



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: QA Higher Education

ADDRESS: International House
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London
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HEAD OF INSTITUTION: Simon Nelson

DATE OF INSPECTION: 15–18 April 2024

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation withdrawn

DATE: 25 July 2024

PART A – INTRODUCTION

1. Background to the institution

QA Higher Education (QAHE/the Institution) delivers higher education courses through partnerships with universities in the United Kingdom (UK). It is part of the QA Limited Group and is a privately owned company. It delivers courses as part of QA Limited Group's training and education portfolio.

The Institution offers undergraduate and postgraduate degrees in the UK through partnership agreements with London Metropolitan University, the University of Middlesex, Northumbria University, the University of Roehampton, Solent University and Ulster University.

The Institution has two campuses in Central London, two in Birmingham and one in Manchester. QAHE is gradually moving its entire provision in Birmingham into its newly opened second campus there. This is expected to be completed in June 2024. This British Accreditation Council (BAC) inspection and accreditation relates to the two campuses in London and the current two in Birmingham.

One of the London campuses exclusively provides programmes with its Northumbria University partner, and the other provides programmes with three partners, London Metropolitan University, Solent University and Ulster University. The two campuses in Birmingham provide programmes in partnership with London Metropolitan University, Solent University and Ulster University.

QAHE's mission is to provide high-quality, vocationally orientated programmes that support the development of students' knowledge and professional skills, preparing them for the world of work and Continuing Professional Development (CPD). The Institution's aim is to give students from all around the world access to outstanding higher education provision.

QAHE is led by the Chief Executive Officer (CEO), who is supported by a Senior Leadership Team (SLT) comprising the Provost and Executive Dean, the Chief Finance Officer, the Chief Commercial Officer, the Chief of Staff and the Chief Technical Officer. The CEO, as the senior post-holder, is a member of, and reports directly to the CEO of the QA Group Limited as well as to its Executive Board, which agrees the financial and strategic priorities for the Institution.

In January 2013, a ten-year agreement was signed with Ulster University, which confirmed QAHE as an affiliate college. Since that time, QAHE has been designated as a branch campus of Ulster University. This has recently been extended for a further ten years. Formal programme recognition agreements were signed in 2013 as well as in January 2014.

A London campus of Northumbria University was opened in partnership with QAHE in September 2014. This campus is used for the delivery of undergraduate and postgraduate provision in business- and computing-related programmes for full- and part-time study.

A partnership was established with the University of Roehampton in June 2015, and a further partnership was established with Middlesex University in 2017 to offer undergraduate and postgraduate provision in London and Birmingham. Programmes with both these partners are now in teach-out.

Partnerships with Solent University and London Metropolitan University were established in 2019 and 2020 respectively.

2. Brief description of the current provision

The Institution offers full-time undergraduate and postgraduate programmes. Teaching is mainly delivered in person, but some online blended delivery is also offered. The Birmingham and one of the London campuses are used for the delivery of full-time, three-year taught undergraduate programmes and one-year postgraduate programmes through franchise partnerships with Ulster University. These include undergraduate degrees in Accounting and Management and in Computing, and a graduate certificate and postgraduate degrees in International Business, Marketing, Computer Science and Technology, and Business Administration.

The Roehampton University provision offered in London and Birmingham includes undergraduate and postgraduate programmes in Business Management, Marketing, and Computer Technologies. QAHE has franchised provision for a Bachelor of Science (BSc) degree in Business Accounting with Middlesex University that is approved for delivery in London and Birmingham. Solent University franchised courses are undergraduate programmes in Business Management, Computing, Event Management, and International Travel and Tourism and are delivered in London and Birmingham. London Metropolitan University Bachelor degrees in Business and in Health and Social Care are delivered in London and Birmingham.

The London campus of Northumbria University is the base for the delivery of 27 courses at Levels 4 to 7 of the Regulated Quality Framework (RQF). These are in a variety of subjects, including Business, Computing, Project Management, Media, Business Enterprise Creation, and Management. Programmes include a Bachelor of Arts (BA) in International Banking and Finance and Management, a BSc in Applied Computing, a Master of Arts (MA) in Design Management and a Master of Science (MSc) in Web and Mobile Development, Computing and Information Technology, Digital Marketing, Cyber Security, Project Management, Computing Technology, Cyber Security Technology and Information Security Management. Master's programmes are offered as either one-year full-time or two-year part-time study options.

At the time of the inspection, QAHE had 13,988 full-time and 121 part-time students registered on franchised programmes at undergraduate and postgraduate level at the London and Birmingham campuses.

The Institution recruits a very small number of students under the age of 18 years. At the time of the inspection, there was one such student enrolled. The majority of its students are international and from Romania, India, Nigeria, Bangladesh and Pakistan, with broadly equal numbers of male and female students.

There are three main enrolment points each year, in October, January and May. The May enrolment date has proved popular for students who do not want to wait until autumn to begin their studies. Entry requirements, including for English language proficiency, are clearly published on the QAHE website. All applications are approved by the partner universities before offers are confirmed.

3. Inspection process

The inspection team was made up of a lead inspector, a team inspector and a student inspector. The inspection was carried out over three and a half days with the first day and a half being online and the remaining two days on site in Birmingham and London. Meetings were held with the CEO, Chief of Staff, Chief Finance Officer, Provost and Executive Dean, Chief Technology Officer, Director of People, Senior Dean, two Deans, an Associate Dean, Director of Student Operations, Academic Registrar, Programme Administrator and the Director of Admissions. Meetings also took place with the Director of Quality Assurance, Head of Academic Community of Excellence (ACE), Head of Department of Computing, Head of Welfare, Head of Careers and Employability, Head of Registry, Head of Student Services, Head of Learning Resources, and the Facilities Manager. Meetings were also held with a representative group of other staff and students. The inspectors undertook a range of teaching observations and carried out tours of the premises. The required information was made readily available, and the staff co-operated fully with the inspection process.

4. Inspection history

Inspection type

Date

Full Accreditation	9–10 December 2010
Supplementary	23 June 2011
Supplementary	23 August 2011
Interim	14 March 2012
Re-accreditation	16–17 March 2015
Interim	8 February 2017
Re-accreditation	18–20 March 2019
Interim	4 June 2020
Supplementary	7 October 2022

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The organisational structure is clearly defined, as shown in the organisation chart. The role and parameters of authority of the QA Group Executive Board, the Executive Team (ET), which comprises five senior managers chaired by the CEO, and the SLT, are clearly documented. Detailed job descriptions set out the main duties and responsibilities of the ET and SLT members. The QA Group Executive Board meets bi-monthly.

Stakeholders are made aware of the roles and responsibilities of the ET and SLT members and the relationship of operational management to the owners. This provides a clear hierarchy of the roles and responsibilities of the operational managers, which enables the QA Group Executive Board to exercise effective governance and to have clear oversight of the Institution's activities.

Effective communication is provided through online meetings with staff and the use of an online forum, which gives news updates as well as information on policies and procedures.

Discussion with senior management shows that the ET has overall responsibility for the development and implementation of strategy and for the Institution's academic and financial performance. The SLT has authority to make decisions on academic matters and on tactical issues affecting the Institution. This is demonstrated in minutes of ET and SLT meetings and enables academic freedom to be exercised within the Institution by teaching staff.

The terms of reference of the ET shows that it comprises the CEO, the Chief Commercial Officer, Chief Finance Officer, Provost and Executive Dean, Chief of Staff and Chief Technology Officer. It therefore is made up of the most senior executives in the Institution for the purposes of strategic decision-making and providing day-to-day control. The ET reports to the QA Group Executive Board, which is chaired by the CEO of the QA Group. This provides a clear link between governance and operational management.

Minutes of meetings show that the SLT oversees QAHE's commercial and academic operations. Senior heads of departments are members of the SLT, and members feed back to staff in their departments on decisions made at SLT meetings. Minutes of SLT meetings show that the SLT functions effectively in ensuring that its members are kept up to date, enables input into issues that cross functional boundaries, and reviews progress against Key Performance Indicators (KPIs).

