BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: Brittany Université

ADDRESS: 250 BIS Boulevard Saint-Germain
75007
Paris
France

HEAD OF INSTITUTION: Mr Colin Pereira

DATE OF INSPECTION: 12–14 April 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 27 June 2024

PART A – INTRODUCTION

1. Background to the institution

Brittany Université (BU/the Institution) is a privately owned institution that offers undergraduate and postgraduate degree programmes in business, education, marketing and logistics. It was established in March 2019. The Institution is registered by the French authorities to issue private certification for its programmes, although BU qualifications are not currently state approved.

The Institution is owned by ALZO Edutech Group Limited is a private limited company registered in the United Kingdom (UK). BU is a private limited company registered in France as a provider of online training with the Department of Supervision and Vocation of Ile De France and with the Ministry of Higher Education.

BU has a registered office in Paris, France, with operations and administration conducted from its international office in Waltham Cross in the UK. There are also local centres offering in-person support.

British Accreditation Council (BAC) accreditation applies only to BU's online distance learning provision and does not include the provision of in-person activities.

BU aims to equip students with the skills and knowledge needed to navigate the current and future employment market.

Governance is provided by the two Directors, who act as the Chief Executive Officer (CEO) and the Head of Finance and Administration. The Executive Chairman, the Chief Operating Officer and the Chief Accreditation Officer support the Directors. Together they make up the Executive Committee. BU's Directors subcontract the management team for the Institution from London Examination Board, which is part of the ALZO Edutech Group. The administrative and academic teams are subcontracted from a company called WTO SDN. BHD, which is an education management company based in Selangor, Malaysia.

The Institution has validation agreements with two universities, Universidad Católica de Murcia (UCAM) in Spain and VERN' University in Croatia. On completion of their degree, students achieve either a single award from Brittany Université or a dual or triple award from Brittany Université, plus one or both of the validating partner universities.

2. Brief description of the current provision

BU delivers a range of undergraduate and postgraduate programmes from Levels 6 to 8. All programmes are delivered full time as online distance learning.

At undergraduate level, BU offers a Bachelor of Arts with Honours in Business Administration as a dual award with UCAM.

At postgraduate level, BU offers a Master of Business Administration (MBA) as a dual award with either UCAM or VERN' or as a triple award with both these university partners. As dual awards with UCAM, BU also offers a Master of Education (MEd), Master of Arts (MA) TESOL, MA Logistics and Supply Chain Management, and MA Marketing.

As a dual award with VERN' University, BU offers a Doctor of Education (EdD) and a Doctor of Business Administration (DBA) programme. BU also currently delivers an EdD dual award with UCAM and a DBA triple award with UCAM and VERN'. Due to the change of legislation that prohibits UCAM from doing collaborative programmes at doctorate level the Dual and triple award doctoral programmes with UCAM are currently being taught out, with the last student intake in September 2022.

At the time of the inspection, 727 students were enrolled. All students are over the age of 18. There are approximately equal numbers of male and female students. The majority of students are from Trinidad and

Tobago, Hong Kong, Sri Lanka, Malaysia and Myanmar. Approximately 3,000 students can be catered for at any one time.

Students can enrol on the Bachelor's and Master's programmes each month. Enrolment for the Doctoral programmes is every two months throughout the year.

All students must meet the published entry criteria for each programme, including a minimum level of previous educational achievement and English language competence.

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector, both onsite at the international office in Waltham Cross and online. Inspectors held meetings with the CEO and members of the Executive Committee. Meetings were held with students and with members of academic and administrative staff. Inspectors observed lessons and inspected the international office premises in Waltham Cross. A wide range of documentation was provided for scrutiny. The Institution co-operated fully both before and during the inspection.

PART B – JUDGEMENT AND EVIDENCE

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1.   The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of the authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes ☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes ☐ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	☒ Yes ☐ No
1.6	Effective action is taken by the governing body and senior managers in response to the outcomes of regular risk assessments.	☒ Yes ☐ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

Brittany Université has a clearly defined structure that identifies the Directors, the Executive Committee and the Academic Board. The role and responsibilities of the Board of Directors, Executive Committee and Academic Board are clearly documented and effectively shared with relevant stakeholders.

The Academic Board is the senior committee with decision-making authority on academic matters. The Academic Board has external representation from the Chair of the Academic Board and from the President, who both have significant academic expertise. This ensures that the Academic Board is independent of the Board of Directors to protect the integrity of academic freedom.

