



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: Xenophon College London

ADDRESS: 12 Bedford Square
London
WC1B 3JA

HEAD OF INSTITUTION: Mr Stefano Bandecchi

DATE OF INSPECTION: 20–23 February 2023

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: 22 February 2024

PART A – INTRODUCTION

1. Background to the institution

Xenophon College London (XCL/the Institution) is a privately owned institution that offers undergraduate and postgraduate programmes in a range of subjects validated by the University of Chichester in the United Kingdom (UK). The Institution is a private limited company formed in September 2015.

The Institution operates from a shared building in Bloomsbury, central London. These premises include both administration and teaching spaces, although at the time of the inspection, no students attended the premises, which are used solely by managers and administrators when required. International students studying online also have the option to make use of facilities at the Institution's parent organisation, University Niccolò Cusano, in Rome, Italy. At the time of the inspection, no students were taking up this option.

The Institution aims to offer students flexible, affordable, international experiential opportunities that build valuable skills for the modern economy and society.

Governance is provided by the College Board, which is chaired by the owner and Director, who acts as the General Manager. He is supported by a senior leadership team (SLT) that includes the Principal, Vice-Principal and the Head of Distance and Academic Provision.

The Institution was previously known as Niccolò Cusano University London but was rebranded as Xenophon College London in February 2021. The Institution's parent organisation is the University Niccolò Cusano, known as Unicusano, a non-state public university in Rome.

The Institution's premises in central London were being used as an administrative base for managers and administrators. The Institution is refurbishing a new campus in Wye, Kent, which aims to accommodate students for in-person teaching from September 2023. The Kent campus will have the capacity to accommodate 250 students when the first stage of refurbishment is complete.

2. Brief description of the current provision

XCL is approved to deliver three undergraduate and seven postgraduate programmes validated by the University of Chichester. These are in the disciplines of Global Management and International Business, Psychology, Big Data and Digital Learning, Applied Computer Science, Green Economy, and Sustainability and Climate Change Management.

Students enrolling on undergraduate courses also complete an integrated foundation programme to develop their English language, digital and academic writing skills.

At the time of the inspection, students were enrolled on three of the degree programmes: a Bachelor of Science (BSc) in Global Management and International Business, a Master of Science (MSc) in Global Management and Innovation, and a Master of Arts (MA) in Psychology. All programmes are currently delivered online.

At the time of the inspection, 31 students were studying on full-time programmes, with 43 students enrolled to commence their studies in the future. The current capacity is 675 students. All students are over the age of 18, and most are aged 21 or above. The majority of students are female. All students are international and based outside the UK in Italy, Slovakia and Denmark.

Students are enrolled at four points each academic year in September, November, January and March. Students must meet published entry requirements for previous academic achievement, such as Advanced (A) levels and English language competence.

3. Inspection process

The inspection was undertaken over four days by three inspectors, including a student inspector. The inspection was carried out using a hybrid methodology, with a mix of inspection activities carried out both on site and online. Inspectors held meetings with the Principal, the Head of Distance and Academic Provision, the Quality Manager and other senior managers. Meetings were held with students and with academic and administrative staff. Inspectors observed lessons and undertook a tour of the central London premises. The Wye campus in Kent was being refurbished at the time of the inspection and was not visited. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

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 the 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

The organisational structure is clearly defined and communicated to all stakeholders via handbooks and the website. The College Board, chaired by the General Manager, is the governing body with overarching responsibility for the financial stability and growth of the Institution. The SLT has identified the need for external representation on the College Board to provide additional support and challenge.

The Academic Board, chaired by the Principal, is the academic authority of XCL, ensuring that its programmes meet the necessary standards of quality and the requirements of regulatory bodies and that the programme of growth is academically sustainable. The Management Board deals with the day-to-day running of the Institution.

There is a suitable link between governance and management that is articulated and documented in the terms of reference.

Leaders have put in place appropriate structures for different stakeholders to develop policies, with contributions from external colleagues based at the parent organisation in Italy, as well as colleagues at the University of Chichester.