Evidence of documentation and discussions with the SLT show that appropriate structures are in place for the development of policy, with reports from operational committees and programme areas providing information on programme performance, which informs effective decision-making at SLT level. In addition, QAHE staff are able to feed back to senior managers through an employee partnership forum and by use of an anonymous online survey.

The ET has overall responsibility for the identification, assessment, management, mitigation and reporting of risks across QAHE. It focuses particularly on evaluating the nature and extent of the risk QAHE is prepared to take to meet its strategic objectives. A risk register details the anticipated risks, their potential impact, likelihood of occurrence and mitigation strategies. The main risk categories are perceived to relate to the market for students, regulation, general business volatility, operations and capacity. The risk register is regularly updated, with input obtained from all areas of the group's business entities.

A separate QA Group Risk Committee oversees the effectiveness of risk management and internal control systems. This means that identifiable risk is carefully assessed and managed within QAHE and the wider Group.

In managing its exposure to risk, QAHE has appointed specialist consultants to provide advice and initiate risk management strategies through supporting internal teams within the Institution. This provides an independent view of the risks that QAHE is subject to and consequently strengthens the overall risk management strategy employed.

Partnership agreements are in place and clearly set out the relevant working relationships. There is a significant amount of scrutiny by QAHE's university partners. QAHE is accountable to its partner universities' senates and governing bodies for the performance of joint provision, which provides external oversight and governance of QAHE's activities. The agreements provide for regular partnership meetings that ensure a regular dialogue is maintained, covering items such as student retention, progression and feedback.

Strategic decisions and policy are developed in collaboration with partner universities. SLT members sit on joint committees for each partner university. This enables the partner universities to have input into the operation of the Institution and consequently to be satisfied that QAHE is meeting its responsibilities.

Staff confirm that the Group CEO holds regular online meetings with all QA Limited Group staff and also provides regular information on budget updates and initiatives. Similarly, the CEO of QAHE also holds regular online meetings with all QAHE staff. Students confirm that programme meetings are used effectively to communicate information to their representatives. Consequently, clear channels of communication exist between the QA Limited Group Executive Board, ET, SLT, academic staff, students and partners.

2. The institution has a clear and achievable strategy

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Documentation shows that QAHE has a clearly defined strategy for developing its higher education provision and how it can be funded. This includes input from students, staff and external stakeholders, principally the university partners. The main purpose of the strategy is to expand student numbers and enhance the student experience so as to further improve recruitment. Enhancement of the student experience is at the forefront of the strategy. This is demonstrated by the investment in improved facilities in one of the campuses in London and the new facilities in Birmingham. In addition, a new role of Director of Student Operations has recently been appointed. One of QAHE's core objective is to make an application to be licensed by the UK Office for Students (OfS).

The regular review of institutional data by the SLT includes reports from all departments on performance. The strategic direction is effectively informed by an analysis of student feedback. Implementation of the strategy is monitored appropriately, and corrective action is taken as necessary. This enables regular review of performance against strategic targets.

Staff confirm that the strategic plan is well communicated through employee forums, which enables them to comment on strategic aims and objectives. Student forums and surveys enable senior management to obtain feedback that guides them on improvements in provision that need to be made. The main objectives of the strategic plan are contained within the annual report that is made available to partner institutions. This provides transparency and fosters collegiality between QAHE and its partners.

The strategy identifies 20 core objectives. These include achieving the OfS licence and meeting key financial and commercial objectives. The ET meets weekly to review progress towards meeting targets that measure progress on achieving the core objectives. Each of the subcommittees has regular meetings and reports to the ET on progress towards meeting its key objectives. As a result, the Institution has a clear and achievable strategy.

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

Financial management is open, honest and effective. The QA Group has effective structures and committees in place to ensure appropriate oversight of QAHE's financial affairs and the management of financial risk.

All the QA Group companies' accounts, including those of QAHE, are subject to proper independent external audit.

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 |
| 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

QAHE is effectively managed. The management structure is clearly defined, documented and understood by all stakeholder groups including management, staff and students. The organisation charts for academic and operational management are available through handbooks, the shared drive and within partnership documentation. Job descriptions are used well to define the roles, line management responsibilities and reporting arrangements of the post-holders.

The structure chart clearly sets out the managerial hierarchy and is understood by all stakeholders, including the partner universities. The Provost and Executive Dean has overall responsibility for QAHE's academic provision and is supported by two Deans. The Deans take responsibility for the university partnership provision and are supported by Associate Deans. The hierarchy of programme management follows the model of Associate Deans, Heads of Department and Programme Leaders. This enables senior management to monitor operations in a clear hierarchy.

Minutes of meetings show that the management of the educational provision is facilitated effectively through a number of committees covering the areas of learning, teaching and staff development, student performance evaluation, research ethics, course scheduling, marketing and recruitment, progression, and student engagement and retention.

Each of the committees has appropriate terms of reference and meets on a regular basis as necessary to maintain close monitoring of operations. All meetings are accurately recorded, and agreed action plans are noted. Each action plan has an owner and, where appropriate, the outcome of action taken is reported to the partner university. The partner universities track issues and outcomes through regular liaison meetings. The committee structure enables information to be collected and shared and action taken to enhance the student experience and meet organisational objectives.

The Institution has appropriate 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. Much of the information that students receive originates from the relevant university partner. Discussion with the SLT confirms that all programme information is approved internally and also by the university partners to verify its accuracy.

The information is reviewed internally after every intake, and if changes are apparent, the approval of the university partner is sought. This ensures that the information provided is both internally and externally reviewed for accuracy and fitness for purpose. The information contained in programme and student handbooks is reviewed by the QAHE quality assurance department to verify its accuracy.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes through which 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
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 is administered effectively. The organisation chart and inspection findings show that the administrative staffing level is sufficient for the effective day-to-day operation of the Institution. The SLT reviews the long-term, non-academic resource requirements to ensure that the campuses operate smoothly with sufficient support staff. Senior management and staff confirm that the administrative support is well defined, documented in procedures and understood to ensure that it focuses on providing effective support to students and information for management purposes. Inspection findings confirm this to be the case.

The line management reporting arrangements for the registry and careers departments from the Chief Operating Officer to the Provost and Executive Dean ensures that there is a close working relationship between the academic and administrative functions.

Documentation reviewed shows that administrative policies and procedures are suitably documented and comply with partner university requirements relating to admissions and the monitoring of student attendance and progress. The partner universities' policies on admissions are followed and the admission documentation is effectively checked before formal offers are made to students. This includes checking original evidence of prior attainment and identification documents, including passports. This ensures that all entry requirements are met and that each student's identity is confirmed, thus preventing fraudulent enrolment.

Timetables and room allocations are made available to students online. This includes the opening hours of libraries. Rooms are allocated appropriately for the programmes, taking account of class sizes and activities, so that effective learning is facilitated.

Data collection and collation systems are well documented, accurate and effectively disseminated. Administrative staff and review of documentation confirm that data is collected and administered efficiently and accurately, and records are securely maintained, with access protected by a hierarchy of codes available to senior staff. Student data is regularly and efficiently updated to take account of changed circumstances. It is securely held, with records updated for attendance, achievement and progression. Records are securely shared with partner universities for their own record-keeping purposes. Data reports are produced weekly for senior management information. This ensures that the data held is accurate and up to date.

Review of documentation confirms that staff records are securely held and updated to take account of changes, staff development and membership of the Higher Education Academy (HEA). Staff performance, as evidenced in feedback from students and management through classroom observations, is recorded and held securely in accordance with QAHE and partner universities' data management policies. This ensures that information relating to staff is maintained strictly in accordance with appropriate procedures and only accessed by authorised staff.

The Institution has a robust security system and policies in place for protecting the data of its students and staff. QAHE has been appropriately certified as information security management compliant. It is subject to regular auditing and staff have received regular training on data security.

Review of documentation confirms that the identity of students is verified through checks during enrolment, and checks are also made in examination rooms. Student results, transcripts and certificates are released in accordance with the regulations of the university partners. This provides security to ensure that the student who originally registered for, and studied on, the programme ultimately receives the award. All students are issued with an identification badge that they must wear while on campus.