The governance structure is clearly articulated in detailed policy documents. The Executive Committee provides effective governance and oversight of non-academic matters.

BU has a detailed range of policies and procedures that are developed by the Academic Board and the Executive Committee, with involvement from external stakeholders, such as the Chair of the Academic Board and non-executive President.

The Executive Committee has implemented an appropriate risk assessment process that considers an appropriate range of business risks and risk mitigation strategies. The Executive Committee meets regularly to review the risk assessment and takes appropriate action when required.

The Institution has suitable agreements in place with its partner universities. These agreements are formally defined and transparent.

There are clear and effective channels of communication in place between the Executive Committee, the subcontracted management and administrative teams, including those working remotely overseas, and the students.

BU makes effective use of various online learning and administrative information systems to communicate with stakeholders. This ensures all stakeholders have the information they need.

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.	☒ Yes ☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes ☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

The Executive Committee has implemented a suitable five-year strategy that is aligned with the Institution's values, vision and mission. The strategy is based on six strategic pillars, including financial management, that focus on growth and the quality of the student experience. The Executive Committee has plans to implement the full strategy over time.

There are adequate mechanisms in place for different stakeholders to influence the Institution's strategic direction, including the collection of student feedback and regular meetings with staff, advisers and the non-executive President.

The strategic plan has been shared and disseminated effectively to internal stakeholders. The strategy is shared with external stakeholders via the website, enabling prospective students to understand the Institution's strategic goals and direction.

The Executive Committee regularly completes an overall annual institutional review that briefly reviews the performance of the university against its corporate goals and strategic plan. This helps leaders to identify areas of strengths and areas for further enhancement.

3. Financial management is open, honest and effective

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

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

Comments

The Institution has adequate financial management arrangements in place to ensure sufficient transparency and probity.

BU's finances are subject to regular, independent external audit.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.	☒ Yes ☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes ☐ No

4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	☒ Yes ☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded, with clear action-planning.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

The Institution has a clearly defined management structure that is communicated to and understood by all stakeholder groups.

Leaders have implemented clearly delineated structures and reporting arrangements for the Board of Directors, the Academic Board and the Executive Committee at institutional level and at programme and module level.

The Institution's committees have appropriate terms of reference and appropriate reporting lines to inform management decision-making. Committees meet regularly, and the outcomes are comprehensively recorded, including relevant action-planning.

Policy documents are reviewed and revised as necessary by the Academic Board to ensure they are fit for purpose. Policies are well structured, including clear version controls, to ensure they are up to date.

5.   The institution is administered effectively

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

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

Comments

Leaders ensure the Institution has sufficient administrative support to meet staff and students' needs. The administrative support that is available is well documented and understood by students and staff at all levels.

Administrative policies are well documented and suitably disseminated and shared with staff via the Learning Management System (LMS).

Timetables for synchronous online lectures are published each month based on lecturer availability. Students are informed of the times and dates of these lectures by email and via the discussion area of the LMS. The notice period that students have to join these live lectures is insufficiently long, so that student attendance at live sessions is often very low.

The Institution uses suitable data collection systems to record student details, grades and outcomes. These systems are well documented and accurate.

Comprehensive administrative records are stored efficiently online using appropriate and logical systems. Up-to-date student records are accurately maintained and clearly presented using the online Information Management System (IMS).

The Institution maintains a mix of hard-copy and electronic staff records. Records are sufficient, accurately maintained and up to date.

The Institution has sufficient data protection arrangements and policies in place to protect the data of its students and staff.

Student identity is checked on enrolment and monitored throughout to ensure that students who register for the programme are those participating in the programme and receiving the credit.

The Institution has clear and efficient procedures in place for the administration of module assessments.

There are effective procedures in place for the internal and external moderation of coursework assessments at the pre- and post-assessment stages. Module leaders devise suitable assessments based on the module outline. These are verified internally by academic managers. Suitable arrangements are in place for External Examiners to moderate students' work before the grades are confirmed. These arrangements help to ensure that assessment decisions are reliable.

Students can access their interim transcripts efficiently via the LMS. Final transcripts are automatically made available to students at the end of their course.

