Quality and Standards Review for Providers Applying to Register with the Office for Students

International Business College Manchester Limited

Review Report

February 2022

Contents

Summary of findings and reasons

Ref	Core practice	Outcome	Confidence	Summary of reasons
S1	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	High	From the evidence seen, the team considers that the standards set and maintained for the College's courses are in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. The team also considers that standards described in the approved programme documentation are set at levels that are consistent with these sector-recognised standards and the College's academic regulations and policies should ensure that standards can be maintained at the relevant levels of the FHEQ. Although the College is small, the team concluded that its assessment and IQA processes, overseen by the Academic Board, would accommodate the larger number of students it intends to recruit across the range of courses it offers. The team considers that, based on the evidence scrutinised, the standards achieved by the College's students are in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. The team considers that staff fully understand the College's approach to maintaining these standards and that the evidence seen demonstrates they are committed to implementing the College's approach. Assessed student work and assessment board minutes demonstrate that credit and qualifications are awarded only where the relevant threshold standards have been met. Therefore, based on its scrutiny of the evidence provided, the assessment team concludes that this Core practice is met.

S2	The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	High	Based on the evidence presented, the assessment team determined that the standards set for students to achieve beyond the threshold on the College's courses are reasonably comparable with those set by other UK providers. The team considered that the standards described in the approved programme documentation and in the College's IQA processes should ensure that such standards are maintained appropriately despite the fact that the College's Assessment and IQA Strategy does not make any reference to this. Staff understand their responsibilities for the maintenance of academic standards, and the requirements of the awarding organisations with which they work. Students stated that they understand what is required to reach standards beyond the threshold. Therefore, the team concludes, based on the evidence, that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and this Core practice is met.
S3	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Met	High	The College has in place effective arrangements to ensure that the standards of awards delivered on behalf of its awarding organisations are credible and secure. Its policies for the management of its relationships with awarding organisations are clear and comprehensive. Though these documents are not specifically directed at working in partnership, they ensure that the academic standards can be maintained and are credible and secure. Partnership agreements are clear and comprehensive, and the team was able to confirm that they are up to date. External examiner and external verifier reports from the respective awarding organisations and assessed student work confirm that the standards of awards delivered in partnership are

				credible and secure. Staff understand their respective responsibilities for academic standards and were able to articulate how they work to secure standards in practice. The assessment team concludes, therefore, that the Core practice is met.
S4	The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Met	High	The College uses external expertise, assessment and classification processes that are reliable, fair and transparent. This is because it has a clear and comprehensive strategy for assessment and quality assurance that includes the use of external expertise in maintaining academic standards as well as for assessment and classification. This strategy also details processes that are reliable, fair and transparent. External examiners' and verifiers' reports confirm the use of external expertise and confirm that the College gives their expertise due consideration. Assessed student work confirms assessment and classification are carried out in line with the College's and the awarding organisations' requirements and staff understand the requirements for the use of external expertise, and the College's assessment and classification processes. Students view assessment and classification processes as being fair. The assessment team concludes, therefore, that the Core practice is met.
Q1	The provider has a reliable, fair and inclusive admissions system.	Not met	High	The College does not have a reliable, fair, and inclusive admissions system. This is because, while its policies are inclusive and made available to prospective students through agents and the College website, there is insufficient information for staff and students on the implementation of some aspects of the admissions process. This is particularly the case for the application of RPL and the involvement of recruitment agents. There is also a factual error relating to an incorrect

				understanding of the role that the OIA might play in appeals over the process. The College's plans do not clearly allow for the recording of admissions decisions or track how students who are not accepted might be informed of such decisions. No such rejections have occurred during the last two academic years; however, admissions records cannot demonstrate that those accepted onto courses had their academic qualifications verified by the College prior to being accepted, or that RPL applications were processed formally and reliably where an applicant did not possess such qualifications. The assessment team could not, therefore, confirm the integrity of the process. The assessment team also considers that staff roles are not clearly defined in the admissions process, or its appeals process, and that senior staff demonstrated a lack of understanding that mirrored many of the above issues relating to RPL, working with recruitment agents and which roles take responsibility for making admissions decisions. The assessment team concludes, therefore, that the Core practice is not met.
Q2	The provider designs and/or delivers high-quality courses.	Met	High	The College has limited responsibility for the design of courses but delivers high-quality courses. This is because it has a clear approach to the delivery of high-quality courses set out in its Learning and Teaching Strategy and Assessment and IQA Strategy documents. These are supported by appropriate templates and other plans that ensure a consistency of approach from academic staff that is credible and safeguards for the storage of course materials that ensure that they are robust. Programme specifications indicate that the teaching, learning and assessment design enable students to meet and demonstrate the intended learning

					outcome. External examiner or verifier reports and information from third parties confirm that the courses concerned are high quality and students tend to regard their courses as being of high quality. The team's assessment of the quality of courses through their own observations established that there is good planning and organisation, clarity in the objectives for sessions, good delivery, appropriate content, effective use of resources and student engagement. Academic staff are able to articulate what 'high quality' means in the context of the College, and to show how the provision meets that definition. The assessment team concludes, therefore, that the Core practice is met.
Q3	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Met	High		The College has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. This is because its Staff Recruitment and Development Policy for the recruitment, appointment, induction, and support for staff provides for a sufficient number of appropriately qualified and skilled staff. Its plans for the recruitment, appointment, induction, and support of staff are credible and robust because they are used in practice and staff who met the team confirmed that they have been recruited, appointed, inducted, and supported according to the above policy and plans. Reports from awarding organisations confirm their satisfaction with staffing, and students confirm that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. Observations of teaching and learning indicate that teaching staff are appropriately qualified and skilled and evidence regarding staffing structures confirms that there are sufficient staff given the size of the College. The assessment team concludes, therefore, that the

				Core practice is met.
Q4	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Not met	High	The College does not have sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. While the College's classrooms are sufficient and well-equipped, its VLE is not well maintained or actively used by staff, particularly for its students who are studying at distance. There are no library resources beyond those that students are directed towards that are provided by either Pearson for its Higher National courses or Manchester Central Library, or the resources that are created or sourced by staff individually and emailed to students. While the College's service level agreement refers to the provision of some student support services there is no further detail, or information available to students, regarding what these are or how to access them.