The arrangements for assessments, including examinations, are robust and comply with the partner universities' requirements. The partner universities provide the QAHE registry with examination papers electronically. The registry is responsible for script storage and invigilation procedures. Plagiarism software is in use for written assignments.

Review of processes in operation confirm that assessments are moderated internally and by partner university staff to ensure fairness, consistency and the maintenance of high academic standards. This ensures that independent moderation is employed and reduces the risk of bias entering the system.

Students confirm that they receive their results and feedback through the Virtual Learning Environment (VLE) of the partner universities. Transcripts are produced in a timely manner in accordance with timelines set out in student handbooks.

There is a clear policy on the collection and refund of students' fees. Students are made aware of this during the admission process. The fee and refund policy is compliant with the partner universities' regulations.

The overall administrative function is efficient, with clear guidance provided to staff and students. The provision of information enables administration to be managed effectively and is in appropriate detail for senior management to make decisions in a timely manner.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The review of documentation confirms that there are appropriate policies in place for the recruitment of staff. These include, for academic staff, checks on qualifications, references and past experience. The recruitment process includes the delivery of a short lecture to a panel of senior and specialist academic staff to assess the capability of the candidate to teach effectively. The partner universities approve all the staff employed by QAHE who teach on the programmes. This provides an independent check on the suitability of the appointment.

Curricula Vitae (CVs) and staff records show that all academic staff hold at least postgraduate qualifications and have relevant subject knowledge and experience. Staff must complete a probationary period to ensure that they are effective in carrying out their responsibilities. This provides an effective safeguard for QAHE to ensure that staff appointed are meeting the requirements of the job description.

Clear and appropriate job descriptions seen by the inspectors demonstrate that appropriate guidance is provided for the post-holder on the requirements of their role. The job descriptions include details of reporting arrangements and clearly outline line management responsibilities for the benefit of managers and the post-holder.

Staff confirm that all new staff receive a detailed induction, and mentors are provided to help them settle into their roles. There is a comprehensive induction checklist to ensure that new staff receive all the information they need, including mandatory training. New staff are supported in regular meetings with line managers or supervisors. This gives them confidence to perform their roles effectively. In addition, all new staff are provided with three days of training to help them settle into their roles. All appointments are subject to a probationary period.

Staff believe they are treated fairly and in accordance with the equality and diversity policy. Inspection findings confirm this to be the case. All staff recruitment and support are in accordance with equal opportunities legislation and the relevant QAHE policy.

The employee handbook details the policies and procedures relating to complaints and appeals. This includes a comprehensive record of complaints and responses made. In addition, QAHE has a whistleblowing policy that provides protection for staff making complaints. This ensures that staff are made fully aware of how they may raise a complaint or an appeal.

Discussion with the SLT and staff confirms that there is a suitable staff performance appraisal system that takes the form of a rolling programme of one-to-one development conversations between a staff member and their line manager. This incorporates discussion of staff development needs and allows long- and short-term targets to be set and reviewed. The system in operation focuses on feedback that ensures it is a two-way process between the manager and employee. Records of regular and confidential teaching observations are appropriately maintained by the teaching and learning team, and the quality assurance team ensures that the observations take place. Staff confirm that the appraisal system helps to develop their confidence to perform their role effectively, with support from their line manager.

Staff confirm that they are well supported in their development. Academic staff are encouraged to gain membership of the HEA and to take part in CPD courses offered by the partner universities. QAHE recognises the United Kingdom Professional Standards Framework (UKPSF) and encourages staff to either apply for or upgrade their HEA Fellowship to enhance their pedagogic effectiveness and educational management skills. Additionally, the learning and teaching team has QAHE-wide responsibility for co-ordinating and providing staff CPD opportunities. Staff feel they are well supported in their CPD and that this enhances their performance.

7. Academic management is effective

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

7.6 Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning. Yes No NA

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

Comments

There is effective academic management at QAHE that is inclusive of student views to enhance programme delivery. There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the Institution. Documentation shows that the partner universities have rigorous approval and validation procedures. All QAHE provision is approved by the partner universities. This involves the establishment of a panel comprising QAHE and university staff, external experts and student representatives. The panel undertakes a critical, constructive appraisal and independent assessment of the proposed programme and confirms that academic standards are set at the appropriate level.

Some programmes have been designed and developed by QAHE. In these instances, local staff work with partner university staff on the design and structure of the programme and submit it for approval through the approval process. This ensures that the programmes offered by QAHE meet the exacting standards of the partner universities.

The prospectus contains module information, and learning outcomes are made available in the programme specifications that are included in the programme handbooks for students and staff. These are available on the VLE, which enables easy access for students who can clearly see the direction of their intended programme of study. Module learning outcomes are also contained within assessment briefs. This ensures students can be fully apprised of the expected outcomes of each of their modules of study and understand how they fit together to meet the programme learning outcomes as a whole.

Minutes of programme committee meetings of the partner universities confirm that they review programmes regularly to maintain oversight of QAHE's delivery. These reviews consider the end-of-semester evaluation reports and also consider these locally through the QAHE committee structure. This provides partners with oversight of QAHE programmes and their effectiveness.

There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes. Senior managers interviewed by inspectors confirm that they review the resource requirements for programmes requested by academic staff before each new intake of students. Academic staff are able to request additional resources through appropriate policies and procedures. Resource review is also part of the validation process to ensure that the approved programme meets the standard required by the partner university.

Purchase requisitions for resources and materials are submitted to the SLT and Provost and Executive Dean. The proposals are considered against budget allocations. The SLT seeks to ensure that resources are fairly distributed across all of QAHE. Much programme material is provided by the partner universities, and QAHE academic staff contextualise it to meet local student needs. QAHE does provide some of its own materials, which are approved by the partner universities.

Students confirm that they are represented on programme committees and academic boards to enable them to have input into module and programme delivery and development. Feedback surveys are completed by students, the results of which are provided in module and programme evaluation reports. This input encourages students to engage with the way that their teaching is delivered and enhances student-centred learning. In addition, some students are invited to take part in focus groups to consider what the content of programmes should include. This approach was employed in the development of digital and blended programmes for staff to become aware of student preferences for online learning materials.

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. Yes No

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

This standard is judged to be:

Met

Partially Met

Not Met

Comments

The Institution takes reasonable care to recruit and enrol suitable students for its courses. All entry requirements and enrolment procedures comply with partner university regulations and are published in the programme descriptions on the QAHE website. The partner universities approve the entry requirements before these are published.

International students confirm that they were required to provide evidence of their English language proficiency and are required to take an English language test unless they have previously studied for a degree in the UK. English language proficiency is considered through admissions correspondence and reviewed during academic interviews. Robust procedures ensure that applicants possess the appropriate English language proficiency to succeed on the programme for which they have applied.

Applications from the UK and European Union (EU) are accepted by QAHE through different channels depending on the partner institution. For Ulster and Northumbria universities, applications are received through Universities and Colleges Admissions Service (UCAS) prior to a screening process. However, for Solent and London Metropolitan universities, applications are received through the QAHE internal Application System and approved by the partner universities. This includes verification of qualifications claimed. International students may also apply directly to the partner universities to enrol on a franchised programme with QAHE.

Inspection findings show that all student application enquiries are handled efficiently and responded to promptly, normally within one to two working days. All responses are logged. The application process is in accordance with the partner university's requirements. Where appropriate, a member of academic staff will provide further advice and guidance by telephone or in person where a prospective student requires further information on programme content and how it will help them achieve their career aspirations. Students may also be invited for interview, either in person or online.

Students confirm that QAHE ensures that they are made fully aware of their responsibility to ensure they possess the necessary skills and knowledge to meet the demands of the programme for which they have applied. This includes their English language capability. This ensures that prospective students do not waste their time in making an application to a programme for which they are ill equipped. The rigorous application process also provides a means by which unsuitable applicants can be rejected.

The policies and procedures for the accreditation of prior learning are defined by the appropriate partner university and published in its admissions policies. Students are provided with access to the appropriate admissions documentation as part of the application process. All decisions on accepting students with accredited prior learning and accredited prior experiential learning are taken by the partner universities.