There is a clear risk management strategy and risk register in place. Ongoing risk management is co-ordinated and monitored by the Management Board and, where appropriate to academic matters, the Academic Board. The responsibility for the implementation of the risk management strategy is shared by all staff in XCL, with oversight from senior leaders. The small senior management team takes swift and effective action in response to its assessment of business risks. For example, leaders were able to respond rapidly when one of their key online platforms did not update as planned.

XCL's relationships with other education organisations, such as the University of Chichester, are formally defined and transparent.

Leaders and managers have implemented clear and appropriate channels of communication between all stakeholders. Staff and students make use of emails and the Virtual Learning Environment (VLE) to communicate with different stakeholders. Communication with those working remotely is regular and effective.

2. The institution has a clear and achievable strategy

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Leaders have implemented a clear and ambitious five-year growth strategy supported by appropriate implementation plans and financial management. Leaders have carefully considered the quality of the student experience in their development of the Wye campus in Kent, which aims to provide high-quality, on-site accommodation.

Informally, the strategic direction of the Institution is influenced by regular feedback from students and, more formally, from external partners, such as the University of Chichester.

The Institution's strategy is shared effectively both internally and externally via the website.

Leaders have introduced a clear process for the systematic review of performance measured against key strategic goals and targets. They complete a detailed interim review every 15 months, followed by a full review every 30 months. This helps to ensure that the College Board holds leaders and managers to account.

3. Financial management is open, honest and effective

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| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The General Manager provides oversight of institutional spending and authorises the approval of expenditure. Leaders review a five-year business plan every three months to ensure revenue and expenditure are monitored professionally and appropriately.

The Institution's parent company group finances are subject to regular, independent external audits. At the time of inspection, managers confirmed that XCL's externally audited accounts were in the process of being fully completed.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clearly defined management structure that is well understood by different stakeholders. Owing to the currently small number of current students, the Head of Distance and Academic Provision also acts as the Programme Leader for both academic schools. They have implemented clear and effective reporting lines that meet the needs of staff and students.

Leaders have implemented a clear committee structure, such as the Academic Board and the Quality and Student Engagement Committee. Appropriate records are maintained and used by managers to inform decision-making.

Committees have appropriate terms of reference, and appropriate records of discussions and actions that have been set are maintained. At the time of the inspection, not all of the committees, as outlined in the Institution's terms of reference, had been required to meet formally. Leaders have plans in place to ensure committees function and meet when required, for example the Ethics and Research Committee.

Leaders have implemented adequate arrangements to monitor the accuracy and consistency of information provided internally and externally, to ensure it is clear and fit for purpose.

5. The institution is administered effectively

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

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| 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 Institution has an appropriate administrative support function to meet the needs of the current staff and students. The administration support available is suitably documented and defined in staff and student handbooks and policy documents. Managers are clearly aware of the administration support available, including that provided by colleagues at the Institution's parent organisation in Rome.

Administrative policies are well documented and suitably disseminated and shared with staff via the website and VLE. Classes are timetabled appropriately, and sufficient online resources are made available to host all online lessons. Students are clear about when online lessons are being held and how to access session recordings if they need to access the session content after it has been delivered.

The Institution makes use of suitably documented and effective data collection systems to record student details, grades and assessment outcomes. Administration records are stored efficiently using effective and clear online systems.

Student records are sufficient, accurately maintained and up to date, using a suitably precise and reliable management information system. The Institution also makes effective use of the University of Chichester's online information systems to enter and track module grades.

A system that blends hard-copy and electronic staff records is sufficient, accurately maintained and up to date.

Leaders have implemented appropriate security systems and policies for protecting the data of their students and staff. Leaders make use of external Information Technology (IT) experts to ensure that data is suitably stored and protected.

Managers have appropriate processes in place to check student identity on enrolment and throughout their programme, as required.