The College does not have a credible strategy or other approach to the provision of facilities, learning resources and student support services that is linked to the delivery of successful academic and professional outcomes for students. Its strategic plan does not detail the areas where investment or expenditure is required or where investment has taken place and the College does not monitor or analyse its provision in a way that allows it to identify areas for enhancement except for new markets or courses that it has identified. The Pearson external examiner has raised concerns regarding library resources for students that support the findings of the assessment team. While students were complimentary about the support provided by staff, they also confirmed the assessment team's evaluation of library resources and also commented that there was no |

					space for self-study on the premises. The assessment team concludes, therefore, that this Core practice is not met.
Q5	The provider actively engages students, individually and collectively, in the quality of their educational experience.	Met	High		The College actively engages students, individually and collectively, in the quality of their educational experience. This is because, although there is no single student engagement strategy, the College does have an approach that involves appropriate student collective engagement through representation on the Academic Board and individual engagement through surveys and tutorials. The College's plans are robust because they will be able to be adapted to increased student numbers and, indeed, will likely work more productively under such circumstances with surveys and questionnaires being more viable and the Student Forum being sustainable. The assessment team was able to identify examples of the College changing and improving students' learning experience as a result of student engagement. Students report that the College engages them in the quality of their educational experience. The assessment team concludes, therefore, that the Core practice is met.
Q6	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.	Met	High		The College has fair and transparent procedures for handling complaints and appeals which are accessible to all students. This is because it has policies and procedures for handling complaints and appeals that are definitive, fair and transparent, and should deliver timely outcomes. The plans in place to manage complaints and appeals procedures are robust and credible with forms that are clear and appropriate for the purpose. Students do not raise any serious concerns about the fairness, transparency or accessibility of the procedures, or their application, and information about procedures for

				handling complaints and appeals is easily accessible to students because students can find and understand those procedures quickly and easily. The assessment team concludes, therefore, that the Core practice is met.
Q8	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.	Met	High	The College works in partnership with other organisations and has in place effective arrangements to ensure that the academic experience is high quality. This is because it has a clear and comprehensive approach for the management of partnerships with other organisations, to ensure that the academic experience is high quality. Its plans for the management of its partnerships are robust and credible and allow for the consistent provision of relevant information to support external quality assurance processes. Partnership agreements are clear and comprehensive, up-to-date and reflect the College's approach to the management of partnerships. External examiners and verifier reports confirm the quality of the academic experience. Both senior and academic staff understand their responsibilities for quality and students comment favourably on the quality of their experience delivered in partnership with the respective awarding organisation. The assessment team concludes, therefore, that the Core practice is met.
Q9	The provider supports all students to achieve successful academic and professional outcomes.	Not met	High	The College does not support students to achieve successful academic and professional outcomes. The College makes a clear commitment to supporting all students and to inclusivity in its policies. It also has plans in place to assess the individual needs of students during its application and induction processes. Assessed student work demonstrates that students are given comprehensive, helpful and timely feedback and students who met with the team agree that they are

				adequately supported. However, while staff understand their role in providing individualised support to enable student achievement, they do not have opportunities to attend regular CPD that includes any focus on inclusive practice or disability awareness, which undermines the processes to assess individual needs. The use of recruitment agents who are not adequately trained, as detailed under Q1, undermines the consistent application of the assessment of students during the applications process. College processes for supporting students with special learning needs or other protected characteristics are nascent but there are no current plans for their development and the College does not currently possess the skills, for example, to support a student in applying for the Disabled Students' Allowance or to identify whether one of its students might be in need of such support. While the arrangements in place for identifying and monitoring more conventional individual student support needs are appropriate for the current size of the College, there are no plans in place for these to be adapted to accommodate larger numbers or any change in the profile of the student body. There are also no plans in place to address support for students to achieve successful professional outcomes beyond the contextualised content in the courses currently offered. Therefore, the assessment team concludes that this Core practice is not met.

About this report

This is a report detailing the outcomes of the Quality and Standards Review for providers applying to register with the Office for Students (OfS), conducted by QAA in February 2022, for International Business College Manchester.

A Quality and Standards Review (QSR) is a method of assessment QAA uses to provide the OfS with evidence about whether new providers applying to be on the OfS Register meet the Core practices of the UK Quality Code for Higher Education (the Quality Code), based on evidence reviewed by expert assessors. This report is structured to outline the assessment team's decisions about the provider's ability to meet the Core practices through detailing the key pieces of evidence scrutinised and linking that evidence to the judgements made.

The team for this assessment was:

Name: Ms Helen Molton
Institution: The Sheffield College
Role in assessment team: Institutional assessor

Name: Miss Jovana Perzic
Institution: United Kingdom Council for Psychotherapy
Role in assessment team: Institutional assessor

Name: Dr Michal Izak
Institution: The University of Roehampton
Role in assessment team: Institutional and subject assessor

The QAA officer for the assessment was: Mr Damon Lane.

The size and composition of this assessment team is in line with published guidance and, as such, is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with expertise in subject areas relevant to the provider's provision. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the assessment to identify and resolve any possible conflicts of interest.

About International Business College Manchester

International Business College Manchester (the College) is a small provider delivering Pearson Higher National Certificate (HNC) and Diploma (HND) courses in Business, and an Institute of Leadership and Management (ILM) Diploma course, in the city centre of Manchester and online. The College also offers HNDs in Mechanical Engineering, and Electrical and Electronic Engineering, as well as Scottish Qualifications Authority (SQA) Advanced Certificates and Diplomas in Petroleum Engineering, all of which have seen students enrolled in at least one academic year since 2018. Only the HNC Business with two students (online), HND Business with three students (on site) and ILM Diploma with two students (online) were running at the time of the assessment visit. However, the College still intends to recruit students to the other courses. It also delivers an International Foundation

Diploma (IFD) course which is not in the scope of this assessment as the students progress to Level 4 courses at other providers of higher education.

The College was formed in 2011 and shares its premises and facilities and some staffing with Berlitz Manchester, a language school. It has a Board of Governors as its governing body. This is supported by an Academic Board and an Executive Committee to take responsibility for decision making in academic and operational matters respectively. The College has a small team of core staff. In addition to the Managing Director, this consists of a Principal who also works for the language school, a receptionist who is employed by the language school, a full-time programme leader for the IFD course and a part-time tutor who teaches on the higher education provision. The College also employs an Academic and Quality Manager on a freelance basis who also teaches at the College. The College has a service agreement with the language school for a range of general administration and other services as detailed in the report.

How the assessment was conducted

The assessment was conducted according to the process set out in Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers (March 2019).

