



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Full Inspection

NAME OF PROVIDER: The European Academy for Coptic Heritage - TEACH

ADDRESS: 27 Thomey Crescent
London
SW11 3TT

HEAD OF PROVIDER: Pope Tawadros 11
HH Pope of Alexandria and Patriarch of the See of St Mark

DATE OF INSPECTION: 13 & 18–19 March 2024

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

DATE: 30 May 2024

1. Background to the provider

The European Academy for Coptic Heritage - TEACH (TEACH/the Provider) is a registered charity based in the United Kingdom (UK). The Provider was established in 2019 and offers online distance learning courses and internal awards in subjects that are related to areas of Coptic history, heritage, language and music.

The Provider has a registered office in West London. The Provider hires office facilities as needed, for example for in-person meetings. All the Provider's day-to-day management and teaching and administrative activities are conducted online.

The aim of TEACH is to advance education and understanding of Coptic heritage by documenting its history, preserving its music and promoting its heritage, including thorough research and widening of understanding.

Overall governance is provided by the Head of Provision. The Vice-Chancellor (VC) is one of three Trustees of the Provider and reports to the Head of Provision. The VC is supported by the Board of Directors. This Board oversees the Provider's strategic direction and academic standards. The Board has responsibility for academic delivery, achievement and standards, and financial, communication, operations and registration responsibilities.

The VC, who is closely engaged with the day-to-day management of the provision, is also supported by the Registrar, the Director of Communications, the Director of Operations, the Director of Studies, who has overall management of the individual courses, and the Information Technology (IT) and Human Resources (HR) Manager.

The VC is also engaged with the work of the Provider's Higher Education Committee, which has responsibility for new course approval and monitors the quality of the content and assessments of the provision.

All staff undertake their managerial, teaching and administrative roles in a voluntary capacity.

2. Brief description of the current provision

TEACH offers online courses in Coptic culture and heritage. The courses include Introduction to Coptic History, Iconography, Hymnology, Music, and Language. In addition, courses are available for biblical, interdenominational and liturgical studies, as well as in Christian counselling, family and relationships, and mental health awareness.

The courses are offered at different academic levels. The levels are Certificates, Diplomas, High Diplomas and Master studies. All courses are managed, delivered and assessed via online platforms.

Courses can be delivered in English, Arabic, French, Italian, German or Dutch. The teaching staff come from a variety of countries including the UK, Egypt, the United States of America (USA), the Netherlands, France and Jerusalem.

At the time of the inspection, the Provider was running 27 courses, with 67 learners enrolled. The Provider has a total capacity of 100 learners. All learners are over the age of 18 years. The majority are aged between 18 and 59. A small majority of learners are female. Learners come from 14 countries, including the UK, Egypt, France, Iraq, Canada, USA, Australia, Austria, Albania, Italy, Jordan, Kuwait, New Zealand and Sweden.

The operational year for TEACH runs from October to June. Learners are able, if suitable, to enrol for concurrent courses from the range of courses on offer. Learners can undertake a course either as a learner and sit the final examination, or as a visitor, with no examination requirement. At Certificate level, suitability for enrolment on a course is established through an interview with the Registrar and lecturers. Progression to the Diploma, High Diploma and Master studies requires academic success at the previous level of study.

3. Inspection process

The inspection was undertaken over three days by one inspector. One day was carried out on site and two days took place online. The inspector held meetings with the VC, the Registrar, the Director of Communications, the Director of Studies, and the Information Technology (IT) and Human Resources (HR) Manager. Meetings were also undertaken with course moderators, teaching staff and learners. The course moderators provide direct support to both teaching staff and learners to ensure online course functionality. The inspector observed a range of live and recorded online teaching sessions. A wide range of documentation was scrutinised. The Provider co-operated fully with the inspector throughout the inspection process.

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 provider.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and/or experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and others working for the organisation, including those working remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals which effectively guides its activities that is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy that includes financial planning and data breaches and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

TEACH has a clearly defined and well-understood management structure. The role of the Board of Directors and the Trustees and the Provider's charitable status are communicated effectively to all volunteers and learners. The VC maintains close operational oversight of the management of the provision. Frequent and effective communications and scheduled meetings occur between the Trustees, the VC and Board members. As a result, all Trustees, Directors, managers and teaching staff have an excellent understanding of their roles and responsibilities.