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

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

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students.	☒ Yes ☐ No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying these out.	☒ Yes ☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes ☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes ☐ No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	☒ Yes ☐ No
6.6	Staff have access to an appropriate complaints and appeals procedure.	☒ Yes ☐ No

6.7	Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	☐ Yes ☒ No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	☒ Yes ☐ No

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

Comments

The Institution has clear and appropriate policies and procedures for the recruitment, contracting and employment of suitably qualified and experienced staff. The large majority of staff are subcontracted from the Institution's two partner organisations. Contracted staff follow the Institution's staffing policies. Staff handbooks include relevant policies covering discipline, bullying, and equality and diversity.

The Institution ensures that employed and contracted staff have the necessary qualifications and experience to understand their roles and responsibilities well. Lecturers have relevant qualifications and experience in their subjects.

Clear and appropriate job descriptions are in place for all staff. Induction procedures and materials are comprehensive and appropriate. A clear equality and diversity policy is in place. Staff have access to an appropriate complaints and appeals procedure. These policies are made available via the staff handbook and the LMS.

A formal and clearly documented performance review procedure is effectively implemented for non-academic staff. There is a well-structured lesson observation system in place, and lecturers receive relevant feedback about areas for development to help them improve the standard of their teaching skills and the student learning experience.

6.7 There is no clearly documented and transparent appraisal system for teaching staff.

There is an appropriate staff development policy in place. The performance appraisal system identifies and addresses the development needs of non-academic staff. The development needs of lecturers are identified through lesson observations and through discussions with module or programme managers. Regular staff training sessions are held on a range of pedagogical topics, and staff attend conferences. These arrangements help lecturers to enhance their knowledge and teaching skills.

7. Academic management is effective

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

The Institution has appropriate and detailed procedures for the proposal, design and validation of programmes, which must meet BU's mission, vision and values. Effective tracking documents ensure that all aspects of the process are completed similarly across programmes to ensure consistency.

Learning outcomes for all modules and programmes are clearly set out and available to students to help them understand what they will be studying.

Programme Committee meetings, which include programme staff and student representatives, take place at least twice a year to ensure that each programme is monitored, reviewed and enhanced as required.

There is an appropriate policy and procedure to acquire academic resources, with resource requirements forming part of the programme validation process. Programme resource requirements are reviewed annually as part of the programme review process to ensure these remain sufficient.

The commissioning of course materials is managed effectively, with module leader proposals being reviewed and approved by the relevant Programme Leader. Consistency of practice across programmes is monitored by the Academic Board.

Students are encouraged to participate in the development of academic provision by providing feedback about each tutorial, module and programme. The programme review considers students' views as part of the review and planning process.

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.	☐ Yes ☒ No
8.3	A formal application process ensures that students meet the entry requirements, and any claimed qualifications are verified.	☒ Yes ☐ No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☐ Yes ☒ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA

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

Comments

Entry criteria for each programme are appropriate and available for students via the BU website and in promotional material produced by the Institution's agents.

8.2 Not all students are informed of the necessary language requirements for entry onto all programmes. For example, Master's programmes, including the MA in TESOL, have no explicit language proficiency threshold. As a result, students are unable to assess if they have the appropriate level of English language competency needed to be successful on the programme.

Students complete a formal application process. The majority of applications are received through local marketing centres that process the initial application. Once this process has been completed, the Institution verifies the claimed qualifications and makes the final decision on admission.

The Institution has effective arrangements in place to respond to application enquiries and to provide prospective students with accurate guidance on the nature and requirements of the available programmes. Students confirm that their enquiries were responded to promptly by the Institution and they were given appropriate advice on choosing their programme. Inspection findings confirm this view.

8.6 Not all students receive a proper initial assessment to confirm their language ability and capability to complete the programme on which they are enrolling.

Students are interviewed as part of the application process to assess their language ability only where the Institution has concerns about aspects of an application. Records of accreditation of prior learning only include outcome letters for students. Inspectors were therefore unable to confirm that proper initial assessments had been carried out to confirm students' language ability and capability to complete the programme.

Students are informed by agents in marketing centres that they are responsible for ensuring that they have the necessary skills and knowledge for their chosen course.

The Institution has an adequate APEL policy in place. This is communicated to students through the website and in relevant policy documents.

The Institution works with a range of recruitment agents. Agents are formally contracted and briefed. Academic and administrative staff monitor the work of the agents and provide appropriate training sessions to ensure they understand their roles and responsibilities. Leaders regularly evaluate the work and impact of the agents that BU contracts with.