When undertaking a QSR all 13 of the Core practices are considered by the assessment team. However, for this assessment it was clear that the College does not offer a research degree programme. Therefore, the assessment team did not consider Q7 (where the provider offers research degrees, it delivers these in appropriate and supportive research environments).

To form its judgements about the College's ability to meet the Core practices, the assessment team considered a range of evidence that was submitted prior to the assessment visit and evidence gathered at the assessment visit itself. [Annex 1] To ensure that the assessment team focused on the principles embedded in the Core practices, and that the evidence considered was assessed in a way that is clear and consistent with all other assessments, the team utilised Annex 4 of the Guidance for Providers to construct this report and detail the key pieces of evidence seen. Annex 4 expects that assessment teams will sample certain types of key evidence using a combination of representative sampling, risk-based sampling and randomised sampling. In this assessment, it was not necessary to utilise a sampling approach for any of the documentary evidence provided; as the College has only eight students, the team was able to assess all relevant evidence available.

Further details of all the evidence the assessment team considered are provided in Annex 1 of this report.

Explanation of findings

S1   The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks

1   To meet this Core practice a provider must ensure that threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks. The threshold standards for its qualifications must be articulated clearly and must be met, or exceeded, through the delivery of the qualification and the assessment of students.

2   The sector-recognised standards that are used in relation to this Core practice are those that apply in England, as defined in paragraph 342 of the OfS regulatory framework. That is, those set out in Table 1, in paragraphs 4.10, 4.12, 4.15, 4.17, 4.18, in paragraphs 6.13-6.18 and in the Table in Annex C, in the version of The Frameworks for Higher Education Qualifications of UK Degree-Awarding organisations (FHEQ) published in October 2014. These sector-recognised standards represent the threshold academic standards for each level of the FHEQ and the minimum volumes of credit typically associated with qualifications at each level.

3   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers (March 2019).

4   Some of the key pieces of evidence, outlined in Annex 4, were not considered by the assessment team. These pieces of evidence and the reason why they were not considered during this assessment are outlined below:

5   The team was unable to scrutinise third party endorsements because there are no relevant endorsements for the courses offered by the College.

What the evidence shows

6   The assessment team's analysis of the evidence led to the following observations.

7   The College offers courses from three awarding organisations. HNC and HNDs in Business, Mechanical Engineering, and Electrical and Electronic Engineering from Pearson, an Institute of Leadership and Management (ILM) Level 5 Diploma course, and Advanced Certificates and Diplomas in Petroleum Engineering awarded by the Scottish Qualifications Authority. The College is responsible for ensuring sector-recognised standards are maintained which it plans to assure through its Assessment and Internal Quality Assurance (IQA) Strategy. [008] This document sets out how the College manages its teaching, assessment planning, marking and moderation as well as making a commitment to accommodate the requirements of its awarding organisations. It defines the roles of staff who are involved in marking and internal quality assurance (IQA) including that of the Academic and Quality Manager who is assigned the responsibility for the monitoring of programmes to ensure they meet the requirements of awarding organisations. The Assessment and IQA Strategy makes clear reference to the FHEQ in maintaining threshold academic standards and refers the reader to the College's Learning & Teaching Strategy [032] which also identifies the FHEQ as the relevant document that defines the sector-recognised standards for the courses offered. The Terms of Reference of the Academic Board that are detailed in the Governance Handbook [002] confirm that the Board has responsibility for ensuring the College meets the standards set by external regulatory

frameworks. The assessment team agreed that these arrangements would remain appropriate for the College should it recruit larger numbers of students to all of the courses that it plans to offer.

8   The Assessment and Internal Quality Assurance (IQA) Strategy [008] also sets out the stages of the process by which the College will conduct assessments and its IQA activities, which include the standardisation of assessments tasks before their release to students, marking, the sampling of assessment marking for moderation processes, and brief details regarding the role of assessment boards and external examiner and verification processes. Although brief, this information is consistent with the requirements of the awarding organisations with which the College works, as set out in documents such as Pearson's guide to Quality Assurance and Assessment [006] and ILM's Quality Assurance Requirements. [007] The assessment team concluded that these policies provide clear and comprehensive academic regulations to ensure the maintenance of academic standards at the relevant threshold level because they clearly identify the relevant standards and the IQA process by which the College will ensure these are maintained.

9   Programme specifications, [015, 016, 147] which have been derived from those authored by the awarding organisation, provide clear information on the structure of courses, assessment methods, and requirements for awards. The College makes use of standardised documents to record approved programme and module/unit information about intended aims and learning outcomes and the approach to assessment which form the basis for the delivery of programmes and ensure that staff and students have a shared understanding of the threshold standards that apply. The approved course documentation seen by the assessment team clearly and correctly sets out the programme titles and final awards for the courses and makes appropriate reference to the FHEQ in confirming the reference points for the standards of the course. The learning outcomes and essential content detailed in individual course units was judged by the assessment team to be appropriate to the levels of the courses. The design of the courses within the frameworks set by the relevant awarding organisation provides for students to achieve the required number of credits through clearly described combinations of mandatory and optional units. The approved course documentation was judged to be consistent with the relevant national qualifications' frameworks. The team concluded, therefore, that the threshold standards described in definitive course documentation are consistent with the sector-recognised standards.

10   External examiners' reports for Pearson courses [022, 075] and external verifiers' reports for ILM [069, 071, 072] and SQA [076] courses confirm their satisfaction with the management of academic standards. The templates used by the awarding organisations do not require external examiners or external verifiers to confirm that standards at the College are consistent with the relevant national qualifications' framework and most of the comments were process orientated. However, assessed student work was inspected and referred to in these reports and where student work was seen external examiners and verifiers were satisfied with standards as they were applied by the College. The arrangements between the College and awarding organisations captured in initial approval documentation [061 - 063] demonstrate that the underlying basis for the maintenance of threshold standards of awards is sound because they confirm that the College understands its responsibilities with regard to the requirements a student must achieve in order to be awarded the qualification offered. Notes from the College's assessment standardisation meetings [081; 082; 083] demonstrate that staff follow the College's IQA processes to ensure that assessment tasks are appropriate to the level and that they assess all the required learning outcomes. Communication and feedback from the verifiers and external examiners from the awarding organisations with which the College works are noted and incorporated into these discussions.