Leaders and managers ensure there are effective and efficient procedures in place for the administration of all module assessments, in line with validated module handbooks and guidance from the awarding partner university.

XCL has an effective procedure in place for internal and external moderation at pre- and post-assessment stages. Module leaders devise suitable assessments based on the module outline. These are verified internally and externally. External Examiners are closely involved in moderating students' work for each module before grades are confirmed, to ensure the validity and reliability of assessment decisions.

Students are provided with provisional transcripts in a timely manner when these are requested. Students can also gain timely access to their final programme transcripts via their online access to the University of Chichester administrative accounts.

The Institution implements a clear and effective policy on the collection and refund of students' fees.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There are clear and appropriate policies and procedures in place for the recruitment and employment of suitably qualified and experienced staff. As a result, the staff are suitably qualified and experienced and understand their roles and responsibilities well. Lecturers have relevant qualifications and experience in their subject disciplines.

Clear and appropriate job descriptions are in place for all staff. Managers implement an effective induction process for staff to ensure that they understand their roles and are effective in carrying these out.

Staff confirmed that they are treated fairly and with respect. Inspection findings support this view. A clear and appropriate equality and diversity policy is in place.

Staff have access to a clear and detailed complaints and appeals procedure, which is made available via the Institution's website and in the staff handbook.

Leaders and managers have introduced appropriate, clearly documented and transparent performance review procedures for all staff. Reviews have been completed for managers and administrators, and formal reviews for teaching staff are scheduled to be completed at the end of the summer term in 2023. Managers complete regular classroom observations of teaching staff and provide useful and constructive feedback to support the quality of education.

Managers effectively identify staff development needs through regular communication, formal observations of teaching, and the performance review process. Managers make professional development opportunities available where appropriate, for example in the completion of online training courses and engagement with training and development opportunities offered by the University of Chichester.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that 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, are 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-centred learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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This standard is judged to be: Met Partially Met Not Met

Comments

The Institution has effective procedures in place for the proposal, design and validation of programmes of study. These meet the requirements of the University of Chichester as the validating partner. Programmes offered are in line with the Institution’s vision and mission to offer courses that build valuable skills for the modern economy and society.

Relevant and appropriate learning outcomes for all programmes are clearly articulated via the XCL website and course handbooks.

The Academic Board meets periodically to review the quality of academic programmes. This process helps to ensure that all aspects of delivery and assessment are effective.

Leaders and managers have implemented an appropriate procedure for the acquisition of academic resources to ensure that academic staff and students have the resources they need.

The Head of Distance and Academic Provision manages the commissioning of course materials effectively, ensuring that any financial requests are suitably considered in a consistent manner.

Students’ views are canvassed regularly throughout their programme of study, and any suggestions for the development of academic provision are appropriately reviewed and considered by academic managers.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry 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

Entry criteria are set in accordance with the University of Chichester’s requirements and are clearly detailed on the website and in programme handbooks and are signposted in publicity brochures.

Published entry requirements include the necessary prerequisites for English language competence. Where students are unable to formally demonstrate the required level of competency, they are placed on a useful, intensive pre-session programme to help them develop their applied English skills.

Students submit a formal application form as part of the recruitment and selection process. All applicants are interviewed as part of the application process. This ensures that students meet the stated entry requirements, and qualifications are suitably verified.

The admissions policy includes a section that outlines the Institution's approach to interacting with applicants promptly. Students confirmed to inspectors that any queries were addressed promptly during the application stage, and no contrary indicators were identified during the inspection.

The application interview is used effectively to ensure students are fully briefed to understand the nature and requirements of their programme.

Students' capability and capacity to complete the proposed programme of study are suitably assessed during the application and enrolment stages. Language competency and student motivation are explored as part of the interview process and through checking applicants' credentials and paperwork.

Staff involved in the recruitment process make it clear to applicants that students are responsible for providing the necessary information and certification to demonstrate that they meet the entry requirements.