9.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**	
9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	☒ Yes ☐ No ☐ NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	☒ Yes ☐ No ☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes ☐ No ☐ NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	☒ Yes ☐ No ☐ NA

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

Comments

Leaders ensure that staff are encouraged to undertake research and publish their findings. Academic staff work in collaboration with postgraduate students to co-author academic papers. This effectively supports lecturers in maintaining their academic currency and contributing to knowledge development in their subject.

The Institution has a commitment to the ongoing development of staff. Professional development includes the requirement for staff to enhance their pedagogical skills through research and to evaluate its impact on the student experience.

There is an appropriate procedure in place for staff to apply for financial support for their research and development activities.

Academic staff are encouraged to attend guest lectures from academics at the Institution's partner universities to update their skills and share their own research.

10.	**Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**	
10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities, and the range and nature of resources and services offered.	☐ Yes ☒ No
10.2	Information on the programmes available and their assessment and progression is comprehensive, accurate, readily accessible and up to date.	☒ Yes ☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☐ Yes ☒ No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒ Yes ☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes ☐ No

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

Comments

The Institution's website provides details of the programmes offered, including the main learning outcomes and programme structure. Guidance on the website provides unclear information on the number of live tutorials and teaching sessions students can access with teaching staff. The hours stated do not clearly match the current delivery model. Some of BU's printed materials place suggest that UCAM is involved in the delivery of the programme. This is not the case as UCAM acts solely as a validation partner. As a result, students may not fully understand the arrangements for the programme on which they are enrolling.

10.1 The Institution's publicity materials do not provide prospective students with clear and accurate details of the mode of delivery.

Information on the available programmes and their assessment arrangements is accessible and up to date.

10.3 However, current procedures to update information to ensure its accuracy are not fully effective.

The information provided ensures students are well informed of the status of the qualifications offered. Programme pages clearly reference the status of the qualifications, awarding body and level. They also make a template certificate and transcript available.

The cost of programmes is clearly specified on the website and in other publicity information.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11.	**Academic staff are effective in facilitating student learning**	
11.1	Lecturers have the required subject knowledge and pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	☒ Yes ☐ No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	☒ Yes ☐ No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes ☐ No

11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

Lecturers are suitably qualified and experienced to teach the course content at the required level. Lecturers have the relevant skills in delivering learning in an online environment.

The allocation of teaching staff to courses is effective and based on qualifications and experience. Delivery is monitored effectively through classroom observations, analysis of student feedback and the programme review process. This ensures that students benefit from a satisfactory standard of instruction.

Programmes and modules are delivered and assessed in line with the programme specifications and learning outcomes. This ensures students develop the required knowledge and skills for their final assignments.

Module specifications appropriately inform teaching sessions and focus on defined learning outcomes for the module. Teachers reinforce the specific, intended learning outcomes with students at the start of lectures and tutorial sessions to ensure they are clear about the purpose of these sessions.

The Institution recognises the individual needs of its students, including the need to be able to study flexibly at times in order to fit around other commitments. Students appreciate the flexible learning opportunities provided, which enable them to learn to a schedule that suits them.

Lectures can be attended live, giving an opportunity for group work and dialogue with other students. Students are also able to participate in the online discussion boards and chat rooms with their peers and teachers to debate new concepts and ideas.

Students are encouraged to take ownership of their learning and development and to be self-directed learners. This is clearly reinforced in the student handbook and in the programme specifications. Teaching methods and online learning guidance support this approach well.

Students and teachers have access to appropriate learning and study materials and resources in an online environment. The Institution provides relevant information and support that enable students and staff to use the resources provided effectively.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes ☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which is effectively monitored.	☒ Yes ☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes ☐ No

12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes ☐ No

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

Comments

Students are provided with a clear assessment schedule at the start of the programme, which provides a timetable for each module, including assignment submission dates. This helps students to manage their workloads.

Assessment strategies are clearly linked to the content and nature of the courses and focused on evaluating the achievement of the learning outcomes. Assessments are suitably based on research reports, projects, dissertations and theses, which are suitable for the level and type of programmes offered.

Assignments are set using the module and programme specifications, which ensures appropriate alignment with the validated learning outcomes. For dissertations and theses, students submit a research proposal for approval to ensure that their area of study is appropriately aligned with the necessary learning outcomes.