Any recruitment agents are properly selected, briefed, monitored and evaluated. Prospective recruitment agents undergo a risk assessment process and have to supply two references from other universities or colleges. If accepted, they receive training to ensure they are able to accurately represent QAHE. They receive approved materials to provide to prospective students. QAHE strictly monitors the performance of agents by means of successful applications and student retention and achievement. Contracts are only renewed where the agent's performance meets set criteria.

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

- | | | | | |
|-----|--|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings. | <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 checked="" type="checkbox"/> Yes | <input 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

The Institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities. Discussion with the SLT and staff shows that there is a clear aim to provide support for staff development and QAHE has a well-established academic research committee and a newly appointed Head of Research. All academic staff are encouraged and supported to carry out research and to publish their outcomes in accordance with QAHE's staff development policy.

A number of staff are working towards doctorates and conducting research in tandem with partner universities. Staff confirm that they are supported to attend conferences and make presentations and undertake training to enhance their teaching skills, which enhances the student experience. Staff are provided with time to share research with QAHE and partner university colleagues. This develops collegiality and encourages further collaboration.

Financial support is available for external courses and provided with timetable remission for study purposes, if appropriate. Guidance is provided on applying for financial support for research, with the procedure contained in the staff handbook.

QAHE has hosted conferences in conjunction with its partner universities. Outcomes of research are shared between the Institution and its partners. A guest speaker series is organised each semester. The speakers provide a short talk on their current research, and this can inspire staff and students to engage in further research.

The staff development and research policies encourage good scholarship. This has a profound effect on providing refreshed teaching that encompasses the latest research findings and enhances the student experience.

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, Yes No activities and any required materials.

This standard is judged to be:

Met Partially Met Not Met

Comments

QAHE publishes information that presents an accurate view of the Institution. Students are made aware of the location, facilities and resources provided on each campus through the prospectus and the website.

All marketing material is approved by the partner universities. Accurate information on programme content is outlined in course descriptors. Detailed information on learning outcomes and assessment strategies is set out in module and programme handbooks that can be accessed through the VLE. Programme information is updated each semester and approved by partner universities. Students confirm that programme information, including assessment strategies and study expectations, is clear, comprehensive and accessible.

University partners approve all publicity and marketing information to ensure its accuracy and validity. Programme information sheets inform all marketing materials, which are approved by the Chief Commercial Officer. These are further agreed by partner universities before publication. This ensures that the information provided is consistent and accurate.

Programme descriptors and marketing materials accurately depict the qualification level and awarding body information. Fees and any additional costs are also clearly shown in programme information. Version control protocols record any changes or updates to programme information. This serves as an effective mechanism of due diligence for all programmes and related published information.

Students confirm that they are well informed about the status of the qualifications offered and receive comprehensive information on costs they are expected to incur. This includes the additional costs of materials or other resources. This view is supported by the inspection findings.

Responsibility for the accuracy and currency of information published is effectively managed and approved by QAHE's partner universities.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, 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 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

Academic staff are effective in facilitating student learning. All academic staff hold at least a Master's qualification or a professional equivalent, and some are Doctors of Philosophy (PhDs). There are also some academic staff pursuing PhDs. The academic standing, experience and subject knowledge of prospective academic staff are carefully checked at the recruitment stage, which also includes a short lecture to a panel of subject experts, who form a judgement on the applicant's teaching ability. This is a robust process to ensure that academic staff have the required pedagogical skills to teach and assess course content successfully at undergraduate or postgraduate level.

Evidence from meetings with the SLT and a review of documentation show that Programme Managers take account of their knowledge of academic staff in allocating them to modules. Academic staff are allocated to modules and programmes according to their strengths in the subject area being delivered and their experience. Gaining experience of delivering particular modules and discussing approaches to delivery with colleagues lead to a consistent learning experience across student cohorts.

In addition, QAHE is working towards establishing a core team of academic staff who are consistently working with the same partner university. This ensures consistency in delivery semester to semester and helps with building rapport and collegiality. Delivery is monitored through classroom observations, end-of-module surveys and pass rates. This provides senior management with an overall view of the capability of the academic staff member and helps to identify areas where improvements can be made.

The partner universities approve subject content and assessment strategies, which are laid out in the programme specifications. All academic staff teaching the same module use consistent assessments across a cohort. The student handbooks provide information about the learning outcomes and assessments.

Teaching delivery and assessment strategies are in line with the partner university's requirements. This ensures consistency in delivery by QAHE and the same programmes offered by partner universities. Evidence from meetings with SLT and documentation, teaching observation records, examples of marked work and employee reports demonstrates that the delivery and assessment of and within programmes are effective in ensuring students develop the knowledge and skills required to achieve success in their formative and summative assessments.

Module descriptors set out clearly the learning outcomes to be achieved, and these inform the teaching delivery. Schemes of work are employed and monitored by the partner universities. Teaching sessions successfully meet the subject criteria and learning outcomes of the module specifications.

Classroom observations during the inspection confirm that academic staff are aware that students have a range of learning styles and understand the necessity of varying delivery to address students' differing learning needs. Training on differing styles of pedagogy is available from QAHE and partner universities to help academic staff to recognise individual student learning needs and styles.

Academic staff apply a range of teaching methods to deliver their modules. These include groupwork, assignments, business simulation, field trips, problem-based learning projects and classroom-based exercises, in addition to lectures and seminar presentations. Most teaching sessions observed included an effective mix of group- and individual work, which maintains students' interest. This encourages active participation by students and seeks to deliver a range of different approaches to address varying learning styles.

The support teams provide information to academic staff regarding individual students who may have special educational needs so that they may adjust their delivery to provide such students with a fulfilling educational experience.

Students must undertake directed research to address the formative and summative assessment tasks that they are required to complete. Carefully constructed project briefs and individual support from teaching staff are effective in

developing students' independent learning skills. Students are directed to reading lists and comprehensive online resources offered by QAHE and the partner universities, which supports their independent learning.

Students and academic staff confirmed that they have access to a variety of comprehensive e-learning and online materials. Teaching resources are of high quality and reflect current industry practices and are provided by the partner universities. The resources can be contextualised for QAHE students to ensure accessibility. Further resources are available physically in QAHE libraries and online from QAHE and its partner universities. Online resources are readily accessible to staff and students. Staff and students have a wealth of appropriate and up-to-date resources that successfully support teaching and learning.

Students are supported in accessing these materials by the ACE team. This is a non-teaching team of qualified staff that offers one-to-one and small-group sessions and workshops to academic staff and students. The team works closely with academic and welfare staff to ensure that students' learning needs are addressed effectively. The team is also engaged in supporting academic staff in developing accessible materials for students with special educational needs and is effective in providing educational support. It is highly regarded by staff and students.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work. The partner universities are responsible for the design and approval of assessments. The programme specifications provide detailed formative and summative assessment schedules. The schedules are shown in the module handbooks, along with an assessment calendar that shows required assessment submission dates and revision periods. These are also accessible through the VLE.

A range of assessments strategies is employed. These include written examinations, class tests, essays, case studies, research projects, reflective commentaries, team-based assignments and presentations. This provides a range of ways in which students can demonstrate their learning to best effect.

Evidence from meetings with the SLT 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. Assessment strategies are approved by the individual partner universities.

Evidence from student handbooks, module descriptors and samples of marked work shows that assessment tasks are tailored to the subject area studied and clearly indicate what students are expected to do, including guidance on reaching the expected level of attainment. Assessment briefs are reviewed by QAHE academic staff to ensure there is no ambiguity. If necessary, staff liaise with colleagues at the partner universities.

Briefs provided by QAHE academic staff are subject to rigorous processes involving internal review, scrutiny by the partner university and, where appropriate, approval by an external examiner. Assessment frameworks are covered in the module handbooks and accessible through the VLE. Students also receive advice on marking schemes and guidance on accessing their results and feedback. The assessment development and moderation process are robust and provides for independent scrutiny. This ensures that students are assessed in a consistent manner.

Detailed oral feedback is provided for formative assessments, and written feedback is provided on summative assignments to provide guidance for future improvement. Feedback may also be provided to groups of students or through the VLE. This is provided within set times, normally four to five weeks after the assessment. A sample of student work and relevant feedback is internally reviewed by QAHE academic staff and externally moderated by the partner university in accordance with its regulations. This includes the partner university's external examiner procedures, where appropriate.