The VC and the management team are highly effective in carrying out their duties. The VC has extensive academic and professional expertise and has undertaken additional doctorate-level studies that enhance his contribution to meeting the aims of the Provider.

Other senior managers hold executive and senior management roles in a range of academic, financial and business-related roles based on their previous experience and qualifications. A significant number of the senior managers have an extensive range of published academic works. Consequently, the VC and senior managers are able to provide extensive skills, knowledge, experience and leadership to meet the aims of TEACH.

The Provider has a clearly defined organisational structure, through which roles, responsibilities, lines of communication and the frequency of formal meetings are clearly communicated and understood. Frequent and highly effective use is made of a variety of online communication platforms by all managers and others in the organisation. All Directors and senior managers maintain regular contact with the VC. Directors and senior managers are effective in communicating with teaching and administrative staff and learners.

All communication methods, such as telephone calls, e-mail, messaging and the use of group messaging systems, are successfully used to ensure that there are excellent communication channels between the staff. As a result, the management can identify actions and respond rapidly to improve all aspects of course delivery.

TEACH's objectives are well communicated to all stakeholders. Volunteers and learners have access to the details of these objectives in their online handbooks. In addition, the website provides immediate access to a recorded message that identifies how these objectives can be met. The mission is reviewed in order to confirm that the Provider is meeting its aims on an ongoing basis. As a result, the implementation of this mission is highly effective.

The Provider has a detailed, written risk strategy outlining details of the relevant categories of risk. A rigorous methodology for risk management is applied. This identifies the level of risk and mitigating controls. Risks associated with financial planning and data breaches are clearly stated, with the responsibility for managing those risks identified. The oversight and monitoring of the management of risks are closely monitored by the Director of Operations, with the support of the Registrar. Consequently, the Provider has taken appropriate steps to reduce associated risks.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The administrative support available to the management and learners is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	Learner and tutors' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administrators are highly qualified and support the Provider's activities successfully. Their effectiveness is enhanced since most administrators have additional roles within TEACH. The administrators are skilled in maintaining frequent and appropriate contact with managers, tutors and learners. Consequently, administrators have a good overarching understanding of the management processes required.

The number of administrators is sufficient for the current learner numbers. Day-to-day running of the Provider is well managed, and staff are responsive and flexible to ensure that administrative tasks can be completed in a timely way. The Provider is able to increase the number of administrative staff if required by recourse to its pool of volunteers in order to accommodate any increase in learner numbers in the future. As a result, the Provider is able to manage its administration well.

Job descriptions are clearly defined, and lines of reporting and responsibility are well understood. All administrative staff have an opportunity to take on their administrative role initially as a short-term placement in order to confirm that the role is understood. As a result, administrative staff continue in their position, and there is very little disruption to the administration of the Provider.

Administrative policies and procedures are effective. The systems used are sufficient and ensure that the course administration is well managed. Procedures for interview and enrolment are straightforward and well supported by administrative staff. Communication between Directors, lecturers and learners is excellent across the provision. As a result, learners are able to enrol and start their course with success. All systems are appropriate for the current learner numbers.

All the administrative staff work from their own locations and have good remote access to any records and procedures that they need. Staff are aware of their responsibilities for their own health and safety and ensure that they create the

most appropriate working environment in their homes. Staff are adaptable when communication links are less stable between countries and rapidly and effectively use alternative networks. Administrative staff are confident in working remotely and can fulfil their role successfully in the organisation. Consequently, the working environment is fit for purpose and suitably resourced for the effective administration of the Provider.

Data collection and collation systems are highly effective in supporting the administration of the Provider. The enrolment system is used well to gather information on learner identity and confirmation of claimed qualifications. All systems are password protected. The logging and monitoring of tutor and learner interaction are excellent. Learners have multiple ways to contact TEACH. The use of end-to-end encrypted communication channels is extremely efficient. As a result, learners' personal data is protected, and the Provider can monitor the effectiveness of tutor and learner interaction to ensure that learners are receiving advice and support in a timely way.

Learners' personal records are sufficiently detailed and appropriate for the online delivery of their courses. Each record includes additional details of all communication channels that are available to learners and the Provider to maintain contact with each other. Tutors' personal records retain appropriate information. Curricula Vitae (CVs) are highly detailed. As a result, records are detailed and are updated and amended regularly.

All learner and tutor data is securely stored and protected via password-protected systems. Personal data is collected and retained in line with the TEACH privacy policy. Consequently, data security is maintained.

