ☐ No |
| 23.4 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | ☒ Yes ☐ No |
| 23.5 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | ☒ Yes ☐ No |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The premises are only used for administrative purposes and non-teaching elements of the Institution's work as all courses are conducted online. As a result, students do not attend the premises to study.

Access to space for academic staff to undertake their duties and, when necessary, meet with students or visitors is good and effectively meets their needs.

The provision for staff to relax and consume food and drink is good. The premises have a seating area and an outside space that can be used for this purpose. In addition, there are catering facilities in the building for staff to purchase and consume food and drink.

A number of appropriate rooms and offices are available for academic staff and managers to hold meetings.

Administrative offices are appropriate in size and well resourced to support the day-to-day business of the Institution.

24. Library, learning and information services provide a fit-for-purpose learning resources for students

- | | | | |
|------|---|---|--|
| 24.1 | There are clear, systematic and effective means of ensuring the adequacy and currency of physical and digital library resources to reflect staff and student needs. | ☒ Yes | ☐ No |
| 24.2 | There is an effective process and procedure for managing the lending of library resources. | ☐ Yes | ☒ No |
| 24.3 | Library, learning and information services are adequately staffed with appropriately qualified and experienced staff. | ☐ Yes | ☐ No ☒ NA |
| 24.4 | Access to library and information services resources are sufficient to encourage and support students' independent learning. | ☒ Yes | ☐ No ☐ NA |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Clear, systematic and effective measures are in place to ensure that the available digital library resources meet the needs of staff and students. For example, staff and students have access to the Institution's online library, which holds a wide range of digital resources, including books and journals, that meet IEUC student and staff needs.

24.2 This is not applicable, owing to the fact that the library is a digital library and there are no staff involved or procedures for lending.

All resources are held online, with 24-hour access. Students report that the process works well and meets their independent learning needs, as required by their courses.

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. | ☒ Yes | ☐ No |
| 25.2 | Virtual learning environments and virtual classrooms are reliable, fit for purpose and meet the needs of students. | ☒ Yes | ☐ No ☐ NA |
| 25.3 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | ☒ Yes | ☐ No |
| 25.4 | 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. | ☒ Yes | ☐ No |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

IEUC's platform enables students to study reliably and flexibly and to have a complete overview of, and control over, the progression of their programme. Access to technology to support study and work for both students and staff is good and ensures effective communications between students and staff.

The Institution's VLE is of a high quality, and virtual classrooms are reliable and fit for purpose and meet the needs of students.

Software and the Institution's VLE are regularly reviewed and updated. This ensures that provision meets the needs of the programmes and those of students and staff. For example, the online learning platforms are constantly monitored by the IT department to ensure systems are operating reliably.

Appropriate IT technical support is in place and this ensures that the systems are operational at all times. Training in IT systems for all staff and students is available on request.

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, and analysed and evaluated thoroughly, and appropriate action is taken to improve the student learning experience, where necessary.	☒ Yes	☐ No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	☒ Yes	☐ No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has clear and effective processes for collecting, analysing, and responding to stakeholder feedback. This is evidenced through the stakeholder feedback policy and procedures and associated template, which set out structured feedback channels, formal categorisation and action-planning with defined responsibilities and monitoring points. Feedback is tracked through committee structures and reported to oversight bodies, including the AC. As a result, stakeholder views are systematically captured, acted on and communicated, supporting continuous improvement in the student learning experience.

Student feedback is obtained through formal representation mechanisms, detailed by structured module evaluation surveys capturing students' views on teaching, content and assessment, alongside wider programme-level channels and committee representation. As a result, student perspectives are systematically gathered and used to inform ongoing improvements to the learning experience.

The Institution has appropriate formal mechanisms to inform stakeholders of actions taken in response to their feedback, as evidenced through the use of a structured stakeholder feedback response template, which records feedback, outlines actions, assigns responsibilities and includes defined processes for communicating outcomes back to stakeholders, such as through 'You Said, We Did' summaries and formal responses. As a result, stakeholders are kept informed of how their views influence decision-making, supporting transparency, trust and continuous improvement.

27.	The institution has effective internal and external quality assurance systems to review its own standards and assess its own performance		
27.1	All internal and external quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders, to appropriately inform the institution's strategic management.	☒ Yes	☐ No
27.2	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against key performance indicators.	☒ Yes	☐ No
27.3	The institution has effective processes in place to encourage student engagement in the course development and review process.	☒ Yes	☐ No
27.4	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.5	The nominated staff member 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.	☒ Yes	☐ No
27.6	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which may include analysis of year-on-year results on student satisfaction, completion rates, achievement levels and progression to further study or employment, if available.	☒ Yes	☐ No
27.7	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

All internal and external quality management policies and procedures are clearly documented and effectively communicated. This is evidenced through the comprehensive quality assurance handbook, which sets out governance, quality assurance processes and regulatory frameworks, alongside staff requirements to engage with policies through induction and ongoing training. As a result, staff and stakeholders are well informed, supporting consistent practice and effective strategic management.