Assessment tasks are clearly written. It is clear to students what they need to do to meet stipulated levels of achievement.

Students receive adequate written feedback on their assignments across all courses. Academic supervisors monitor progress and provide relevant feedback to those students undertaking a dissertation or thesis. Supervisors provide in-depth, personalised verbal feedback to help students understand how to improve their work.

BU takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. Assignments are checked using relevant originality screening software. There are appropriate policies and procedures for breaches of assessment regulations, and sanctions are clearly set out. These arrangements help to discourage academic malpractice.

There is an appropriate appeals policy in place. The policy includes a brief extenuating circumstances statement, although this is not included in all the programme specifications. As a result, the procedures to claim mitigating circumstances is not widely disseminated to all students.

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

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

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

Comments

Module leaders develop effective course materials in line with the validated curriculum. This process is overseen by Programme Leaders, Deputy Deans and ultimately the Chief Academic Officer. This ensures that the materials are appropriate for the level of study.

The LMS is used effectively to make appropriately presented course materials fully available to students. Adequate material is provided, including recordings of the three live sessions supplied for each module. These materials help students understand the module's purpose and how it will be assessed.

Course materials reflect current knowledge and practice. Lecturers contextualise materials within the framework of the curriculum to ensure that they include current examples and practice. A detailed review of materials takes place every three years to ensure they are updated as required.

Lecturers use a limited range of appropriate teaching aids and resources, such as case studies and presentations, to support students in understanding the module content. All learning resources are highly accessible via the well-structured LMS.

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.	☐ Yes ☒ 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.	☒ Yes ☐ No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒ Yes ☐ No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes ☐ 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.	☒ Yes ☐ No
14.6	There are effective systems to communicate with students out of class hours.	☒ Yes ☐ No ☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐ Yes ☐ No ☒ NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

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

Comments

Students confirm that they receive suitable pastoral support from module leaders whenever required. No contrary indicators were identified during the inspection.

14.1 The Institution has no internal staff with specific expertise in student welfare, advice and counselling.

If students raise any welfare or counselling needs, they are signposted or referred, by academic or administrative staff, to appropriate external experts. Leaders state that no such requests have been made to date.

Students are provided with a comprehensive online induction, including a live session that is recorded for those students who are unable to attend. The induction includes a useful overview of the Information Technology (IT) arrangements and library resources available, ensuring that students can quickly access the resources they need for their studies.

Students are able to contact staff outside normal hours whenever required, to request pastoral support. No contrary indicators were identified during the inspection.

The Institution has an appropriate equality and diversity policy, which covers discrimination, harassment and victimisation.

The Institution's IT support is highly responsive, and students value the speed with which issues are tackled and resolved.

Due to the nature of their online studies and geographically dispersed community, students routinely receive communications out of class hours. Communication with students is effective and achieved through email, the LMS and effective mobile messaging applications.

The Institution has a suitable policy, risk assessment and training in place in order to protect students from the risks associated with radicalisation and extremism.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes ☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes ☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention is made, where appropriate.	☒ Yes ☐ No
15.4	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.	☒ Yes ☐ 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.	☐ Yes ☒ 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.	☐ Yes ☒ No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No
15.8	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes ☐ No

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

Comments

Students have appropriate access to teaching staff outside teaching and learning sessions. Students are able to email staff, schedule online meetings and contact staff through the LMS and social messaging platforms in order to have any queries resolved.

Students have appropriate access to their records and assessment data on the LMS in order to monitor and review their own academic progress. Students are able to arrange progress review meetings with staff by scheduling one-to-one sessions for further academic guidance.

Programme and Module Leaders play an active role in monitoring student progress. This is done through Examination Boards and through the regular review of assessment data from the LMS.

Students in need of additional support are able to arrange support meetings with Module and Programme Leaders on request.

15.5 Students do not have access to appropriate advice and guidance on careers.

The Institution has a clear complaints procedure in place, that includes indicative timescales for the resolution of initial complaints.

15.6 However, the complaints policy does not include an external adjudicator.

The Institution provides a range of useful learning and research guides that provide students with clear and helpful instructions and suggestions that help them to learn effectively and efficiently and to use the various learning resources available.