The Institution has a suitable admissions policy that contains clear information on credit transfer and the recognition of prior learning. A more detailed credit transfer and recognition of prior learning policy is also brought to the attention of prospective students, where applicable. Where students transfer into the Institution with existing credits, these are thoroughly considered and recognised where appropriate, in line with the validating partner's regulations.

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

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|-----|--|---|--|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship that informs their teaching. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Leaders and managers recognise the importance of research, and academic staff are encouraged to undertake research and to publish their findings. For example, staff in the Psychology School are offered regular, paid time to undertake relevant research activities.

The Institution employs part-time academic staff, many of whom undertake relevant research in areas aligned with their teaching expertise. Staff are also encouraged to take advantage of research and other development activities provided by the Institution's validating partner, the University of Chichester.

Staff can apply for paid study leave to complete research projects and make formal requests for financial support for conference attendance and other professional development activities. Applications are made directly to the Head of School for consideration.

9.3 There is currently no formal, transparent policy and procedure in place for staff to seek financial support for their research and other professional development activities.

Staff are invited to share and discuss their research activities during staff meetings. Staff can attend useful development events with external speakers, in partnership with the University of Chichester.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's publicity materials provide an accurate depiction of the campus location, premises, facilities, and the range and nature of resources and services offered. For example, the website clearly states that the Wye campus in Kent is not yet available and is due for inauguration in September 2023. The website highlights courses that are approved for delivery but are subject to recruitment of sufficient student numbers.

Publicity materials promote a range of delivery methods, including in-person, online and hybrid study, as well as the option for students to access classes online whilst enjoying the campus experience offered at the Rome campus of XCL's parent institution in Niccolò Cusano University. A few of the student handbooks linked to the website relate to the previous academic year and require updating.

Course pages on the website contain relevant and accurate details of the range of assessment methods used, including coursework, essays, projects, group work and portfolios. The student handbook also includes relevant information on assessment methods. Programme and module descriptors provide a detailed and accurate reflection of the programmes and their intended outcomes.

The Institution has a suitable procedure for making minor changes to programme information and communicating these to the University of Chichester as the validating partner. Heads of School and the Quality Manager are responsible for monitoring the accuracy of information and carry out this responsibility well. Managers intend to establish a more formal procedure for maintaining accuracy as the Institution grows in size.

All publicity information and programme brochures make clear reference to the status of each qualification and the University of Chichester as the awarding body.

Programme pages on the website contain a specific section on course fees that clearly outlines the price of courses and any additional costs, such as accommodation.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge and pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities to encourage the active participation of all students and to 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

Leaders recruit suitably qualified and experienced lecturers. This ensures that the lecturers are well suited to teaching the course content at the required level.

Students benefit from a consistent learning experience. All online lessons are recorded and monitored by managers to ensure these provide a consistent level of quality.

Modules are planned and sequenced appropriately to develop students' knowledge and understanding sufficiently to allow them to complete their formal assessments.

Teaching sessions are suitably aligned with the module descriptors and intended learning outcomes of each module.

Academic staff use a sufficient range of teaching and learning approaches to meet the needs of students. For example, lecturers make use of direct instruction and group discussion and utilise a range of relevant case studies and examples to help students make links between theory and practice. Lecturers actively encourage students to participate in teaching sessions through regular questioning and the use of applied scenarios.

Students are required to complete regular, independent learning and research activities. This helps them to apply and consolidate their learning.

Students have good access to a range of appropriate learning and study materials via the VLE. Students confirmed to inspectors that they have access to all the learning resources they need, and inspection findings confirm this.

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

Programme handbooks provide a suitable schedule of assessments for each module, which helps students to plan and manage their time. Programmes include a range of appropriate assessment strategies aligned to the intended learning outcomes, for example presentations, formal reports and academic posters.

Assessment tasks are clearly written and include detailed guidance on what students need to demonstrate to meet different levels of achievement.

Students receive appropriate written feedback from lecturers for each assignment, including the identification of relevant strengths and areas for development.