Written feedback to students on their assessments is comprehensive. Students understand what they have achieved and areas where improvements can be made, in the context of their overall progress. Feedback observed at the inspection indicated that it was detailed and informative, which helps to develop students' understanding of the subject.

The student and programme handbooks are used to communicate the plagiarism policy, which includes information on penalties. Students receive guidance during their induction on good academic practice and how to avoid plagiarism and academic misconduct. Academic skills workshops provide further guidance to support students in developing their skills in paraphrasing, summarising and referencing and to raise their awareness of academic integrity. Students are also introduced to proprietary software that helps them to avoid inadvertent plagiarism.

Staff training is available to help guide staff on handling academic misconduct cases and, more importantly, how to provide guidance to students to reinforce the message delivered at induction. An Academic Misconduct Administrator is part of the quality assurance team and provides advice on procedures relating to each of the partner universities. The processes for discouraging cheating and plagiarism are therefore robust.

Clear policies for students to claim mitigating circumstances and to appeal against their marks are set out in the programme handbooks that are available on the VLE. Students are supported by the ACE 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. | <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

Evidence from meetings with the SLT and lesson observation demonstrate that programme materials are comprehensive and meet the learning outcomes. They are set at a specified level and are either provided or approved by partner universities and contextualised by QAHE teaching staff to ensure they are accessible and students' needs are met. The partner universities normally supply programme and study materials, which are accessed through the VLE. Where QAHE staff design module materials, they ensure that these align with the module learning outcomes.

Programme materials accurately reflect current practice. They are reviewed annually by module co-ordinators and partner university staff to ensure consistency and that they remain at an appropriate level. This ensures consistency of materials provided across cohorts and programmes.

Materials and resources are reviewed for their currency and content each semester, taking account of staff and student feedback. They are revised as appropriate in conjunction with the partner universities. This is done as part of module reviews. Any additional resource requirements are requested through the normal approval process. This ensures that material is up to date and encourages teaching staff and students to engage with the subject matter.

At the design and validation stage, all relevant resources are made available to deliver the module content. Evidence from the programme specifications shows that designers include indicative content as to the types of teaching aids and resources that will support the programmes. In addition, at the start of each semester, module specifications and teaching schemes of work are reviewed to ensure that the resources are still in place for effective delivery.

The QAHE library team provides advice on how to access resources as part of induction. Students can gain additional, ongoing support from the library and ACE team as needed. The ongoing scrutiny of resources ensures that they are current and appropriate for the programmes.

Evidence from meeting with library staff, demonstration of e-resources and confirmation by students shows that QAHE makes effective provision for students to access all the required resources to complete their programmes successfully. Library staff are available to students and provide professional advice on access to and use of an excellent range of relevant physical and e-resources.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

QAHE has a committed and effective welfare service to support students well. Advice and support are offered on a confidential or non-confidential basis as appropriate and provided in a supportive atmosphere. The student welfare service works to help students gain as much as possible from their learning journey.

The student welfare team consists of a Head of Student Well-being, who is also the Designated Safeguarding Lead (DSL), a Welfare Manager, a Student Adviser who is the deputy DSL, six Welfare Advisers, a Clinical Lead, four mental health practitioners and two counsellors. Where appropriate, team members will signpost students to external support networks or to in-house counsellors or the mental health practitioners. The department offers late opening and weekend opening to support students appropriately. Documentation shows that all staff are provided with training on the referral process, cause of concern process, safeguarding and prevention of radicalisation and extremism, so that early intervention can take place to try and minimise the impact on students.

Students confirm that they are provided with a comprehensive programme of induction. The professional services induction provides information on the support services and facilities available and includes an introduction to the roles of the library, careers, registry, student services and welfare teams. Help sheets and workshop demonstrations provide students with support in using the IT systems and familiarisation with financial processes of the Institution. Students are made aware of how to contact departments out of hours. They are introduced to the professional services teams at the Freshers' Fair.

The aim of induction is to provide key programme information, in addition to setting out the expectations of students and what students can expect from staff. There are ice-breaking sessions to help students to get to know each other. The induction programmes and processes are thorough and comprehensively provide students with guidance on the services available to enable them to pursue their studies effectively.

Students confirm that there is extensive pastoral support available. Students are encouraged to raise concerns and ask for assistance, either from the academic office or from support desks based around the campuses. The welfare team has an internal escalation process for staff to manage student emergencies when the service is not available on site, for example late in the evening. There is also a referral process through which staff can raise concerns about students to the welfare team. This provides a route for staff to take some action if it is evident that a student is presenting a cause for concern.

QAHE staff have refined their working practices to make sure that they work effectively for online consultation. This is done, for example, by ensuring that only the student is present in the room when safeguarding concerns are discussed and by arranging a follow-up in-person appointment for serious and/or sensitive issues.

QAHE has a suitable student code of conduct available in handbooks and on the VLE. The code informs students of their expected behaviour. It includes a published procedure for dealing with any abusive behaviour. The procedure includes zero tolerance of any form of discrimination.

14.4 QAHE does not have an e-policy on online behaviour that references the staff code of conduct or students' use of social media and devices such as mobile telephones and cameras to ensure that all students are protected from the risks of online abuse.

Students confirm that they can obtain prompt and specific assistance through helplines. They are also able to obtain technical support from tutors, student advisers and partner university helpdesks. The library also supports IT enquiries. Students commented that they are sometimes confused about where to direct their initial queries. Some campuses have a central point where students can direct initial queries and if necessary be redirected to sources of more specific support. Such provision is not available on all campuses.

Tutors and students are able to communicate outside class times through e-mail and are provided with academic staff's e-mail addresses in their handbooks. QAHE provides students with a range of information about out-of-hours support services. These include a platform offering 24-hour peer-to-peer mental health support. The Institution also provides leaflets on a variety of other welfare topics, a number of which include reference to out-of-hours external services.

Review of documentation confirms that appropriate safeguarding policies and procedures are in place for a safe and supportive environment in which to work and study. Students receive these policies as part of the contract and enrolment information. QAHE works with its partner universities and with local regulatory and civil emergency service staff, which helps to encourage co-ordination between different bodies to ensure safety and security. Documents scrutinised confirm that all staff receive online training on safeguarding. The DSL and Deputy DSL are qualified at the relevant level. In accordance with QAHE's Safeguarding Policy and Procedures and evidence obtained during the inspection, all staff have satisfactory Disclosure and Barring Services (DBS) checks. This is at the basic level of the DBS check for all staff, and enhanced level checks for staff who come into contact with under 18 year olds and vulnerable adults.

All staff have either received or are in the process of receiving training on protection from the risks relating to radicalisation and extremism. At the time of the inspection, the number of staff having received such training was about one third. The DSL and Deputy DSL are qualified at the relevant level in the prevention of radicalisation and extremism. Training includes referral processes and recognising signs and symptoms of concern. In addition, specific members of staff also receive training from local bodies relating to the risks of radicalisation and extremism, modern slavery and conflict resolution.

14.8 However, all staff need to receive training in prevention of radicalisation and extremism in order to protect students from such risks.

The radicalisation and extremism policy, which is contained in a separate section of the Institution's Safeguarding Policy and Procedures, risk assessment and action plan are reviewed regularly in order to ensure that systems are in place and fit for purpose.

15. Students receive appropriate academic support and guidance

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive appropriate academic support and guidance. They are able to access academic staff outside the teaching sessions. QAHE operates an open-door policy across all sites and staff e-mail addresses are provided in programme handbooks and on the VLE for students to request appointments.

Programme Managers are available to students in drop-in sessions in the library or a meeting room at published times to provide students with additional support and advice. Students are able to access individual support through scheduled tutorials.

Assessment outcomes are monitored by academic staff, Programme Managers and through the student records system. This provides early warning of students at risk of failure so that prompt interventions can be made to provide support. A recent initiative is the development a student risk register. This interventionist scheme uses various points of engagement, for example attendance, assessment submissions and VLE usage, to identify students who are at risk of dropping out of their course. The scheme provides suitable interventions to mitigate the risk and provide effective support for students.