3. The provider recruits appropriate staff

- | | | | |
|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, a signed performance service level agreement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Appropriate checks, including experience and qualifications, are carried out before recruitment and accurate records are maintained. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.4 | There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.5 | All staff are appropriately supported in their continuing professional development. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Effective policies and procedures are in place to support the recruitment of Directors, managers and tutors. At present, all staff are volunteers, but a formal recruitment policy is in place, in anticipation of entering into formal, paid, contractual arrangements in the future. Potential volunteers are identified in academic communities and the international network of Coptic churches. As a result, the Provider is able to recruit suitable and experienced staff.

Appropriate checks of qualifications and experience are made before recruitment. Records are maintained accurately. The tutor recruitment system is good. All prospective volunteers are interviewed via online platforms, and their professional experience is reviewed. Detailed character references and recommendations from senior members of the Coptic Church community are also considered. Consequently, the Provider can make a well-informed decision as to the suitability and recruitment of staff.

The system for reviewing the performance of staff is thorough and effective, with the VC, Registrar, Director of Operations and the Director of Studies working together closely in order to maintain standards. A formal process for reviewing performance of all staff occurs annually and results in detailed reports, with actions identified for the staff, in order to improve delivery. These reports are presented to the board of directors. The Provider continually monitors its administrators' performance and makes adjustments, in a timely manner, in order to ensure all enrolment processes are running smoothly. Teaching staff performance is enhanced by additional and frequent informal monitoring of performance of tutors in their lessons. The effectiveness of the tutor feedback given to the learners is

closely monitored within the online lessons by the course moderators. The Provider reviews all live and recorded sessions. Learners are contacted on an individual basis to establish their satisfaction and progress within their course. As a result, the Provider has an accurate and up-to-date understanding of the performance of teaching staff.

All staff are encouraged to continue with their own Continuing Professional Development (CPD). Staff review each other's publications, sharing a wide range of relevant academic interests that are useful for their teaching. A majority of staff have been able to enrol on additional TEACH courses in order to develop, enhance and widen their knowledge. All staff are able to access the annual online symposium activities, that are organised by the Provider, in order to participate in the sharing of research, further study and publications.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its course

4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including, where appropriate, location and administrative premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on programmes is comprehensive and accurate.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Text and images used in publicity materials provide an accurate depiction of the Provider's facilities and the range and nature of the resources and services offered. The information on the Provider's website identifies details of the TEACH objectives, the academy structure and the courses available.

The website is available in English, German, French, Italian, Dutch and Arabic. Prospective learners can access details as to how each course will be delivered and assessed in a format that suits their requirements. The learner handbook contains information on course fees and admission steps. Programme dates and schedules are clearly stated.

4.2 Details on the website relating to course content and delivery lack consistency across all programmes. Consequently, not all learners are able to make an informed decision about enrolment or have clarity about the delivery methods of the course.

Key policies are available via the website. These include access to the disciplinary policy, anti-bribery and corruption policy, prevention of extremism and radicalisation policy, and the tuition and refund policy. These are also included in the learner handbook. As a result, prospective learners have comprehensive information available in order to assist them in making an informed choice about their studies.

5. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.4	The feedback is reviewed by the management, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Reports are compiled at least annually that include the results of the provider's performance reviews and an analysis of relevant data, including learner feedback and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

5.7 Action plans are implemented and regularly reviewed, with outcomes reported to senior management. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The systems for monitoring and periodically reviewing all aspects of the Provider's performance are excellent. A highly structured schedule of formal reporting ensures that the VC and senior managers are well informed about the quality of the provision.

Detailed reports containing data relating to the number of enquiries, learner recruitment, retention and learner achievement is closely monitored shared regularly, and actions are implemented rapidly. Directors maintain close contact with the VC, with each other and with tutors and other staff, ensuring that communication is frequent and effective. As a result, the Provider has an excellent understanding of its performance and can identify areas that require further development. Improvements are made rapidly.

The mechanism for gathering feedback from learners and tutors is effective. Learners are able to access tutors easily to share their views or raise any concerns at any time. In addition, the Provider uses online survey platforms to gather feedback at the end of each course. Feedback from staff is encouraged informally and continually and also gathered at the end of the course via surveys. Rapid actions are taken in response to this feedback. Consequently, managers have a clear understanding of the views of learners and staff. In addition, managers review the effectiveness of gathering feedback and continue to improve the process by reviewing the formal timing of surveys and researching a range of alternative online platforms in order to improve response rates.