The Institution has appropriate arrangements in place to identify and discourage cheating, including plagiarism. All assessment submissions are screened for originality. Clear academic malpractice policies are in place and shared with students. Information on different forms of student academic misconduct is detailed in the student handbook, together with information on how to reference sources of information appropriately. Students are referred to the academic misconduct policy for further information where required. The policy is available on the website and outlines the Institution's approach to investigating any possible infringements or misdemeanours.

The Institution has clear and appropriate policies in place covering academic appeals and extenuating circumstances. Policies are shared with students via the website, providing comprehensive guidelines relating to student responsibilities, the process for making a claim or appeal, and the evidence needed.

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

Programme descriptions are approved by the University of Chichester, and course materials are designed effectively to meet the specific and clearly stated levels of study.

Course materials are clearly presented and sufficiently detailed to enable students to achieve the programme objectives. Materials are up to date and regularly reviewed by academic staff and managers. Materials reflect current knowledge and vocational practice, such as the latest development in artificial intelligence.

Lesson observations demonstrate that programme designers make effective use of teaching aids and learning resources. These include well-organised slide presentations, topical case studies and applied assessment methods. The Institution's VLE and virtual classroom are comprehensive and well organised, ensuring students have effective access to all necessary learning resources to support their studies and progression.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input type="checkbox"/> Yes	<input checked="" 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

The Institution has adequate staffing arrangements in place to support the welfare needs of current students. Students are provided with a range of email addresses to contact staff in relation to different welfare issues, such as financial and accommodation issues.

Student induction arrangements are clear and comprehensive. Staff provide detailed guidance relating to administrative information, key student policies and procedures, programme introduction and assessment details.

Students receive some useful information and guidance relating to the pastoral support available to them. Leaders aspire to allocate a personal tutor to all students.

14.3 Students are not clear about the personal tutor arrangements or how to access specific pastoral support, including in an emergency.

A student conduct policy is in place, which outlines the Institution's zero-tolerance approach to violence and harassment.

14.4 The student conduct policy does not provide a published procedure for addressing allegations of abusive behaviour under the student disciplinary process.

The Institution contracts the services of a specialist external provider to ensure that technical issues are handled promptly and effectively. Staff and students confirmed to inspectors that any technological problems reported are resolved swiftly. No indicators to the contrary were identified during the inspection.

Students are able to contact staff outside classes through email, online social networks and video-conferencing, and by making scheduled appointments. This helps to ensure students are well supported throughout their studies.

The Institution has implemented effective arrangements to protect students from the risks associated with radicalisation and extremism. A suitable policy, risk assessment and relevant training ensure that staff understand their roles and responsibilities in keeping students safe from radicalisation and extremist views.

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
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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 type="checkbox"/> Yes	<input checked="" 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	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
15.8	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 have appropriate access to teaching staff outside teaching and learning sessions through a range of electronic communication systems and by arranging scheduled appointments.

Students have access to appropriate academic support. They can discuss their progress with academic staff, but also have access to their module grades through the Institution's online platforms to help them review their progress over time.

The Institution has effective progress monitoring systems in place. Where students are identified as struggling, staff organise additional sessions to help them catch up and understand how to improve. As a result, the Institution benefits from high progression and achievement rates.

Programme staff maintain sufficient oversight of students' assessment outcomes. Where required, managers engage with individual students to discuss the suitability of the programme and explore alternative options, if appropriate.

The careers information, advice and guidance policy sets out the Institution's approach to providing careers and progression support. Helpful guidance is provided in relation to naturally occurring career opportunities that are embedded within the academic curriculum.

15.5 Students do not yet have routine access to appropriate and structured advice and guidance on careers and further study.

The Institution has a detailed and clear complaints policy available on its website, with relevant informal, formal and appeal stages. The policy includes appropriate reference to the Office of the Independent Adjudicator.

Students benefit from clear and useful guidance on how to study effectively through a range of comprehensive study guides, support videos and workshops organised by programme staff. This helps to develop students' wider study skills, such as how to prepare formal reports, structure dissertations and create engaging presentations.