Each university partner has an e-mail address that is published for the use of the students and it is made clear that the Academic Health Hub (AHH) will respond to student queries. Dedicated staff members monitor the inbox every day and either respond to the query or direct the student to a source of assistance with their enquiry.

Students can also request an online meeting with one of the advisers if they wish to discuss a welfare matter rather than send an e-mail. A physical presence has been established on each campus to enhance this facility. The ACE team also provides help and support with study skills and academic writing and research and referencing skills, a service that is highly valued by students.

Students confirm that they receive academic support, advice and guidance on alternative programmes if they wish to change to a different course, subject to the availability of places. Students can discuss alternative provision with their programme tutors, student services and the admissions teams, which helps them to determine their most advantageous course of action.

Students confirm that they have access to good careers advice. Dedicated careers advice professionals are in post at each campus and offer students a range of appointments and services ranging from career planning, CV and application drafting, mock interviews and assessment centre practice. Students can attend a series of 10 weekly workshops that cover the lifecycle of careers selection, through searching for jobs to interview preparation and other ad-hoc sessions. This provides students with practical support and guidance on how to address the challenges of presenting themselves in the best light to attract employment. Information on exemptions for professional bodies is available through programme handbooks and the VLE.

QAHE has a fair complaints procedure. The process is available on QAHE's website and in the student and programme handbooks. Although the complaints procedure is provided during induction, students commented that it would be helpful if the procedure were made more apparent on individual campuses, for example through posting information on noticeboards. Inspection findings confirm the usefulness of this change to ensure that all students are aware of how to make a complaint. If students are unhappy with the response to a complaint, they can escalate it to the relevant university partner or OIA. Students are advised of the BAC complaints procedure on the website and in the student and programme handbooks.

Clear guidance on effective study techniques through workshops provided by the ACE team and via their programme handbooks is available to students. The team supports students through one-to-one or small-group appointments in which they can discuss their academic and study skills needs. Students are made aware of online and on-campus workshops, clubs and materials, including video guides, quick guides and workshop slides on VLEs aimed at enhancing their study skills. The provision of study skills advice means that students receive effective support to help them achieve their goals.

Students are encouraged to disclose any disability or learning differences they may have before enrolment so that appropriate support can be provided. If any students are identified as needing additional support, they are directed to the learning support team. The learning support team offers confidential one-to-one meetings, support services, including an individual assessment of requirements to access learning, support in obtaining a diagnosis, and advice on assistive technologies that may help with learning needs. The team works to identify any reasonable adjustments that can be made to help the student access teaching, learning and assessment more effectively.

The student support services are comprehensive, thorough and consequently are highly effective in helping students to navigate their educational journey.

16. International students are provided with specific advice and assistance

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International students are provided with specific advice and assistance. Students confirm that international students receive appropriate advice on visa applications and on travelling to and staying in the UK. This includes information on living costs in the cities in which QAHE operates. This helps students to become accustomed to an unfamiliar environment.

Staff and students confirm that information for international students on the local area and any additional costs that may be associated with the programme is provided by admissions staff and inspection findings support this view. International students are provided with information on local services, venues and activities to help them adjust to staying in an unfamiliar city and culture. Out-of-hours contact numbers are provided to ensure that students can receive help and advice in emergency situations.

International students are provided with clear information about the local area, including sources of information during their induction. International students confirmed that they receive ongoing advice on academic and personal well-being matters. The student finance team provides workshops on money management and student finance. This team also provides advice to leaving students to help protect them from being exploited. This is supportive for students as they are receiving this advice from a source they trust.

The provision of social facilities and support takes account of social, cultural and religious considerations. A multi-faith prayer room is available on each campus. Students have access to speakers of their own first language for help and advice where needed. There are staff available who can support many students in their own first language. This provides international students with reassurance and invaluable support when negotiating customs and practices that are different from their own cultural experience.

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

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

Each partner university has its own attendance and punctuality policy, which is provided to students on enrolment. Requirements for student attendance and punctuality are highlighted as part of induction and included in the student handbooks and on the VLE.

Students also receive details of QAHE's punctuality policy by e-mail, but evidence gathered during the inspection was that the punctuality policy was not consistently applied, resulting in disruption to classes when students arrive late.

Attendance is recorded by lecturers using online registers. This also records when students are late. Administrative staff check the records and produce weekly reports that enable Programme Managers to monitor student attendance.

Absence is followed up promptly. Students whose absence is such to trigger action are contacted and invited to a meeting to discuss any issues and provide offers of support. Repeated lateness for in-person teaching sessions is addressed by academic staff as necessary with individual students.

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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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

QAHE provides an appropriate social programme for students and information on activities in the locality. The student relations team provides social activities both on and off campus. It is involved in student social events and provides information about activities during the whole year. Full-time members of staff based in London and Birmingham inform students of the number and frequency of events that are available.

The student relations team provides advertising on campus through posters that are clearly visible on notice boards. All QAHE students receive a weekly newsletter by e-mail throughout the year. The newsletter raises awareness of pastoral subjects, current affairs topics and any events that relate to these. It also highlights public events taking place either free or at an affordable or discounted price for students in the local area. It also directs students to public forums that advertise local events.

The student relations team highlights social events from other QAHE teams and provides information about, and descriptions of, events and activities on and off campus or taking place online. This enhances the overall student experience. It also benefits the locality by encouraging interaction between local people and students.

The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. Many of the events and activities hosted by the student relations team are free to students, and available regularly on site, virtually or off campus. All activities requiring a nominal payment are subsidised by QAHE to ensure their affordability. This includes fundraising campaigns held across the campuses. The social programme is inclusive of cultural diversity.

Social activities also take good account of the needs of mature students and allow them to include their families. This increases the sense of belonging, which extends also to the wider family unit. Students commented that the social activities tend to be programme specific and that they would appreciate the opportunity for social activities to be organised across programmes. The inspectors agreed that this would enhance the effectiveness of the social programme.

Risk assessments are completed for the social activities. The activities are appropriately supervised by experienced staff, and students are able to record their feedback and suggestions for future events. Student Relations Officers are responsible for collecting and analysing feedback and for ensuring that activities reflect the interest of the students on each campus. This leads to activities that are carefully and properly supervised, with risks minimised or mitigated for the safety of all concerned.

Evidence was seen on campus of peer interaction being encouraged through social media communications and social events that encompass participation by students studying remotely. This provides a range of forums through which students can network. A specific social event is organised for new students by way of welcoming them to QAHE. Social areas provide facilities for games and activities.

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 currently has two campuses in London and two in Birmingham that are subject to BAC inspection.

Secure, long-dated lease agreements are in place for each campus that include approval for their use for the delivery of higher education.

No external premises are used.

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

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

The QAHE campuses are secured with electronic gates and reception and security staff. Visitors are required to sign in and out on entry and exit. CCTV is also in operation.

At one of the London and the Birmingham campuses, students are required to use their ID cards to gain access, which ensures that only staff and students can gain entry. At the other London campus, there is a security guard on the front desk. Security staff meet visitors and issue temporary passes at all campuses, which provides an appropriate level of security.

All the premises are clean, appropriately decorated and well maintained through a maintenance schedule. The buildings are cleaned daily.

There are no areas of particular hazard.

General guidance on health and safety is available on notices throughout the campuses and is provided as part of induction and for visitors. Each campus is inspected by the local regulatory authorities to ensure that it remains fit for purpose.

There is clear signage inside and outside the campuses. Information is displayed in each building, and all classrooms are clearly identified. The location of toilets and emergency exits is clearly shown on each floor.

There is adequate circulation space for the number of students and staff accommodated, and there is an area on the ground floor in which to receive visitors.

The toilets and handwashing facilities are of an appropriate number and level of cleanliness. There is adequate air conditioning, heating, light and ventilation in all rooms, providing a comfortable environment for learning to take place.

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

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. They are equipped to a level that allows for the effective delivery of each programme. Some rooms have lightweight desks that can be configured to suit a variety of teaching activities. Separate tutorial rooms are available for break-out purposes.