The results of the formal learner feedback surveys are analysed at course level at the end of each course and discussed with the VC and Directors. Any informal feedback is reviewed as and when it is received. Any resulting actions are taken swiftly.

The communication to learners about the actions taken in response to any feedback is effective and rapid. Staff communicate frequently with learners concerning any response to feedback. Access has improved through the highly effective use of online communication platforms. As a result, learners are well informed about any actions taken as a result of their feedback.

Reports are prepared at appropriate times in order to ensure that senior managers have a clear understanding of the Provider's performance. The VC has a well-planned monthly meeting schedule with all Directors. In addition, there are quarterly meetings with the Director of Finance. The Higher Education Committee reports to the VC and Director of Studies quarterly. Learners' views are collected and analysed, at appropriate times, in order that senior managers have a clear understanding of the views on the quality of the provision. Action plans are set in place address any areas for improvement.

The examination board meets annually to discuss and approve examination results. Reports and analysis of year-on-year learner enrolment numbers are compiled at least annually, with appropriate action plans. The review of courses is managed through lecturers reporting to the Director of Studies quarterly. Consequently, the reporting of the Provider's performance is highly effective, and emerging issues are resolved in a timely way.

Action plans and progress on actions taken are reviewed regularly and reported to the Board of Directors. As a result, senior managers have a clear and thorough oversight of the provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6. Management of the programme is effective

6.1 There is an effective manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and management of the teaching, learning and assessment team. Yes No

6.2	The allocation of tutors to programmes provides a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.8	Learners have appropriate access to staff for academic and/or learning support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Management of the programmes is effective. The course management team has an excellent understanding of online, distance and blended learning. The whole team has a broad range of academic experience and continues to retain close links with other international higher education institutions. The structure of the team allows for clear lines of communication between learners, course moderators, tutors, the Director of Studies and the VC. As a result, the management of teaching, learning and assessment is highly effective.

Tutors are allocated to programmes successfully by a thorough review of their qualifications, academic achievement, experience and reputation in the Coptic community. Significant emphasis is placed on prospective tutors' involvement with, and commitment to, the Coptic faith or other faith communities. Potential staff are identified through recommendation from senior members of the Coptic Church community. As a result, all staff are committed to expanding the understanding of the Coptic faith.

All teaching schedules, revision times and examination windows are clearly stated on the website. Consequently, all tutors and learners have access to a schedule of teaching and examination activity.

The delivery methods and course design enable the course objectives and intended learning outcomes to be met. Learners have the opportunity to attend and participate in live teaching sessions. In addition, as all sessions are recorded and available to learners at alternative times, learners have flexible access to their course materials. Learners who live in different time zones have the opportunity to participate in a lecture at a more suitable time. As a result, all learners can access their course at appropriate times.

The content of the programmes is detailed and thorough. It is reviewed by the higher education committee, which meets quarterly. This committee communicates its findings to the VC and the Director of Studies. The Provider's range of qualifications, areas of expertise and roles held in the Coptic Church ensure that all programmes reflect current knowledge and practice. The programmes are enriched by the organisation of regular symposia, at which prominent professionals and experts in Coptic heritage present research activities and share current academic ideas. Consequently, learners have access to research and academic communities to enhance their studies.

The design of the programmes is good and allows learners to develop their skills incrementally, with increasingly challenging tasks required as courses progress. The courses increase in complexity and academic rigour as learners progress from Certificate level through Diplomas, High Diplomas and Master studies.

The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision. The VC and the higher education committee have overall responsibility to approve new programmes and to review support materials and content. There are quarterly, formal meetings with the

Director of Studies and additional, frequent interaction throughout the year. Consequently, the quality and academic rigour of the course content are maintained.

Learners have very good access to teaching and support staff. The Provider has successfully developed the role of course moderator, who has responsibility for providing direct support to learners and tutors during live webcasting events, for example by requesting that a teaching point is repeated, to clarify a definition or to confirm a pronunciation, on behalf of learners. In addition, learners are able to contact course moderators to request interpreters for simultaneous interpretation of the online live sessions into their first language. Course Moderators will also support learners to search the online library facility and find research documents. As a result, all learners are able to have any concerns or additional support needs resolved rapidly. All language support needs are managed extremely effectively.

7. Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning

7.1	Tutors are appropriately qualified and/or experienced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Tutors have an appropriate level of subject knowledge and pedagogic and communication skills that allows them to deliver the programmes effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches and the use of the technology.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning. Tutors have an excellent range of academic backgrounds, with most holding doctorates, higher level degrees, professional qualifications and membership of a significant number of professional bodies. A significant majority of tutors are fluent in more than two languages and continue to contribute to an extensive range of academic publications. Tutors continue to act as supervisors for higher level qualifications.

All tutors are experienced public speakers and continue to be closely involved in a wide range of activities in the Coptic Church. A third of tutors are ordained in the Coptic Church. As a result, learners have access to highly qualified and experienced tutors who have an excellent level of subject knowledge.

Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning, with a significant majority of tutors being highly experienced and confident in this delivery method. Tutors who are less experienced in using this method of programme delivery, understand the challenges that need to be overcome and take advantage of the additional technical support from course moderators with increasing success.

As part of the tutor enrolment process, prospective tutors are asked to deliver an online session in order to assess their online delivery skills. New tutors are able to take advantage of highly effective support for as long as required. Consequently, the challenges and demands of ODBL are addressed effectively.

From the observations carried out of both live and recorded lectures, the majority of tutors are highly effective in the deployment of their pedagogic and communication skills. Lectures are carried out via online platforms confidently. The more effective tutors are skilled at maintaining pace and good eye contact with learners during lectures.

In a small minority of sessions, the delivery, pace and clarity of oral communication are not as successful. Not all online delivery uses screen and camera placement effectively. As a result, the quality of the online delivery is inconsistent between courses.

Tutors are able to enhance their subject knowledge and pedagogic and communication skills by participating in symposia related to the Coptic culture and heritage.

Tutors receive clear information on TEACH's policies. Training relating to learner needs and teaching approaches is delivered effectively. Tutors receive excellent support to meet all their training needs in the effective use of online platforms. As a result, tutors are well prepared to deliver their programmes effectively.

8. Tutors respond to the individual learning needs of learners

- | | | |
|-----|--|---|
| 8.1 | The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.2 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.3 | Tutors employ effective strategies to check learners' understanding of concepts and programme content. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors respond to the individual learning needs of learners. Learners from a wide range of different education backgrounds and experience are enrolled. Their background is taken into account when planning, designing and delivering programmes. Tutors are available to provide additional sessions, as required. The content of each course has a range of topics and appropriate assessment methods, which gives all learners the opportunity to be successful. As a result, the Provider ensures that the individual learning needs of the learners can be met.

Tutors are effective in developing learners' independent learning skills. Learners are encouraged to use messaging platforms to maintain contact with each other. In order to foster discussions and increase their knowledge of topics on the course, learners have established chat functions through social media platforms to improve their independent learning skills. For example, in order to improve their proficiency in the Coptic language, those undertaking this study communicate frequently with each other.

Learners have access to the online library facilities, which has over 5,000 books and publications, and are encouraged to use this resource. Consequently, learners are able to improve their independent learning skills as they progress on their programme.

Tutors use effective strategies to check learners' understanding of concepts and programme content. Assessments throughout each course are well designed. Final assessments for each course are completed by the submission of online multiple-choice questions. Where appropriate, assessments are undertaken by submissions linked to case studies, recordings or images. As a result, the Provider gives learners access to appropriate methods of checking their understanding of concepts.

9. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

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|-----|--|---|
| 9.1 | Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.2 | Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.3 | Ongoing assessments appropriately reflect the content and standards of any final assessments. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.4 | Learner assessment is guided by grading policies that are consistent and well communicated, with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress, and timely interventions take place if required.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA
9.10	Tutor and learner assessment submissions are monitored, and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored. Details of assessment for each course are available on the website. The frequent contact and support from tutors ensure that learners understand the timetable for course assessments. Learners are also made aware of the dates of the online, multiple-choice examination windows for their course through access to a detailed timetable that is available on the Provider's website.

Assessments are well matched to the course content and clearly identify the learning outcomes. Where necessary, learners are required to demonstrate additional knowledge and understanding, cognitive skills and other attributes. Ongoing, formative assessments give learners a secure foundation on which to prepare for, and be successful in, their final assessments and examinations. Guidance on the requirements for the presentation of a thesis is detailed, and as a result, these learners are able to maintain focus on their learning outcomes throughout their course.