The identification of students' special educational needs and/or disabilities is carried out through a self-disclosure opportunity during the enrolment process. Leaders state that any specific needs declared would be met in line with the Institution's policies on disability, reasonable adjustments and special considerations. At the time of the inspection, no students had declared any specific needs.

16. International students are provided with specific advice and assistance

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

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

Comments

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

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

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

Comments

The Institution does not impose an attendance requirement on its students. Leaders recognise that students choose the Institution's programmes due to the flexible, online study mode and the ability to fit their studies around their personal commitments.

However, where a student's participation in the online teaching sessions or their performance, conduct or engagement indicates that they are unlikely to complete the programme on which they are enrolled, the Assessment Board may require the student to withdraw from the programme.

Students are able to attend up to three live lectures for each module, although attendance is optional. Each session is recorded and shared via the LMS for students to access whenever convenient.

Academic staff and administrators regularly collate and review students' level of engagement and their access to the LMS and resources. Where there are concerns about a student's level of participation or the meeting of assessment deadlines, these are followed up with the individual student.

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

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	☐ Yes ☐ No ☐ NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☐ Yes ☐ No ☐ NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	☐ Yes ☐ No ☐ NA
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes ☐ No ☐ 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.	☐ Yes ☐ No ☒ NA
19.2	The social programme is responsive to the needs and wishes of students, and activities have been chosen with consideration of their affordability.	☐ Yes ☐ No ☒ NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	☐ Yes ☐ No ☒ NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA

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

Comments

The Institution currently offers online learning programmes only and therefore does not provide a formal social and leisure activities programme. Students are encouraged to engage with each other through the discussion forums on the LMS and via mobile social media messaging applications and video-conferencing platforms.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	☒ Yes ☐ No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	☐ Yes ☐ No ☒ NA
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☐ Yes ☐ No ☒ NA

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

Comments

The Institution has an appropriate lease in place for its current international office premises in Waltham Cross in the UK. This office is used as an administrative base for the Executive Committee and is the head office of BU's holding company.

The leased premises are not used for the delivery of higher education. All delivery takes place online, facilitated by the Institution's delivery partner in Malaysia.

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

21.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) that are brought to the attention of students, staff and visitors.	☐ Yes ☐ No ☒ NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes ☐ No
21.5	There is adequate signage inside and outside the premises, and general information is displayed effectively.	☒ Yes ☐ 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.	☒ Yes ☐ No
21.7	There are toilet and hand-washing facilities of an appropriate number and an acceptable level of cleanliness.	☒ Yes ☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

Access to the international office in the UK is suitably secured and restricted. The premises include one shared office, a washroom and a small kitchen area. The premises are maintained in an adequate state of repair, decoration and cleanliness.

There are no areas of particular hazard. Relevant general health and safety guidance is provided for staff and visitors.

There is adequate signage inside and outside the premises. The address of the international office is clearly stated so that staff and visitors can locate the premises.

There is adequate space to accommodate members of the Executive Committee when required. No students attend the premises. The washroom is clean and sufficient for the current number of staff using the facility. Heating and ventilation are appropriate.

As a result, the office premises provide a clean and comfortable working environment for senior leaders.

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.	☐ Yes ☐ No ☐ NA
22.2	Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	☐ Yes ☐ No ☐ NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☐ Yes ☐ No ☐ NA

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

Comments

23. There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	☐ Yes ☐ No ☒ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☐ Yes ☐ No ☒ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No ☐ NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	☒ Yes ☐ No

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

Comments

No students attend the international office premises. Academic staff work remotely and do not attend the premises. Members of the Executive Committee have access to areas for relaxation and a small kitchen area for the preparation of food and drinks as required. Staff working in the premises keep their belongings with them and do not require storage for personal possessions. Staff have access to a large, shared office that is suitable for holding private meetings. The shared office is sufficient to accommodate the Executive Committee and for any limited administration activities that may be required.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
24.3	The library has sufficient space for student independent study and group working.	☐ Yes ☐ No ☒ NA
24.4	There is a well-organised lending policy.	☐ Yes ☐ No ☒ NA
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☐ Yes ☐ No ☒ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☐ Yes ☐ No ☒ NA

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

Comments

Students have access to an appropriate range of online learning materials to support their studies, including electronic books and journals and research databases.

Academic managers monitor the availability of online learning resources to ensure students and teaching staff have access to adequate resources that meet their needs.

As all learning takes place online, there is no physical library space.