11   The team's examination of assessed student work from the 2020-21 and 2021-22

academic years [193-198, 200, 203, 208-227] established that the grades awarded were appropriate and that credit and qualifications would, therefore, only be awarded where the relevant threshold standards have been met. Assessment tasks are appropriate to the level, and assessor records and feedback sheets include general comments from markers and specific comments against individual criteria to ensure that all learning outcomes are addressed in accordance with the template used. The team noted that feedback was provided on both subject content as well as the standards of academic writing and referencing. The assessment team considered that the marking seen is consistent with the relevant threshold levels as described in the FHEQ. Minutes from assessment boards from May [154b] and September [153] 2019 and August 2021 [014] demonstrate that qualifications are awarded only where the required credits described in approved course documentation have been achieved.

12   In their meetings with the team, academic staff [M2] were able to articulate their understanding of their role in the College's approach to ensuring that standards are maintained, and they were able to describe the relevant assessment standardisation and moderation processes that are used to ensure the integrity of the credit and qualifications awarded.

Conclusions

13   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

14   From the evidence seen, the team considers that the standards set and maintained for the College's courses are in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. The team also considers that standards described in the approved programme documentation are set at levels that are consistent with these sector-recognised standards and the College's academic regulations and policies should ensure that standards can be maintained at the relevant levels of the FHEQ. Although the College is small, the team concluded that its assessment and IQA processes, overseen by the Academic Board, would accommodate the larger number of students it intends to recruit across the range of courses it offers.

15   The team considers that, based on the evidence scrutinised, the standards achieved by the College's students are in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. The team considers that staff fully understand the College's approach to maintaining these standards and that the evidence seen demonstrates they are committed to implementing the College's approach. Assessed student work and assessment board minutes demonstrate that credit and qualifications are awarded only where the relevant threshold standards have been met. Therefore, based on its scrutiny of the evidence provided, the assessment team concludes that this Core practice is met.

16   The evidence underpinning this judgement reflects all evidence described in the QSR evidence matrix, except for third party endorsements. The team therefore has a high degree of confidence in this judgement.

S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK Colleges

17   This Core practice expects that the College ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK Colleges.

18   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

19   Some of the key pieces of evidence, outlined in Annex 4, were not considered by the assessment team. These pieces of evidence and the reason why they were not considered during this assessment are outlined below:

20   The team was unable to test how other organisations regard threshold standards and award procedures since no third party endorsements were available.

What the evidence shows

21   The assessment team's analysis of the evidence led to the following observations.

22   Pearson, SQA and ILM qualifications are designed to allow students to achieve beyond the threshold level. This is evident in the College's approved course documentation seen by the team, [015, 016, 147] which has been derived from those authored by the awarding organisations and take account of the approaches of those organisations in their requirements to make awards with classifications of merit and distinction that are beyond the threshold. [005, 006, 007, 017]

23   The College's Assessment and IQA Strategy [008] does not make any reference to how the College supports the setting and maintenance of academic standards beyond the threshold level. However, the College's templates for its assessment briefs and assessment checklists do include this information. Assessment brief forms [089-093] are used by the College to detail individual assignments as designed by the Unit Tutor. They must include the learning outcomes from the approved course documentation and details of the assessment task with information regarding how each might be met at all grades awarded above the threshold mapped against each learning outcome. These documents are internally verified for IQA purposes by the Academic and Quality Manager making use of Unit Assessment Checklists. [094-097] The Unit Assessment Checklist requires the internal verifier to confirm that the assessment is set at the correct level, that it provides students with the opportunity to cover all the learning outcomes and that there is appropriate opportunity for students to meet the higher grades through the tasks set. The Assessment and IQA Strategy does make clear that the Academic Board has responsibility for monitoring assessment and IQA activities. The assessment team found that the requirements for students to achieve beyond the threshold level on the College's courses are reasonably comparable with those set by other UK providers, with tasks that are sufficiently challenging and based on real world practical scenarios. These tasks will enable students to demonstrate their level of understanding and ability to apply the knowledge and skills appropriate to the level of the course.

24   The team concluded, therefore, that the College's processes for the setting and maintenance of academic standards beyond the threshold level that are reasonably

comparable with those achieved in other UK providers are clear and comprehensive. This is because the College's assessment forms and internal checklist are used in combination to give due consideration to setting standards that are described in the definitive course documentation. These plans are credible because the College applies the grading scheme for the relevant awarding organisation in its internal processes.

25   External examiners' reports for Pearson courses [022, 075] and external verifiers' reports for ILM [069, 071, 072] and SQA [076] courses confirm their satisfaction with the management of academic standards. The templates used by the awarding organisations do not require external examiners or external verifiers to comment specifically on the standards achieved beyond the threshold at the College. However, assessed student work was inspected and referred to in these reports and satisfaction was expressed with the grades awarded beyond the threshold.

26   The team's examination of assessed student work from the 2020-21 and 2021-22 academic years [193-198, 200, 203, 208-227] included a mixture of assignments graded at the threshold and above threshold, which were awarded only where the relevant standards had been met. Where students had only met threshold criteria, there was evidence of staff providing feedback to students on how to improve and achieve above threshold standards. Students who met the team [M4] commented that they understood what is required to reach merit and distinction grades in the assessments through the information provided in the assessment briefs and through discussing of these with their tutors.

27   Academic staff [M2] were able to articulate their understanding of their role in the College's approach to maintaining standards. They were able to describe how assessment tasks are designed to allow students to achieve higher grades, for example in the use of relevant case studies, and their role in internal standardisation processes that address this aspect of assessment design.

Conclusions

28   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

29   Based on the evidence presented, the assessment team determined that the standards set for students to achieve beyond the threshold on the College's courses are reasonably comparable with those set by other UK providers. The team considered that the standards described in the approved programme documentation and in the College's IQA processes should ensure that such standards are maintained appropriately despite the fact that the College's Assessment and IQA Strategy does not make any reference to this. Staff understand their responsibilities for the maintenance of academic standards, and the requirements of the awarding organisations with which they work. Students stated that they understand what is required to reach standards beyond the threshold. Therefore, the team concludes, based on the evidence described above, that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and this Core practice is met.

30   The evidence underpinning this judgement reflects all evidence described in the QSR evidence matrix, except for third party endorsements. Although the College's

Assessment and IQA Strategy does not make any reference to how the College supports the setting and maintenance of academic standards beyond the threshold level, the team was satisfied that, as this was evidenced in a range of other documents, it has a high degree of confidence in this judgement.