Throughout the delivery of the course, learners undertake a range of formative assessments. These assessments reflect the course content accurately. Particular attention is given to offering learners a range of assessment methods that reflect the course content, for example submission of a drawing for iconography, a recording of a learner singing a hymn or reciting text in the Coptic language or completing clinical case study. Assessments throughout each course increase in complexity and reflect accurately the content of the final assessments.

Learner assessment is not required to be guided by grading policies.

The process of keeping learners informed regarding their progress towards the target level of achievement is highly effective. Tutors, Course Moderators and the Director of Studies all contribute to a range of appropriate and frequent communication methods between each other and with learners. As a result, learners are well informed about their own progress.

Learners receive individual feedback on their progress frequently throughout their course. Learners have easy access to their tutors and report that they are deeply appreciative of the academic support that they receive. As a result, learners are able to make good progress and receive appropriate feedback on their progress.

The management of learners who make insufficient progress is implemented extremely well. Learners who are judged to be making insufficient progress due to external factors, such as time pressure or medical conditions, are able to participate in any aspect of its delivery without having the additional pressure of taking the final examination.

In circumstances where the quality of a learner's work is not at the required standard, they are offered frequent opportunities to take advice and guidance from tutors and support staff. In the rare event that a learner and the Provider arrive at an agreement that the standard of work required to complete the course is too ambitious for the

learner's ability, the Provider will discuss options of alternative courses or make a full refund of all course fees to the learner. Consequently, learners are able to take appropriate action, with the support of the Provider, to manage any insufficient progress satisfactorily.

The Provider ensures that learners have access to policies and procedures related to expected behaviour while undertaking their studies. However, there is no specific policy for all courses as to how occurrences of cheating and plagiarism will be managed. The Provider does identify specific guidance on submissions in the master studies courses regarding the screening for plagiarism using a plagiarism detection application. Consequently, the steps to identify and discourage cheating and plagiarism and take effective action is incomplete.

9.9 The policy and academy rules do not specifically refer to cheating and plagiarism for all courses.

The Provider manages both timely and delayed submissions effectively. The Provider's policy of giving learners autonomy as to how and when they want to complete the course results in a minority of learners delaying their submissions. Tutors, learner support staff and learners are in frequent dialogue with each other about any delays to specified submission dates, and the process is well managed. Consequently, learners have access to flexible submission dates that ensure that they are given every opportunity to be successful in their studies.

10. The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

11. There is a clear rationale for programmes leading to unaccredited or internal awards

11.1 There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA

11.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires. Yes No NA

11.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

The Provider does not claim any level relative to any national qualifications framework.

The Provider can demonstrate that learners have been able to progress successfully through the levels of its courses. In addition, previous learners have been accepted to study for higher level degrees and doctorates at higher education institutions.

Learners have also taken on additional and more senior roles within their church community following successful studies at TEACH. A minority of learners who are in the final stages of their studies are being considered as future tutors for TEACH. As a result, the Provider is successful in preparing learners for further study and employment opportunities.

External academic advisers review the academic standards, content and assessment methods for courses and report their findings to the VC and Directors. This external validation occurs every three years and ensures that the course content remains relevant and of the correct academic standard.

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

- | | | | | |
|------|---|---|-----------------------------|--|
| 12.1 | The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 12.2 | For internal awards, there are effective systems in place for assessment security and administration. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 12.3 | For internal awards, there are clear procedures for learners to appeal against their marks. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 12.4 | There is an authentication process that enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit. | <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

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

The requirements of the relevant awarding bodies in term of assessment security and administration are not applicable as the Provider has no arrangements with any awarding bodies.

The security and administration of examinations are excellent. All examinations are undertaken using password-protected and secure online platforms. Examinations are delivered using appropriate methods that include multiple-choice papers and, where relevant, practical examinations. Teaching staff and course leaders provide a bank of questions, and the examination paper is created by making a random choice of these questions. Marking of the multiple-choice examinations papers is automated.

Learners can access the examination during a limited time period, and time constraints are applied to the completion of the assessment. Automatic closure of the webpage occurs if that time limit is exceeded. The Provider is aware that a very small minority of countries have unstable networks and, as a result, learners' connectivity may be disrupted. Additional support and technical arrangements are made that ensure these learners are not disadvantaged during their examination. As a result, the Provider delivers appropriate online examinations, with technical support and due regard for the security of the process.