Students are asked to disclose any special educational needs in their initial application form to ensure that relevant support can be put in place quickly. The Institution has an appropriate student disability policy that outlines how suitable and reasonable adjustments will be put in place, where required.

16. International students are provided with specific advice and assistance

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
16.3	Information and advice, which are specific to international students, continues 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

At the time of the inspection, no international students were studying in person at the London campus. All current students are international and study online. The Institution is, however, preparing to receive international students to its refurbished Kent campus and is in the process of producing guidance materials for new and prospective students about relevant issues, such as opening a bank account, taking out insurance and finding a medical practitioner.

International students studying via online distance learning can access appropriate support from their programme staff and the Quality Manager throughout their time with the Institution.

Where students have specific cultural and religious requirements, these are considered on an individual basis, and reasonable adjustments are made as necessary. Leaders and managers have developed plans to include a multi-faith prayer room at the Kent campus, as well as suitable dietary options that meet students' specific needs.

Students have access to multilingual staff within the Institution. Students can also contact a remote support service related to academic and administrative issues where a team of staff speak native or fluent Italian, English, Spanish, Portuguese, French and German.

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

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

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

Comments

A clear and specific policy on student attendance is published on the website. The policy sets out the Institution's expectations for attendance and associated penalties. Guidance around punctuality and lateness is detailed in the student conduct policy and communicated to students via the website.

The Quality Manager and Heads of School enforce the Institution's expectations for regular attendance and prompt punctuality.

Student attendance is accurately recorded in online information management systems, which are clear and intuitive to use.

All attendance data is centrally collated and reviewed on a weekly basis to ensure absences are followed up promptly.

18.	Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised	
18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
18.4	Students are provided with advice on suitable private accommodation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

19.	The institution provides an appropriate social programme for students and information on activities in the locality	
19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 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

As a new institution that is currently only operating distance learning programmes, XCL currently has a limited social programme on offer for students. At present, the social offering involves students interacting through messaging platforms, via the VLE, and meeting via video-conferencing.

Leaders and managers have developed plans to provide a comprehensive social programme, including sports and social events, once the Kent campus is open and accepting students in person.

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 an appropriate lease in place for its current premises in central London, which are currently utilised as an administrative base for managers and administrators.

The Institution has secure tenure on the Kent campus, which is owned by the Institution's parent company, the University Niccolo Cusano, and does not foresee the need for access to other premises at present.

The premises have the appropriate permissions in place for the delivery of higher education.

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) that 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 to the shared office building in central London is appropriately secured, restricted and monitored. The Institution leases two administrative offices and various classrooms in a building that is shared with other educational institutions.

The premises are clean and well maintained and decorated. There are no areas of particular hazard. General health and safety guidance is provided to students, staff and visitors through relevant signage. General information is displayed effectively.

The premises are spacious and provide adequate circulation for the current number of staff accommodated. Toilets are clean and sufficient in number. Heating, ventilation and air conditioning are adequate in all areas of the premises.

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/or 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

The Institution has the use of various well-equipped and appointed classrooms in the shared London premises. However, all delivery and assessments are currently conducted online, and students do not attend the premises in person.

XCL students can also take up the opportunity to live and study at the Institution's partner university in Rome, where they attend classes online but can take advantage of life on a busy and vibrant campus. At the time of the inspection, no students were taking up this option.

23. There are appropriate additional facilities for students and staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The London premises provide access to sufficient space and suitable facilities for private individual study and group work should students attend in person.

Academic staff have access to a teachers' lounge, which provides sufficient personal space for preparing lessons and marking work and space to carry out consultations with students, if necessary. There are sufficient spaces for relaxation and the consumption of food and drink. Staff are able to store personal possessions securely in locked offices, if required.