S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them

31   This Core practice expects that where a College works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

32   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

33   The assessment team's analysis of the evidence led to the following observations.

34   The College works with three awarding organisations, Pearson, ILM, and the SQA, and is approved to deliver the courses referred to on page 10 of this report. As a delivery partner the College is responsible for maintaining the academic standards set by the relevant awarding organisation as well as the sector-recognised standards appropriate to the level of the award. The responsibilities checklist which applies to all Pearson delivery centres specifies the responsibilities of the provider for the maintenance of academic standards. In addition, the College submitted responsibilities checklists for its relationships with ILM [058] and the SQA [059] which provide the equivalent information regarding these awarding organisations.

35   The College does not have a single overarching policy that addresses the management of its relationships with other organisations to maintain academic standards. The New Admissions Policy [025] describes how the College manages its devolved responsibilities for the recruitment of students, and the Assessment and IQA Strategy [008] details how the College will work with its awarding organisations for all other activities related to the maintenance of standards. These include the teaching of students, the setting, marking and moderation of assessments, and the use of external examiners and external verifiers.

36   The Assessment and IQA Strategy [008] sets out that the College's Academic Board is responsible for the oversight of all requirements relating to academic standards, including accountability for assessment and IQA activities, and external quality assurance monitoring processes, and that assessment boards are responsible for the confirmation of results. It also identifies staffing roles that are responsible for the implementation of relevant processes. For example, the Academic and Quality Manager is responsible for liaising with awarding organisations and reporting to the Academic Board regarding the monitoring of standards on programmes, while programme leads are responsible for ensuring that records of assessment and IQA processes are retained for inspection by external examiners or external verifiers. Processes are detailed for the College working to the requirements of its awarding organisations in the maintenance of standards. For example, an assessment design process is detailed which conforms with all three organisations' requirements for this to be the responsibility of the College. But, in doing so, the Strategy makes clear that assessments must address the learning outcomes that are the responsibility of the awarding organisations to provide in their course design documentation.

37   The Assessment and IQA Strategy [008] also details how the College will respond

to comments from external examiners and external verifiers to ensure that these are disseminated to all relevant staff and any actions are tracked through to completion by the Academic Board. The terms of reference for the Academic Board [002] confirm the above, and minutes from meetings [052, 079, 189] demonstrate that these processes are being followed. The assessment team concluded, overall, that the College has policies and plans that are clear, comprehensive, and credible for the management of its relationships with awarding organisations, to ensure that the standards of awards delivered on behalf of those organisations are credible and secure.

38   Centre approval documents and agreements from the SQA, [061-063] ILM, [064] and Pearson [065-066b] are clear, comprehensive and reflect the College's approach to the management of its relationships with awarding organisations. The most up-to-date confirmation of approved courses are now managed online between centres and awarding organisations. The assessment team was able to confirm that these arrangements are current during the visit. All three awarding organisations with which the College works require delivery centres to engage with an annual programme review process to provide ongoing assurance that the requirements of their respective awards are being met. Annual monitoring visits are undertaken with subsequent reports produced which demonstrate that the College meets their requirements. External examiner reports for Pearson courses [022, 075] and external verifiers' reports for ILM [069, 071, 072] and SQA [076] confirm that the standards of awards delivered in partnership are credible and that assessment boards are conducted appropriately and comment favourably on the way the College's staff engage with the process and respond to feedback.

39   The assessment team's examination of assessed student work from the 202021 and 2021-22 academic years [193-198, 200, 203, 208-227] confirmed that the standards of awards delivered on behalf of the three awarding organisations are credible and secure (as detailed above under S1 and S2). The assessment team concluded that this confirms the effectiveness of the underpinning arrangements.

40   Academic staff [M2] were able to articulate their understanding of their responsibilities for academic standards and working with awarding organisations. Those who met the team were able to explain how processes worked in practice and individual staff members were able to highlight their specific responsibilities within these processes in line with those described in the College's policies.

Conclusions

41   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

42   The College has in place effective arrangements to ensure that the standards of awards delivered on behalf of its awarding organisations are credible and secure. Its policies for the management of its relationships with awarding organisations are clear and comprehensive. Though these documents are not specifically directed at working in partnership, they ensure that the academic standards can be maintained and are credible and secure. Partnership agreements are clear and comprehensive, and the team was able to confirm that they are up to date. External examiner and external verifier reports from the respective awarding organisations and assessed student work confirm that the standards of awards delivered in partnership are credible and secure. Staff understand their respective

responsibilities for academic standards and were able to articulate how they work to secure standards in practice. The assessment team concludes, therefore, that the Core practice is met.

43   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix, except for third party endorsements and meetings with staff from the awarding organisations. The assessment team therefore has a high degree of confidence in this judgement.

S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent

44   This Core practice expects that the College uses external expertise, assessment and classification processes that are reliable, fair and transparent.

45   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

46   The assessment team's analysis of the evidence led to the following observations.

47   The College's use of external expertise is largely limited to the use of external examiners and external verifiers, appointed by the three awarding organisations (Pearson, ILM and SQA), and their reports. There are no policies or processes within the evidence submitted to the QSR process that require the use of independent external expertise other than where reference is made to the oversight of these organisations. For example, the College does not undertake any course design activities, as a delivery partner for courses that have been authored by other organisations. The only exception to this is the Governance Handbook [002] which details the function and membership of the Board of Governors which does stipulate that the Board should have at least one external member who is independent of the College. It further requires that at least one independent member shall be a person who has experience in the provision of higher education.

48   Senior staff [M1] confirmed that an external chair has been appointed to the Board and explained that the College considers it has access to further external advice as a member of Independent Higher Education (IHE), a membership organisation and national representative body for independent providers of higher education. The College stated that IHE provides advice and training on a range of areas to its members, and staff explained that the College has made use of this to develop and grow, although there was acknowledgment that the College is at the beginning of this process.