There is a structured approach to monitoring performance against Key Performance Indicators (KPIs). This is detailed through the institutional KPI monitoring framework document, which defines KPIs and a tiered reporting structure through committees to the Board.

The Institution has effective processes in place to encourage student engagement in course development and review. This is evidenced through the student engagement procedures, which provide structured opportunities for input via programme committees, surveys and co-design activities. As a result, students actively contribute to programme enhancement, ensuring the provision remains responsive and is continuously improved.

IEUC has effective processes for producing programme reports that review programme performance. This is evidenced through its student outcomes reports and annual programme reviews, which analyse key metrics such as enrolment, retention, completion and achievement rates, alongside identified actions for improvement. As a result, programme performance is systematically monitored, supporting data-informed decision-making and continuous enhancement.

The Institution has effective processes in place for producing end-of-period course reports that review programme performance. This is seen through its structured module review forms and annual programme reviews, which include analysis of KPIs such as enrolment, retention and completion rates, alongside student feedback, External Examiner input and identified actions for enhancement.

The Institution has effective processes for producing course reports that review course performance. This is detailed through student outcomes reports and annual course reviews, which analyse key metrics such as enrolment, retention, completion and achievement rates, and incorporate External Examiner and awarding body reports. These reports identify actions for improvement and are formally presented as part of the annual review cycle. Together with end-of-period course reports, overall programme performance is systematically evaluated, enabling data-informed decision-making and continuous improvement in student outcomes and course development.

There is a clear framework for considering programme reports and developing actions. This is evidenced through defined escalation and reporting processes within the institutional KPI monitoring framework document.

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

28.1	The governing body and senior management conduct a regular and systematic review of their own performance that is reviewed regularly through the institution's committee structure.	☒ Yes	☐ No
28.2	Good practice is effectively identified and disseminated across the institution.	☒ Yes	☐ No
28.3	The governing body and senior management ensure the enhancement of provision is measured against relevant performance indicators and strategic targets.	☒ Yes	☐ No
28.4	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

There is a clear governance structure, supported by a close working relationship between the governing body and the SLT and combining formal committee oversight with ongoing engagement. This is evidenced through defined roles within the institutional KPI monitoring framework document. The framework document supports systematic review through regular reporting across the QAC, AC and Board, enabling continuous, evidence-based scrutiny of institutional performance.

Good practice is identified through team-teaching, appraisals and dissemination via the Institution's journal and conference. Programme meetings further support effective sharing across programmes. These mechanisms enable staff to enhance their practice, thereby improving delivery and the student experience. Communication is reinforced through the committee structure and updates shared via the VLE.

The framework document effectively links KPIs with strategic priorities through defined indicators and reporting processes, ensuring that progress is measurable and supports informed decision-making.

There are clear processes for implementing and reviewing actions through governance structures, with the framework document being considered at committee discussions. This is evidenced by defined reporting and feedback loops that support a cycle of review and action.

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.	☒ Yes	☐ No
29.2	Academic staff receive effective training and support to ensure the successful delivery of online and distance learning that meets the needs and interests of students.	☒ Yes	☐ No
29.3	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes	☐ No
29.4	Students receive appropriate guidance and support to ensure they are able to study effectively through online and distance learning.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Lecturers are appropriately trained and have a good understanding of the requirements of online delivery. Learning is appropriately supported by lecturers' use of the Institution's chosen delivery platform and the VLE.

Online lesson observations show that lecturers have a good understanding of the challenges and demands of online learning that meets the needs and interests of students. Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

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

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The leadership of IEUC is highly capable, experienced, well qualified and ambitious and provides clear educational direction, which has helped the Institution to grow and develop.

Highly effective channels of communication fully support the Institution's day-to-day activities.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

A highly effective administrative team ensures the smooth running of the Institution for the benefit of students and staff.

Well-established policies and procedures guide staff effectively in conducting the activities of the Institution.

Well-developed recruitment procedures ensure that staff are highly qualified and experienced and fully understand their specific responsibilities.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Lecturers have high levels of subject expertise to ensure students develop the knowledge, skills and understanding they need to be successful.

Students benefit from a comprehensive range of high-quality learning resources and materials that support their studies and progression well.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

A highly developed pastoral system supports students effectively to achieve their learning objectives.

A wide range of online learning resources supports students' independent study skills.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

High-quality premises effectively support the administration of the Institution.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

A strong emphasis on quality assurance throughout the Institution concentrates on the enhancement of delivery to continually augment the student experience.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

A highly effective IT platform fully supports all aspects of the Institution's work and promotes excellent student support.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution further develop and strengthen the consistent application of KPIs and course review processes.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Nigel Chambers	Lead Inspector
	Melanie Smith	Team Inspector
	Bella Weil	Student Inspector