Staff have access to a range of well-equipped and professional rooms for holding meetings. Administrative offices are adequate in size and suitably resourced for 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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" 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

Students have access to an appropriate range of online learning materials to support their studies, including electronic books and journals and research databases. The London premises also include a comfortable shared library space and a range of appropriate hard-copy book stock if students were to attend in person.

Managers routinely monitor the availability of learning resources to ensure students and staff have access to adequate and up-to-date items that meet their needs.

The library has sufficient space for students' independent study and group working if students were to attend in person.

Managers have implemented a simple but effective system to monitor the loan of hard-copy book stock if required. As, at present, no students attend the premises in person, there is no requirement to employ qualified library staff.

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

The Institution has a reliable IT infrastructure that meets the needs of students studying at a distance well. Students have access to the various online platforms they need to complete their studies, including the VLE and a virtual classroom, and can access online research databases.

Students have access to relevant software, including general office applications, and more specialised software to support the conduct of psychological research and analysis where required.

Managers work with a specialised, external IT contractor to review and upgrade software and hardware when required. The contractor also provides effective technical support to students and staff, as well as managing email addresses, completing IT system back-ups, and ensuring compliance with the relevant data regulations. These arrangements help to provide a reliable and consistent educational experience to students studying online at a distance.

As well as access to XCL's own range of online learning resources and materials, students also benefit from access to resources from the University of Chichester to further support their studies.

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

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

The Institution gathers feedback effectively from a wide range of stakeholders, including students, staff, employers and alumni. Managers analyse and respond to feedback where required. For example, employer feedback was used in developing the curriculum to meet the needs of UK businesses.

A formal student representative system is in place, and managers meet regularly with representatives to obtain feedback from the student body. Representatives are suitably trained and supported in their role by the Quality Manager to ensure they understand the arrangements for referring any student issues raised. Students also provide formal feedback through a range of different surveys introduced at different points throughout the academic year.

Managers cascade information on the actions taken in response to stakeholder feedback through staff meetings, email communications and student representatives. This helps to ensure stakeholders are kept informed of the developments taken as a result of their feedback.

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

27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Quality management policies and procedures are clearly documented and shared effectively with staff and students via published handbooks and the XCL website.

The relevant committees and senior leaders appropriately consider the Institution's quality assurance arrangements to inform and guide strategic decision-making.

As XCL is a new institution, leaders and managers are in the process of developing an approach to systematic quality assurance. Leaders and managers are fully committed to ongoing quality assurance mechanisms and have developed a wide range of relevant policies and procedures. A dedicated Quality Manager takes the lead in ensuring a quality ethos is further enhanced as the Institution grows and develops further.

The Institution undertakes regular monitoring and review of its provision with reference to a range of appropriate performance indicators, such as student recruitment and achievement. Leaders and managers compile a number of relevant reports that present the outcomes of reviews and associated action plans. Leaders ensure their academic review and reporting obligations for the validating partner are met.

Leaders and managers ensure that the quality of the student learning experience and the fair treatment of students are closely monitored through regular lesson observations and monitoring of assessment outcomes and feedback.

27.7 Course leaders do not yet produce formal, end-of-session, end-of-semester or end-of-year course reports that include measures of student satisfaction, completion rates and achievement levels.

27.8 The Head of Distance and Academic Provision, currently acting as the Head of School and Programme Leader for all programmes, does not yet produce formal, annual programme reports that include analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.

Leaders and managers have implemented effective arrangements to review key performance indicators, such as an analysis of student outcomes, to identify any significant variations as more students begin to complete their qualifications.

27.10 Managers are not yet producing general performance reports to include an analysis of year-on-year data, including student satisfaction, retention and achievement, staff performance, research and other forms of scholarship, and a review of resourcing issues.

The Institution works very closely with its validating partner to review programmes on a regular basis, including the effective use of the External Examiners, who provide clear and useful feedback designed to further enhance the quality of education.

Managers have recently introduced an overarching quality improvement plan that draws together the actions arising from a review of performance and from the different committees and Boards. As a result, managers are more easily able to track and monitor the progress and resolution of actions over time.