49   The College's policies are clear about the use of external examiners and verifiers from its awarding organisations in the maintenance of academic standards. The Academic Board's terms of reference in the Governance Handbook [002] make clear that it is responsible for receiving and considering responses to external examiners' reports. This is confirmed in the Assessment and IQA Strategy [008] which also gives a more extensive assurance that in assessment verification processes all requests made from external quality assurance bodies will be accommodated. The College submitted an action plan [023] that was created in response to the most recent Pearson external examiner report received by the College from May 2021. [022] This report demanded no essential actions from the College; however, there were some recommendations such as to establish a formal process for collecting and responding to learner feedback for when numbers of students grow and to make some amendments to an assignment brief to ensure that it provides clear opportunity for students to address the distinction criteria in the unit. Actions relating to these examples of recommendations included the development of module feedback forms and surveys for all students and revisions to assignment briefs to ensure that all higher grade criteria are embedded more clearly. Minutes from the October 2021 meetings of the Academic Board [052] and Executive Committee [053] show that these issues were discussed and appear to have moved forward, although there was no specific reference made to the action plan cited above. [023] However, the team agreed that this demonstrates that the College does make use of the external expertise provided through external examiners and verifiers and that this

approach for using external expertise in maintaining academic standards is, therefore, credible.

50   External examiners' reports for Pearson courses [022, 075] and external verifiers' reports for ILM [069, 071, 072] and SQA [076] courses confirm their satisfaction with the management of academic standards. Comments that address the College's processes confirm that the College and its staff understand the use of external expertise and that the College gives their reports due consideration.

51   The College's approach to its use of assessment and classification processes is detailed in its Assessment and IQA Strategy. [008] This document makes clear that its approach to assessment is determined by the requirements of its awarding organisations. However, it does set out the institutional oversight arrangements for assessment using assessment boards overseen by the Academic Board. There is a clear commitment to ensuring that the approach to providing each individual assessment is valid, reliable and does not disadvantage any students and that the assessment procedure is fair and adheres to national standards. It also describes the process for assessment and classification from the design and setting of assessment tasks through to the confirmation of results and the facilitation of external oversight of these arrangements by the relevant awarding organisation. Assessments are designed by course tutors and provided to students using the same assessment brief forms, examples of which were seen by the team. [089-093] These make clear how tasks will be assessed and how grades will be classified. They also require confirmation to be provided that they have been through the College's IQA processes so that students can understand what is expected of each individual assignment and they can see that the design process has been followed.

52   The Assessment and IQA Strategy [008] makes clear that the classification of awards is determined by the relevant awarding organisation and is detailed in the assignment briefs and confirmed by assessment boards. Assignments are graded by the course tutor with this work then being sampled for IQA purposes. Assignment feedback forms, examples of which were also viewed by the team, [056, 208, 219, 22] require signatures where they have also been seen by the internal quality assessor (moderator), so students are able to see the process through which their work has been assessed. The strategy makes provision for the monitoring and support of those with a role in assessing student work. Staff that are new to the role are provided with an induction and copies of all relevant paperwork including the appeals procedure and Equal Opportunities Policy as well as any other relevant organisational policies and staff handbook. Staff engaged in these activities attend regular meetings and standardisation activities, which are also intended to allow for any further training needs to be monitored and assessed by the Academic and Quality Manager. Assessment boards are chaired by a staff member independent to the programmes being discussed and will comply with all requirements of the appropriate awarding organisation. The strategy notes that all results are subject to any required external monitoring processes by the awarding organisation.

53   In practice, because of the size of the College, the evidence provided for many of the above processes demonstrates that they are currently conducted on an individual basis. For example, the team's examination of assessed student work from the 2020-21 and 2021-22 academic years [193-198, 200, 203, 208-227] demonstrated that there is no need to make use of the College's approach to sampling as all work has been graded and also examined by the College's IQA process. Training of staff has been carried out on an individual basis and this activity has been noted in records for academic staff induction. [067] However, the team was satisfied that should student numbers increase, the processes described in the College's Assessment and IQA Strategy [008] and the templates for documents seen should ensure that they are reliable, fair and transparent.

54   The team's examination of assessed student work from the 2020-21 and 2021-22 academic years [193-198, 200, 203, 208-227] confirms that the content of assignments is clearly outlined including deadlines for submission. The team could see that a variety of assessment tools such as presentations or a written report to senior management show that assignment outcomes and related assessment criteria are generally clearly stated, and assessment tasks are matched to the assessment criteria and level. In the team's view this should help to ensure that credit and qualifications will only be awarded where relevant threshold standards have been met. There is clear guidance to students in the assessment briefs on the content and scope of tasks and the grading, supporting the transparency of the assessment process and assessments are appropriate to the level being studied.

55   Academic staff [M2] were able explain how the College's approach to assessment and classification works in practice and how they work with external examiners and respond to their feedback. They acknowledged that their current approach involved working with very small numbers of students but were able to articulate how the processes and templates used would allow them to adapt to working with larger groups without compromising the fairness and transparency of their approach. The team concluded, therefore, that academic staff understand the requirements for the use of external expertise, and the College's assessment and classification processes. Students [M2] view assessment and classification processes as being fair but felt unable to comment further on this as, collectively, they had relatively little experience of receiving grades due to them being at a relatively early stage in their studies.

Conclusions

56   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

57   The College uses external expertise, assessment and classification processes that are reliable, fair and transparent. This is because it has a clear and comprehensive strategy for assessment and quality assurance that includes the use of external expertise in maintaining academic standards as well as for assessment and classification. This strategy also details processes that are reliable, fair and transparent. External examiners' and verifiers' reports confirm the use of external expertise and confirm that the College gives their expertise due consideration. Assessed student work confirms assessment and classification are carried out in line with the College's and the awarding organisations' requirements and staff understand the requirements for the use of external expertise, as well as the College's assessment and classification processes. Students view assessment and classification processes as being fair. The assessment team concludes, therefore, that the Core practice is met.

58   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix, with the exception of records of course design approval, which are the responsibility of the awarding organisations, and third party endorsements, which are not applicable to the courses studied. The team therefore has a high degree of confidence in this judgement.

Q1 The provider has a reliable, fair and inclusive admissions system

59   This Core practice expects that the College has a reliable, fair and inclusive admissions system.

60   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges](#) (March 2019).

What the evidence shows

61   The assessment team's analysis of the evidence led to the following observations.

62   The IBCM New Admissions Policy [025] sets out the College's approach to the recruitment and admission of students and was approved by governors in August 2021. It states the College's commitment to equality of opportunity and provides information about specific topics such as the College's approach to including applicants with criminal convictions, where possible, or with other potential barriers to education, and requirements of those from overseas seeking visas. The policy also details staff roles within the College that hold responsibility for the various stages of the admissions process and refers to the Enquiry Process Flowchart [026] for a more detailed breakdown of each stage of the process from initial enquiry, verification of qualifications and other documentation, an interview, any required assessments including maths and English tests, and the creation of an offer letter to the student.