A clear process as to how learners can appeal against their awarded marks is contained in the learner handbook.

The authentication of learners' identity is good. On application, learners must submit photographic identity, and this is confirmed as part of the online interview process. The online platform enables managers to monitor the frequency and timings with which learners have accessed their course. Consequently, the Provider has confidence in the authenticity of the learners' identity.

INSPECTION AREA – LEARNER SUPPORT

13. The enrolment process is comprehensive, transparent and supportive to applicants

- | | | | |
|------|---|---|-----------------------------|
| 13.1 | The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 | Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.5	Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
13.6	The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
13.7	The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.8	The provider has effective systems to identify learners who have special educational needs and/or disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.9	Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners are made aware of the demands of their chosen course of study before enrolment to ensure that their needs and expectations are met. The Provider gives learners frequent opportunities to seek advice and guidance on the expectations of their course. Consequently, learners have a clear understanding of the demands of the course and can be confident that the courses are relevant and have sufficient academic rigour.

Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods through the course descriptors and information available on the website. Learners are also able to gain additional information before enrolment. Further discussions with admissions staff are encouraged and made readily available for prospective learners.

The online enrolment and application processes are fit for purpose. The online forms are straightforward. Learners can contact the Provider at any stage of the application and enrolment processes to receive guidance on the completion of the online forms. As a result, all applications and enrolments are administered efficiently.

All application enquiries are replied to in a timely way. As a result, learners are able to progress their application rapidly.

The entry requirements for all courses are set at an appropriate level, and prospective learners can access this information by making individual contact with the Provider. The descriptions of the entry requirements for each course are not available on the website. As a result, learners are only able to establish the entry requirements of a course by making contact with the Provider.

Details of all the admission steps from account creation to access to the courses are clearly stated in the learner handbook. All prospective learners submit evidence of their academic qualifications and experience digitally.

Once all the required documents are supplied, the records are reviewed for approval by the Registrar. Only after scrutiny and approval of the submitted documents will learners receive an e-mail to confirm their acceptance on the course. Consequently, learners have detailed information as to what steps they are required to take during the application process.

Learners receive advice and guidance as to their responsibilities to ensure that they have an appropriate level of digital literacy. Comprehensive technical details of the minimum technological requirements are available for prospective learners. In addition, learners can make direct contact with the Provider for further advice via a dedicated e-mail address. As a result, learners have a clear understanding as to the level of digital literacy they must possess in order to be able to access their course.

The Provider reviews each application case by case in order to identify learners who have special educational needs and/or disabilities. Through individual communications with learners, the requirement for any reasonable adjustments is identified, and appropriate actions would take place.

The Provider is effective in ensuring that the enrolment process is fair and transparent. Terms and conditions are clearly set out in the contract between the Provider and learner. Within this contract, the cancellation and refund policy clearly identifies what actions the Provider will and will not take and the responsibilities of learners in respect of refund arrangements and a cooling-off period. Consequently, learners have sufficient information regarding the contractual arrangements of their enrolment.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature, and all enquiries from learners are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Learners are advised of BAC's complaints procedure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	A suitable policy and effective arrangements are in place to protect learners 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

TEACH provides learners with frequent and highly competent support in resolving any general and technical issues. The level of technical support given is excellent and wide ranging and covers all the communication platforms used. All tutors and managers are available to contribute to this support. All enquires are handled rapidly. The Provider has enhanced the level of support for learners by introducing the additional role of Course Moderator. Part of this role is to support learners with any general or technical issues that they may encounter. As a result, all learners are able to continue with their studies effectively.

The support for, and encouragement of, peer interaction among learners is good and appropriate to individual needs. The Provider is sensitive to the wide range of cultural and education backgrounds of its learners. For example, a few learners had little prior knowledge or experience of online communication and learning platforms before starting their studies. These learners have been able to access individual support in order to improve their technical skills. As a result, such learners are able to interact with others on their course.

The monitoring of online activity on the communication platforms is good. The tutors have a regular presence on the platforms and review all communications on the channels for which the Provider is responsible. This activity is supported by a clear anti-cyberbullying policy for tutors and learners. As a result, learners have appropriate protection and guidance on managing any potential incidents of cyberbullying.

Learners have access to a fair, written complaints policy that is included in the contract they sign before they commence their studies. The Provider does not advise its learners about the British Accreditation Council (BAC) complaints procedure as it is not currently accredited by BAC.