The room layout in a minority of teaching sessions were not wholly conducive to effective learning for some students. Students seated at the back of the class had difficulty hearing what was said at the front and were, therefore, unable to interact as much as they would have liked with their peers and the lecturer.

Computer rooms are provided for teaching purposes and for students to carry out their own research. They vary in size to accommodate both small- and large-group teaching. Students can use laptops in the classrooms to facilitate digital learning. Students may borrow laptops for use on campus for private study.

Computers are available in social and study areas. Wireless internet connections are available to students in all campus buildings. The provision of equipment and high-quality internet connectivity allows students to pursue their studies productively.

The classrooms are suitable for carrying out assessments and examinations. The partner universities approve the learning facilities as part of the institutional review that is undertaken when a partnership begins. In addition, as programmes are reviewed and revalidated, the learning facilities are reviewed to ensure that they meet the exacting standards required.

The external scrutiny of the Institution's facilities provides reassurance to QAHE's management that its facilities are fit for purpose.

23. There are appropriate additional facilities for students and staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There is sufficient space for private individual study and groupwork. All campuses have private study areas. When classrooms are vacant, students can use them for private study and groupwork.

Staff work in large, open-plan rooms and have sufficient space for preparing lessons and marking work. Staff can book meeting rooms for consultations with students. Staff rooms are equipped with computers networked to printing facilities. Staff who work across sites can access desk space, providing them with the opportunity to undertake planning and lesson preparation.

Staff have access to a kitchen, which has hot-water dispensers and microwave ovens. Staff and students have access to break-out areas that are suitable for relaxation and the consumption of food and drink. This includes access to vending machines. Social areas have tables, chairs, sofas and televisions. The social areas are conducive to enabling students to relax, which enhances their overall experience.

Lockers are provided for staff for their work and personal possessions to ensure safe storage. Students are advised to keep their possessions with them. Hanging space for coats is provided on campus. Where students need to store work on campus, secure storage is arranged.

At all campuses, there are individual offices or rooms in which private meetings can be held.

Administrative offices are open plan and adequate in size. They contain computers and printing facilities. The offices are divided into functional areas, including secure areas for the management of data. Rooms are available for staff to hold meetings.

The facilities available for staff and students are appropriate for their needs and conducive to enabling effective teaching and learning to take place.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body. The QAHE library adheres to partner universities' learning materials policies in relation to books, journals and periodicals. Students have access to all the electronic academic content offered by partner universities, subject to licence permissions. Where there is a lack of learning resource provision from partner universities, for example a need for QAHE to obtain its own licence, the required resources are purchased.

Librarians take part in the programme review and validation processes. This ensures that library staff are informed of any library stock requirements. The availability of resources is reviewed every semester to reflect the reading list requirements. Student and staff feedback is collected via various forums. Librarians are receptive to feedback received and, where possible, provide additional resources as requested. Students confirmed that the library staff are knowledgeable and approachable in helping them locate material. Inspection findings confirm this view.

Libraries and or study areas are provided on all campuses, ensuring that students have access to sufficient private and group study areas.

The library lending policy is included in the module handbooks and on the VLE. QAHE and its partner universities ensure that students are provided with clear instructions on accessing online resources. Students are also provided with practical guidance during induction. This ensures that they are equipped to pursue their studies independently.

The libraries have an extensive collection of scholarly resources, including hard-copy books and electronic books and journals, as well as databases that are available to all students and academic staff. Requests can be made for the loan of hard-copy textbooks for the duration of the whole semester.

The librarians are appropriately qualified and experienced, as evidenced by their CVs. Students commented on how helpful the librarians are in helping them enhance their scholarly skills.

Libraries are open for 64 hours over six days each week. Online library service support provided by librarians is available five days a week and on Saturdays on demand by pre-arrangement. The libraries are also open on the days when there is no on-campus teaching, except Sundays, bank holidays and the period between Christmas and New Year. This means that there is an extensive library service that provides students with the opportunity to pursue their studies at their convenience.

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

Wireless internet access is provided throughout the campuses, with telephone and laptop charging points provided to support users with their own devices. All campuses have laptops available for loan. Printing facilities are available in the libraries. This provision is sufficiently flexible to allow students to pursue their studies efficiently.

The partner universities provide the VLEs, software and online resources to enhance teaching and learning. Students have access to high-quality online resources that are appropriate to their programmes. Additional texts, including e-books, are purchased by QAHE and uploaded to the partner university VLE to enhance student learning. Module handbooks include reading lists, and texts are available online. This ensures that students have access to relevant materials, so facilitating independent study.

Software provided by the partner universities is updated by them on a regular basis, reflecting the needs of students studying on the programmes. QAHE's hardware and software resources are updated periodically. Students have access to a large number of computers and laptops that are equipped with up-to-date software. Computers are well maintained, and equipment is upgraded in accordance with QAHE's resources policy.

In addition to the university partners' technical support, QAHE has its own on-site technicians for servicing campus-based computers, laptops and network infrastructure. IT technicians also provide technical support and advice to staff and students while on campus or working remotely.

Students confirm that they have very good access to conventional and online resources that fully support their academic work. Staff report that they are fully supported to work remotely.

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

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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

Effective mechanisms are employed to collect student feedback. Student surveys are taken towards the end of each semester. Final-year undergraduate students complete the partner university's National Student Survey. Postgraduate students complete the postgraduate taught experience survey.

There is a process of systematic analysis of the information collected via surveys, which is shared with the partner universities. The feedback is used to highlight good practice and areas for improvement. The semester surveys are reviewed by the Deans, and meetings are held with programme teams to review the feedback. Action is taken on areas requiring improvement. Non-programme-related survey results are passed to senior managers for review. As a result, senior managers are well informed about good practice and areas for improvement. The SLT reviews the results of the annual staff questionnaire.

Evidence from stakeholder and student feedback and from action plans and meetings with the SLT shows that the Student-Staff Programme Committee (SSPC), or its equivalent, is effective in obtaining, acting on and feeding back to students the actions taken as a result of their comments and requests. Additional mechanisms for obtaining student feedback include student representation on programme boards, bulletins on the VLE, and notices that show what has been done in response to the feedback. Thus, the views of students and those of other stakeholders are well represented and effectively inform the short- and long-term strategy of the Institution.

The partner universities' requirements for student representation are followed. Appropriate training is provided to the student representatives who attend the SSPC each semester and Academic Board meetings. In addition, online forums are regularly held for all students to attend and to provide feedback on their online experience. The ACE team receives feedback during its workshops and tutorials. The library encourages students to provide feedback through an online form. These feedback mechanisms provide useful information on how programmes meet students' needs and ensure that the student voice is represented in meetings.

The student representatives provide feedback to the student body from the meetings, and minutes are published on partner universities' VLEs. Posters are also used to inform students of action taken in response to the feedback received. A summary of student feedback is included in the partner universities' annual monitoring reports. This ensures that students and other stakeholders have ample access to information on the actions taken in response to their feedback.

The feedback systems enable analysis by QAHE and partner university staff and indicate how well the student voice is being heard and the action taken on their views. This enhances the overall student experience.

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

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

QAHE's quality management processes are integrated with those of its partner universities. Quality management policies and procedures are well documented and available on the partner universities' websites. These reflect the requirements of the partner universities and include semester monitoring and programme evaluation reports.

The reports are brought to the attention of staff, who can access the partner university documentation through the respective websites. Student handbooks outline programme evaluation requirements and are available through the VLE. Consequently, staff and students are made aware of the quality assurance processes operating to review delivery.

The quality assurance management process is designed to reflect the requirements of the partner universities. The process is monitored by the Academic Boards responsible for the quality of partnership provision. The Director of Quality Assurance manages the implementation of QAHE's quality assurance policy and procedures, and regular reports are produced for Academic Boards and the SLT. In this way, the strategic management of QAHE is well informed.

Evidence from documentation and meeting with the SLT shows that quality assurance mechanisms within QAHE are commensurate with those expected of a higher education institution. A hierarchy of subject, module, programme, study and examination boards ensures that quality assurance and enhancement are integral to the Institution.