63   The Admissions Policy [025] and related process flowchart [026] do not clearly identify which staffing role or roles hold responsibility for making academic decisions on whether to accept or reject an applicant. Nor do they describe what happens when an applicant is rejected. It is also the case that certain roles within the College are assigned multiple responsibilities within the admissions process. For example, the policy states that, as well has having responsibility for monitoring the process, the Principal has a role in assessing applications, interviewing, and liaising with Programme Leaders and the Academic Quality Manager to ensure all applicants are placed onto the relevant programme. The Principal is also responsible for discussing options with applicants should a concern arise about their suitability for a course. In addition, this role is also responsible for managing investigations or responses to admissions appeals. While the assessment team acknowledged the limited number of staff available in the College, this approach allows a single individual to be involved in both admissions decisions and any formal appeal or complaint that might result from them. The assessment team conclude that while the College's policy and process appears to be inclusive, it has the potential to be unfair due to the limited or lack of opportunity for an independent review of the process and any decision reached.

64   To track the process of enquiries and applications for each student, the College makes use of its New Student Admissions and Induction Checklist. [037] This itemises the stages in the process with the initials of the staff member used to sign off each stage as it is completed. The form can be used from an initial enquiry onwards to ensure that prospective students are directed towards the website for information about the College and its courses and to ensure that appropriate information is sent out and received from applicants. The form follows the process through to a student's induction and the creation of an individual learning plan. However, as with the policy, the assessment team noted that there was no place in the form for a staff member to record that an applicant had been accepted or rejected and the process lacks any facility to process a rejected applicant. The College

makes use of templates for offer letters [027, 028] which provide appropriate information about the process, should students wish to accept or reject the College's offer. However, these plans are aimed only at supporting students who are accepted onto courses with no template letter or information for applicants who are rejected.

65   In their meetings with the assessment team, staff were unable to explain some aspects of the above admission processes clearly. In the Professional support staff meeting, [M3] the assessment team were referred to the correct process documents and the College's approach to supporting and assessing students was summarised. However, Senior staff [M5] were not able to articulate their approach to apportioning the responsibility for making academic decisions for admissions. They acknowledged that, in consultation with the relevant Programme Leader, the Managing Director was often responsible for making admissions decisions with the Principal or Academic & Quality Manager sometimes doing so. For more difficult decisions that were not clear cut, for example those involving the recognition of prior learning (RPL), Senior staff suggested that admissions decisions resulted from a discussion between them. The assessment team agreed that these answers did not demonstrate a clear understanding of an important part of the admissions process and reflected the fact that the New Admissions Policy [025] does not identify which staff within the College hold responsibility for making academic admissions decisions.

66   The IBCM New Admissions Policy [025] provides applicants with information about complaints and appeals processes and states the grounds upon which an applicant may appeal against an admissions decision and the process that is to be followed. This includes a first stage for informal resolution followed by two formal stages, the second of which is an appeal to the Principal and Managing Director. However, the assessment team noted that this information also included a reference to further right of appeal to the Office of the Independent Adjudicator for Higher Education (OIA). This detail is not correct, as the OIA cannot look at most cases regarding admissions, unless from someone who has already been a student at the College concerned and where it relates to their time as a student. The role of the Principal, referred to above and the incorrect understanding of the role of the OIA, led the team to conclude that the process has the potential to lead to unfair outcomes.

67   The College Recognition of Prior Learning Policy [036] outlines the approach to assessing applicants who wish to use prior learning for admission or exemptions to courses and the staff met by the assessment team confirmed that this policy is in use. [M5] Although the policy does not specifically refer to RPL being used in admissions decisions, it does direct that discussions about this should take place at the time of initial interview to enable students to make a claim, that students be offered advice on the nature and range of evidence considered appropriate, and that they be given guidance and support to make a claim. [036] It also stipulates that the process must be rigorous, reliable, transparent and fair, and subject to the same quality assurance and monitoring standards as any other form of assessment at the College. However, the policy does not detail the process or provide information on how prior learning should be weighted or otherwise considered when assigning any credit or in making any decision as to whether an applicant should be offered a place at the College. The policy does not explain how a student might structure their application for RPL and it does not provide any further information that suggests how previous qualifications or other experience might support such an application and is therefore insufficient in ensuring that consistent and reliable advice is made available by staff to students. The College does not have any process that monitors the use of RPL within its admissions system to ensure that it will be implemented in a reliable and fair manner. While the RPL policy is applicable during the admissions process, neither the Admissions Policy [025] nor associated flowchart [026] include reference to the RPL process to guide staff and students in its use and application which contributes to a lack of transparency and fairness in the process.

68	The assessment team sought further information on whether any further resources or tools were used by staff to support RPL applications being made, and decisions recorded and were directed to the Initial Assessment (IA) form used in the admissions process. [262] Senior staff [M5] confirmed that the IA form was the principal document used for the consideration of RPL within the admissions process. The assessment team examined IA forms during their scrutiny of admissions records (see below) [174-181] and found it to be a two-page document with sections that ask students for details of any occupational experience, qualifications, or educational experience relevant to the programme. There is also a section for the Programme Leader to detail any relevant information that includes the nature of current employment along with previous experience and education and any other relevant factors. The assessment team considered that the IA form was not fit for the purpose of assessing RPL applications in a rigorous or consistent way as there was insufficient information for staff to use to support students in structuring an application and insufficient guidance for staff on how to assess such applications. There were no records that included evidence of any detailed consideration of RPL even though admissions records included two students [175, 179] without the required qualifications stated in the College's approved course documentation and on its website. One such example was for a student with only Level 2 qualifications being accepted onto HND Business where the stated requirement is for a qualification at Level 3.

69	The assessment team found that, overall, the quality of the information available to applicants varies. Academic entry requirements for courses are set out in the College's approved course documentation [015, 016, 147] and are consistent with the requirements of the relevant awarding organisations published in their course specifications. [006, 017] The above information can be found on the College website, and the Admissions Policy [025] makes clear that potential applicants should be signposted to the College website for information about the College and further information about the course, including academic requirements for entry, as well as having a contact point at the College to provide them with support through the process. The IBCM New Admissions Policy and the College's Recognition of Prior Learning Policy [036] are also available on the College website on a dedicated page for policies and procedures. However, the assessment team's observations about the quality and reliability of the information in the RPL Policy and the inaccurate information about the OIA, both detailed above, led the team to conclude that information available for applicants could not be considered to be transparent, accessible and fit for purpose.