25.	**The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body**	
25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes ☐ No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	☒ Yes ☐ No ☐ NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	☒ Yes ☐ No ☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes ☐ 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.	☒ Yes ☐ No
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes ☐ No

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

Comments

Students have reliable access to the online LMS, which provides good connectivity to the resources they need to study flexibly. This includes course materials, recorded lectures, assessments and discussion forums.

Students are able to upload their assignments, access feedback and review their progress and grades through the LMS to manage their programme online effectively and independently. At the time of the inspection, the Institution was piloting the development of a new Virtual Learning Environment (VLE) with integrated artificial intelligence capabilities to answer students' questions efficiently. Leaders plan to complete the transition to the new VLE in the summer of 2023.

Students have access to relevant software through the LMS and video-conferencing platforms in order to access their programme and study information. Managers ensure that software is reviewed and updated where required.

The Institution contracts the services of an external IT service provider who ensures that online systems are operative at all times and provides the necessary technical support to students and academic staff working remotely.

Students confirmed to inspectors that their access to IT systems is reliable, and that any technical queries are dealt with promptly and effectively. Inspection findings confirm this view.

Students have effective access to a range of relevant online resources, such as videos, resource guides and handbooks.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

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

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

Comments

The Institution gathers feedback from current students using a range of module surveys. Staff have the opportunity to provide feedback to leaders and managers through the committee and meeting structure.

26.2 The Institution does not have a formal student representation system in place.

Leaders make use of email and the LMS to communicate the actions taken in response to feedback. For example, as a result of student feedback, leaders have ensured that students receive hard copies of their certificates, as opposed to digital ones, as digital certificates are not accepted in every region.

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.	☒ Yes ☐ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes ☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes ☐ 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.	☒ Yes ☐ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
27.8	The nominated programme leader, drawing on reports from its constituent courses, produces an annual programme report that includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☐ Yes ☒ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes ☐ 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.	☐ Yes ☒ No
27.11	Review and revalidation of programmes on a regular basis involve external assessors as appropriate.	☒ Yes ☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	☒ Yes ☐ No

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

Comments

Quality management policies and procedures are clearly documented and shared effectively with staff and students. A detailed academic standards and quality handbook is disseminated to all staff, setting out in detail BU's quality management policies and procedures.

Handbooks provide a clear outline of the Institution's quality framework and implementation processes that apply to every area of academic management. The Executive Committee and Academic Board undertake oversight of quality assurance procedures effectively.

Leaders are committed to ensuring the Institution is underpinned by embedded and robust quality assurance mechanisms. The Institution's five-year strategic plan is to gain national and international accreditation from quality assurance organisations. Leaders have implemented a series of comprehensive policies and procedures covering the student journey in order to establish a quality ethos that is shared with subcontractors and partners.

The Executive Committee undertakes regular and systematic quality assurance monitoring of operational issues, and the Academic Board performs a similar role for academic-related issues. Leaders carry out appropriate monitoring against Key Performance Indicators (KPIs) as part of the business continuity and risk assessment process. These arrangements support leaders to undertake systematic monitoring of BU's operations and to identify areas for improvement.

The Chief Academic Officer produces a useful annual institutional review for consideration and approval by the Academic Board. It includes a review of the performance of programmes and sets out the actions that need to be taken to help the Institution enhance the quality of provision over time.

Leaders put the student experience at the centre of BU's activities. Due care is given to students' needs and their preferred methods of study. Robust policies are in place to ensure the fair treatment of students.

Module Leaders produce an end-of-year report that includes completion rates, achievement levels and student satisfaction.

Programme Leaders produce an end-of-year report that includes completion rates and achievement levels.

27.8 Reports do not include measures of student satisfaction and progression to further study or employment.

Leaders produce a three-year summary of student achievement and outcomes across the various courses offered. This analysis is not consistently included in individual programme reports or in the institutional reports, however.

27.10 General performance reports do not include an analysis of staff performance, including research and other forms of scholarship.

Regular review of BU's academic programmes involves External Examiners. External Examiners' reports provide an adequate overview of the standard of programmes at the end of every year. BU's process for reviewing programmes every three years specifies that either an external or internal subject expert will be involved in the review.

The Academic Board ensures that there is an effective consideration of programme reports. The Academic Board agrees the actions to be taken by Programme Leaders and monitors progress with the action plan at its subsequent meetings. These arrangements help leaders to enhance the quality of provision over time.