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

28.1	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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28.2	End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input type="checkbox"/> Yes	<input checked="" 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

Staff work closely and effectively together to continue to enhance the quality of education and the student experience. Staff communicate regularly and complete informal peer reviews of each other's teaching to share best practice.

Managers produce detailed annual monitoring action plans that identify relevant areas requiring further enhancement.

28.2 Leaders do not produce formal end-of session course and annual programme reports.

Action plans are regularly reviewed within the existing committee structure. The recently introduced quality improvement plan helps leaders and managers ensure that all relevant actions are implemented, regularly monitored and updated.

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

Leaders have significant experience in online distance learning and have a clear understanding of the specific requirements of this study format.

Managers ensure that academic staff receive adequate technical training in how to use online learning systems. Lecturers do not always take full advantage of the wide range of technology-enhanced learning approaches and techniques that can help students to deepen their understanding, such as interactive knowledge checks, polls, online discussion rooms and collaborative mind maps.

Tutors have a sufficient understanding of the demands of online learning. They signpost students to technical support where required. Staff inform students about the required level of digital literacy at interview to ensure they are best suited to the online distance learning mode.

Student benefit from access to video tutorials and detailed support guides, which support them on how to learn effectively and efficiently online.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The Institution is successful in maintaining a positive and effective partnership with its validating partner, providing a consistent and high-quality student experience.

Leaders communicate effectively and act swiftly to ensure the needs of stakeholders are met.

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

Effective procedures for the proposal, design and validation of programmes ensure the curriculum meets students' needs and the Institution's mission.

Application enquiries are responded to promptly and appropriately to support students' study choices effectively.

Effective procedures for internal and external moderation ensure the validity and reliability of assessment decisions.

Actions required	Priority H/M/L
9.3 A fair and transparent procedure for staff to seek financial support for their research and other professional development activities must be implemented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Managers recruit lecturers with relevant subject expertise to implement the curriculum effectively.

Students benefit from a broad range of online learning resources that support their independent learning skills effectively.

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

Induction arrangements are clear and comprehensive and help students to settle into their study programmes quickly.

Students benefit from clear and useful advice and guidance, which helps them understand how to study effectively at undergraduate and postgraduate levels.

Clear and intuitive attendance-tracking systems ensure effective action is taken where necessary to address non-attendance.

Actions required	Priority H/M/L
14.3 Leaders must implement appropriate arrangements to ensure all students understand the pastoral and emergency support available to them.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

14.4 The Institution must publish a procedure for dealing with any abusive behaviour.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
15.5 Students must have access to appropriate and relevant advice and guidance on careers and further study.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Staff and students benefit from effective technical support that ensures online systems are reliable and accessible.	
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

Leaders and managers have worked hard to quickly establish a wide range of clearly documented policies and procedures.	
Actions required	Priority H/M/L
27.7 Course leaders must produce course reports that include measures of student satisfaction, completion rates and achievement levels.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.8 Programme leaders must produce annual programme reports that include analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.10 Managers must produce general performance reports that include an analysis of year-on-year data, including student satisfaction, retention and achievement, staff performance and a review of resourcing issues.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.2 Leaders must produce end-of session course and annual programme reports that include improvement and ongoing developments made and identify further areas requiring enhancement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Students benefit from clear and helpful resources that assist them in effective online learning.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

<p>Leaders should strengthen governance arrangements by involving appropriate external stakeholders on the College Board.</p> <p>The Institution should ensure that all the relevant committees meet regularly to inform management decision-making.</p> <p>Performance reviews should be completed for all academic staff, in line with the planned appraisal schedule.</p> <p>The website should be reviewed and updated to ensure current and accurate links to programme handbooks.</p> <p>It is recommended that a more formal procedure is implemented to ensure the relevance and accuracy of information.</p>

It is recommended that lecturers are trained on how to maximise the benefits of technology-enhanced learning.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

Steve Ingle	Lead Inspector
Matthew Kitching	Student Inspector