Performance is regularly monitored against standards, with each Board producing regular reports reviewing performance and informing action-planning. The principles of quality assurance are thus embedded throughout

QAHE's monitoring processes. This ensures that a quality ethos pervades the Institution. The quality assurance department comprises the Director, a team leader, and two administrators in London and two in Birmingham. This ensures consistency of quality assurance across the campuses.

QAHE reviews its operations and academic performance against the benchmarks and specified KPIs of its partner universities. These relate to retention, achievement and award classifications. Module and semester reports and action plans are produced by module leaders and Programme Managers. Action-point implementation is monitored by senior managers and in committee meetings as well as at Academic Board level. The ET and SLT also review performance against KPIs set by the QA Ltd Group Board. This provides senior management with relevant information to determine progress towards achieving its strategic objectives of expanding student numbers and enhancing the student experience.

Student performance reports are reviewed by the performance evaluation committee. This committee reviews a report for each partner university's portfolio of programmes for a specific cohort. It reviews results where the cohort has reached the end of its academic year. This ensures that the data is comparable across programmes and intakes. The committee considers responses to the data from the Deans responsible for liaison with the partner universities. The reports are then shared with the SLT and thus enable action to be taken where necessary to make improvements.

Evidence from documentation, meetings with the SLT and discussions with students shows that a matrix approach to quality assurance is highly effective in ensuring that the student experience is at the centre of quality assurance. This is carefully monitored by the partner universities as part of the reporting process. Policies and procedures are effective in ensuring the fair treatment of all students.

Module and programme leaders produce semester and end-of-year reports that include consideration of students' engagement, progress, retention, satisfaction, employment and achievement rates and stakeholder feedback, including year-on-year data for comparative purposes. Additionally, reporting includes information and analysis of staff performance in teaching, research and other scholarly activity and the provision of resources. This ensures that the Institution has a good view of its strengths and can identify priorities.

The quality assurance department monitors all reports and, with the support of the SLT, ensures that standards are met and actions for improvement are implemented. The reports produced are shared with partner universities as they are ultimately responsible for maintaining academic standards for their programmes offered in collaboration with QAHE. Since the reports are shared with the partner universities, this provides rigorous, independent external scrutiny of all aspects of QAHE's provision.

There are KPIs for student satisfaction, completion and achievement rates. Where these are not met, appropriate action is taken to make improvements, which are monitored at programme level and by senior management. Annual reports are considered by Academic Boards that include representation from the partner universities. The system is robust in concentrating on the quality of delivery as viewed by students.

Quality indicator data relating to student retention, progression and achievement, completion rates and student satisfaction is reviewed by the SSPCs. Module and programme reports, as well as comments from external examiners, are also reviewed by the SSPCs, which include student representation. The inclusion of students' views provides for transparency and allows students to contribute to the development of programmes and to identify priorities for change.

The review and revalidation of programmes are the responsibility of the partner universities, which operate a five-year periodic review cycle. QAHE's feedback and commentary are taken into consideration as part of the review process. Programme reviews involve external academics who are invited to review and comment on the suitability of the programme. This ensures that programmes remain appropriate, can meet their aims and are fully resourced.

Institutional systems are robust and provide for effective consideration of programme reports and inform action-planning that is subsequently monitored. The requirements of the partner universities ensure that QAHE's quality assurance systems are efficient, effective, fit for purpose and responsive to stakeholder feedback.

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

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

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

Comments

There are effective mechanisms for disseminating good practice across QAHE through reports presented to senior managers and the SLT. Reports are reviewed by the quality assurance department to inform staff CPD. Good practice is then cascaded across the Institution. This encourages staff to implement good practice where appropriate.

Semester and annual programme reports and summaries of student feedback are reviewed by Programme Managers and Deans. This is to identify good practice that enhances student learning and achievement and other areas where improvements can be made. This includes sharing good teaching practice, as identified through classroom observations.

Reports and action plans are considered by the Deans and partner universities and reviewed by the Academic Board and the SLT. This leads to the identification of key priorities for the enhancement of delivery and consequently augments the student experience.

Programme-level action plans inform monitoring reports, which are reviewed within QAHE's committee structure. These are then reviewed by programme teams and by the Deans responsible for partner university provision with a view to agreeing measures that, following agreement with the partner university, enhance the student learning experience. This demonstrates a clear commitment to enhancing provision.

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

From the academic year 2021/22, QAHE introduced blended delivery for some of its partner university provision. Academic staff rapidly learned how to deliver lectures online and developed their skills to provide effective online teaching. QAHE created a blended learning digital lecture structure and an instruction handbook to support staff. This model was informed by established theory and research into digital pedagogy. This support has enabled academic staff to develop their understanding of the requirements for providing effective teaching online.

Academic staff are continually developing their online delivery skills and receive training from the ACE team. In addition, they share good practice and online teaching techniques that they find work well with their colleagues. This develops the knowledge of academic staff and, as a result, benefits all students.

Academic staff have a clear understanding of the challenges and demands of blended learning in facilitating online and in-person delivery. As their experience of online delivery increases, so their expertise expands. Academic staff have an excellent understanding of the requirements of Online, Distance and Blended Learning (ODBL) and are provided with, and trained in the use of, up-to-date IT equipment and facilities and the challenges they may face. Thus, staff have a good grasp of the demands of ODBL and are able to achieve a high quality of ODBL teaching and learning.

Students confirmed that to support them with the technology, the ACE team offers training that helps to reduce stress and anxiety. The training is communicated to students both before and during their programmes. Pre-programme students receive guides that provide both written and visual support and make clear the necessary level of digital literacy required to follow the online delivery.

The guides are regularly reviewed and updated to reflect changes in software. In addition, ACE has produced an online workshop delivered to students before they start in order to support them with their transition to higher education. This facility is extremely useful as it provides a clear guide for students to engage quickly with the technology.

The guides and workshop provide advice on how to study and use online materials, as well as offering advice on planning and writing assignments and time management. These activities provide effective coverage of these essential skills.

The observations of students and staff by inspectors show that students have ample access to advice and guidance on the use of online materials, both synchronous and asynchronous, and make full use of the ODBL component of their courses. QAHE has put much effort into providing students with sufficient support to access and engage effectively with blended learning. This contributes to enhancing the student learning experience.

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

Effective oversight of governance provides for the monitoring of strategic priorities.

Clear strategic goals enable senior managers to identify progress towards their achievement.

Strong links with partner universities enable effective collaboration and programme development.

Strong financial management ensures the financial stability of the Institution.

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

The committed administrative team provides appropriate support to senior management to enable effective decision-making.

Robust administrative systems provide for efficient operation of the Institution.

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

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Committed teaching emphasises student-centred learning.

Effective liaison with partner university staff leads to high levels of collegiality and co-operation.

The strong emphasis on staff CPD, particularly with regard to improved pedagogy, enhances the student experience.

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

Active support provides students with helpful guidance on academic and non-academic matters.

Rapid identification of students who are not making sufficient progress enables assistance to be implemented quickly.

Strong, readily available and wide-ranging academic and pastoral support is effective in helping students to achieve their objectives.

Actions required	Priority H/M/L
14.4 QAHE must produce an e-policy on staff conduct and students' use of social media and electronic devices.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
14.8 QAHE must ensure that all staff complete training in the protection from risks relating to radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Suitable and well-resourced premises facilitate effective teaching and encourage independent study.

The strong support and guidance on how to study and make the best use of the technical facilities provided enable students to quickly become independent learners.

Very supportive staff and facilities enable students to access programme materials efficiently.

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

Effective stakeholder feedback mechanisms enable the student voice to be heard and acted on.

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

Transparent reporting mechanisms provide partner universities with a clear view of the quality of provision.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

The ongoing development of knowledge and understanding of the techniques used for ODBL leads to continual enhancement of delivery methods and approaches.

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that QAHE considers providing a single focal point for student welfare enquiries on all campuses.

QAHE should consider making the existence of the complaints procedure more apparent on each campus.

It is recommended that QAHE ensure that its punctuality policy is applied consistently by all academic staff.

QAHE should consider providing social activities that draw students from across the various programmes.

It is recommended that QAHE implements good practice in all room layouts.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

Richard Smith	Lead Inspector
Simon Bellamy	Team Inspector
Matthew Kitching	Student Inspector