28.	The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision	
28.1	Good practice is effectively identified and disseminated across the institution.	☒ Yes ☐ No
28.2	End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☒ Yes ☐ No

28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes ☐ No

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

Comments

Quality assurance and enhancement policies reflect good practice. Programme reports to the Academic Board and the institutional review together identify areas of good practice and disseminate these across the organisation.

End-of-session reports considered by the Academic Board include analysis of challenges and main achievements during the year and recommendations for improvement. On the recommendation by the Academic Board, enhancements are applied to programmes to improve the quality of provision.

Action plans for enhancement are implemented at module, programme or institutional level, as appropriate, and are reviewed regularly by the Executive Committee or the Academic Board.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No ☐ NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA

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

Comments

Staff have relevant experience and skills in online learning. They are able to present lectures, upload materials, assess student work and provide feedback online. Academic support staff are effective in managing the online learning environment and provide prompt assistance where required.

Academic staff receive relevant training from the Chief Academic Officer and the Deputy Deans on how to use online learning systems and how to implement effective online learning. Lecturers have a sufficient understanding of the demands of online learning. They are able to communicate effectively online, respond to students' queries and complete marking and feedback online.

Students are clear about the required level of digital literacy needed in order to access their learning online. The Institution provides students with appropriate written and video guidance on how to study online and how to access and use online learning systems and platforms. Guidance and training provided during induction and on request throughout the programme ensure that students know how to study effectively.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The Executive Committee is proactive in utilising external expertise to guide its approach to academic oversight.
Leaders have implemented a range of comprehensive policies and procedures to ensure that all staff and stakeholders are clear about their roles and responsibilities.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The Learning Management System (LMS) provides an accessible and effective administrative system for organising student records.

Actions required	Priority H/M/L
6.7 Leaders must implement a clearly documented and transparent appraisal system for teaching staff.	☐ High ☒ Medium ☐ Low
8.2 The English language requirements for entry to all programmes must be clearly stipulated.	☐ High ☒ Medium ☐ Low
8.6 Leaders must ensure that all students receive a proper initial assessment to confirm their capability and language ability to complete the programme on which they are enrolling.	☐ High ☒ Medium ☐ Low
10.1 Publicity materials must be updated to provide prospective students with clear and accurate details of the mode of delivery.	☒ High ☐ Medium ☐ Low
10.3 Effective procedures to update information to ensure its relevance and accuracy must be implemented.	☒ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students are encouraged to take ownership of their learning and development, which supports them to be self-directed learners.
The Institution provides flexible, online study options that meet the needs of students and allow them to succeed.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The Institution's IT support is highly responsive in resolving students' queries.

Actions required	Priority H/M/L
14.1 Leaders must ensure that there are appropriate staff members responsible for student welfare who can provide advice and counselling.	☐ High ☒ Medium ☐ Low

15.5 Students must have access to appropriate advice and guidance on careers and further study.	☐ High ☒ Medium ☐ Low
15.6 The complaints policy must include an external adjudicator.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students have reliable access to the online LMS, which provides a secure connection to the flexible study resources.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The Executive Committee and Academic Board provide effective oversight of existing quality assurance mechanisms to enhance the quality of provision over time.

Actions required	**Priority H/M/L**
26.2 An appropriate formal student representation mechanism must be introduced to obtain student feedback.	☐ High ☒ Medium ☐ Low
27.8 Programme Leaders' reports must include an analysis of year-on-year results on student satisfaction and progression to further study or employment.	☐ High ☒ Medium ☐ Low
27.10 General performance reports must include an analysis of year-on-year data on staff performance, including research and other forms of scholarship.	☐ High ☒ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Academic support staff are effective in managing the online learning environment and provide prompt assistance where required.

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

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should consider providing students with more advanced notice of the timetables for live lectures and seminars. It is recommended that students are routinely interviewed as part of the application process for doctoral programmes. It is recommended that students have access to a greater range of opportunities to participate in live lectures in order to promote interaction with other students. Leaders should develop and disseminate widely a detailed policy and procedure for students to claim mitigating circumstances. Leaders should use analysis of student outcomes and performance data over time to highlight any significant variations in achievement rates, as part of BU's reporting process.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Steve Ingle	Lead Inspector