The Provider does not enrol any learners under the age of 18 years or vulnerable adults.

There is a suitable policy in place to protect learners from the risks associated with radicalisation and extremism. The risks and mitigating controls are clearly stated in the Provider's risk management strategy and are understood by senior managers. The Provider is currently strengthening these measures by improving the management of training activities.

14.7 A minority of training records relating to the prevention of radicalisation are incomplete. As a result, not all staff have undertaken training regarding the prevention of radicalisation and extremism.

15. Programme materials are appropriate to the medium of delivery and are effective

15.1	Programme designers make effective use of appropriate teaching and learning resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The availability of teaching and learning resources on the website is excellent. Learners are able to access previous recordings of all lectures and to access a range of images to support their studies. The Provider gives learners access to an online library of over 5,000 publications and recordings. In addition, access to a developing Journal of Christian Studies is accessible. This is an international, peer-reviewed journal dedicated to publishing reports, studies and review articles covering all aspects of Christian heritage and sciences. At course level, the quantity and range of resources are inconsistent across different courses. Consequently, not all learners have access to consistent information via the website.

The academic depth and complexity of available course materials are well matched to the course level.

Course materials are appropriately designed for each level of study. These include well-presented slides, and for example, skilful demonstrations of painting techniques used in conjunction with well-chosen images. As a result, learners have access to resources that will assist them in achieving the objectives of their course.

The content and quality of the materials of all courses are reviewed annually by tutors, with input from Course Moderators. This ensures that the course materials are sufficient to meet the needs of learners. Additional confirmation as to the content and quality of the course is made by senior academic external advisers in the Coptic Church community.

The instructions and guidance on how to study and use the learning materials are effective. Learners are given additional guidance on developing independent study skills. As a result, learners become increasingly confident in their study skills.

16. The technology used to deliver the programmes is fit for purpose and effective

- | | | |
|------|---|---|
| 16.1 | The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.2 | The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.3 | The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The use of technology and communication channels is excellent. The entire provision is managed and delivered via online platforms. The Provider uses a range of technology effectively, and communication between the Provider and learners is rapid and responsive. Consequently, learners and the Provider are able to maintain frequent and effective contact using appropriate and accessible technology.

The Provider has established a highly effective role of Course Moderator who has oversight of learning resources and their accessibility. This role is designed to provide both learners and tutors with IT support during live online sessions. In addition, the Course Moderator reports their findings regarding the learner experience to Directors in a timely manner. This is done so that improvements can be made rapidly.

The Course Moderator ensures that learners are contacted regularly to check that their access and use of all materials and learning resources continue to be available. As a result, learners are well supported, and potential communication problems are resolved rapidly.

The Provider has access to experienced technical support that ensures that IT systems are operative at all times. As a result, tutors and staff working remotely are well supported.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Provider has excellent operational oversight of the management of the provision and all Trustees, Directors, managers and teaching staff have an excellent understanding of their roles and responsibilities in order to meet the aims of TEACH.

The use of online communication platforms is highly developed and used effectively by all senior managers so that the management can identify actions and respond rapidly to improve all aspects of course delivery.

The administration of the provision is excellent, with all administrators being highly qualified with a detailed understanding of their roles.

Actions required	Priority H/M/L
4.2 The Provider must ensure that all details on the website relating to course content and delivery are consistent.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The course management team has an excellent understanding of ODBL and a broad range of academic experience and online delivery skills.

Learners benefit from the high level of academic research and publications of the teaching staff and have exceptional access to teaching and support staff, which enables them to be successful and enjoy their studies.

The security and administration of the examinations are excellent and additional support and technical arrangements are effectively made, which ensures that all learners can access the online examinations.

Actions required	Priority H/M/L
9.9 The Provider must take effective steps to identify and discourage cheating and plagiarism for all courses.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER SUPPORT

Provider's strengths

The level of technical support provided is excellent and wide ranging and covers all the communication platforms thus supporting learners' access to teaching and resources very effectively.

The Provider has established a highly effective role of Course Moderator, which is designed to provide both learners and tutors with IT support during live online sessions and to monitor the quality of the learning experience.

Actions required	Priority H/M/L
14.7 The Provider must ensure that all staff have undertaken training to protect learners against the risks of radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

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COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

Sue Arnold	Lead Inspector
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