70	The College works with recruitment agents and provided its Agent Code of Conduct [106] at the request of the assessment team, which is the principal document that sets out to 'define the responsibilities and obligations of any Educational Agent representing' the College. The Code of Conduct explains the underlying ethical principles which agents must adhere to, such as integrity and objectivity, as well as a general requirement to act in accordance with law and in the best interests of students. It also explains that agents should represent the College and its courses to enable a prospective student to make a fully informed decision about making an application. The Code of Practice provides no detailed information about how the above should be achieved or how applications should be made, other than to include a minimum requirement that agents should forward offer letters to students within 24 hours of their receipt from the College.

71	In response to the assessment team's request for any materials used by the College in the training for agents, the College provided a Staff Induction Timetable [261] and minutes from a staff meeting [258] with four Business Development Managers (BDMs) and senior College staff from February 2021. The induction timetable appears to be used for all staff including those taking administrative and academic roles at the College. It includes a list of topics covered by the induction which would represent a general introduction to the College, its premises, and its courses. While the Admissions Policy and the Agent Code of

Conduct featured on the timetable, no further detail of the content of the training was available. The minutes from the meeting [258] record that all four BDMs took an active part. The document demonstrates that the sharing of good practice and the development and recording of continuous professional development activities is an aim of such meetings. However, there was little further information to be gleaned by the team from this evidence as the minutes primarily cover information about different markets and their features rather than the recruitment and admissions process.

72   Overall, the Code of Conduct for Agents [106] and the above training documentation provide general rather than specific information for agents on the recruitment of students and is therefore insufficient as a basis for ensuring agents' role in the admissions process is reliable, fair and transparent. This is because the code does not make any specific reference to how agents should represent the College or its courses that would enable a prospective student to make an informed decision about making an application. There is also no reference in the document to how applications should be made or regarding any role that agents might play in ensuring that the College's admissions system is reliable, fair and inclusive, or regarding how the College would be able to ensure this. Although there is reference in the code to the College monitoring its agents and taking action should they not comply with it, including the option of terminating the relationship, it is not specific enough to ensure that agents would understand the need to strictly adhere to all of the College's policies and requirements. For example, there is no detail regarding the complaints process or any mention about appeals against admissions decisions, the identification of specific staffing roles in the relationship between the College and agent, or regarding how an agent should work to ensure inclusivity in its activities within the admissions process.

73   The Code [106] states that the College will monitor the activities of agents but does not detail how this might be conducted or set any indicators by which these activities might be judged. The team met with senior staff [M5] at the College who explained that the College had a Marketing Director, based in Dubai, who tasks their team to make checks on information provided by agents on their websites about the College and that agents are monitored on an informal basis by the Managing Director of the College through weekly online meetings with Business Development Managers. The assessment team concluded, therefore, that the College's approach to working with recruitment agents is not credible or robust because it cannot ensure that they understand and implement the provider's Admissions Policy and process effectively.

74   Due to the size of the student population, the team was able to scrutinise all eight admission records for the past two academic years. [174-181] The assessment team found that all applications made use of a thorough and appropriate application form that allows students to provide personal details including name, contact details, brief information about their highest educational qualification, a personal statement, and references. Records also demonstrate consistent use of the checklist to track the admissions process with staff entering their initials as each stage is completed. [037] The files all included copies of the offer letter and the acceptance letter from the student which makes use of a template provided by the College that is sent with the offer. It was clear that the College's terms and conditions are routinely sent to successful applicants for them to read and sign and that individual learning plans are created for all students. It was also clear that identification documents are checked and recorded. The admissions records do not provide evidence that original qualifications were seen and confirmed by the College during the process with only a result from an International English Language Testing System (IELTS) language test being recorded in one case. [178] It was also the case that the College could not provide records of any unsuccessful applications. The assessment team agreed, therefore, that its examination of admission records did not demonstrate that the College's policies are implemented in practice.

75   The policy and process [025] states that potential applicants are directed to a contact point at the College to provide them with support through the admissions process and students who met the team [M4] perceive the admission process to be fair and were further able to articulate how they were supported through the process by staff. Students described the process as fast and easy.

Conclusions

76   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

77   The College does not have a reliable, fair, and inclusive admissions system. This is because, while its policies are inclusive and made available to prospective students through agents and the College website, there is insufficient information for staff and students on the implementation of some aspects of the admissions process. This is particularly the case for the application of RPL and the involvement of recruitment agents. There is also a factual error relating to an incorrect understanding of the role that the OIA might play in appeals over the process. The College's plans do not clearly allow for the recording of admissions decisions or track how students who are not accepted might be informed of such decisions. No such rejections have occurred during the last two academic years; however, admissions records cannot demonstrate that those accepted onto courses had their academic qualifications verified by the College prior to being accepted, or that RPL applications were processed formally and reliably where an applicant did not possess such qualifications. The assessment team could not, therefore, confirm the integrity of the process.

78   The assessment team also considers that staff roles are not clearly defined in the admissions process, or its appeals process, and that senior staff demonstrated a lack of understanding that mirrored many of the above issues relating to the use of RPL, working with recruitment agents and which roles take responsibility for making admissions decisions. The assessment team concludes, therefore, that the Core practice is not met.

79   The deficiencies referred to above, in key areas of the College's documentation relating particularly to the use of RPL and working with recruitment agents, were replicated in the level of understanding demonstrated by College staff when they met the team. The assessment team, therefore, has a high degree of confidence in this judgement.

Q2 The provider designs and/or delivers high-quality courses

80   This Core practice expects that the College designs and/or delivers high-quality courses.

81   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

82   The assessment team's analysis of the evidence led to the following observations.

83   The College's responsibilities regarding the design of its programmes are limited as the respective awarding organisations design the programmes leaving the College to select appropriate units to deliver within the parameters of the individual course specifications. The College is responsible, however, for ensuring the quality of the delivery of teaching and learning and the design of assessments. To this end it has developed its Learning and Teaching Strategy [032] which aims to cover all aspects of curriculum, lesson planning and lesson delivery. Further information about the College's approach can also be found in the Assessment and IQA Strategy. [008] Both documents set out that the Academic Board is responsible for the College's curriculum and the development of new programmes. This is also confirmed in the terms of reference for the Academic Board in the Governance Handbook. [002] The College does not have a comprehensive internal process for programme design because it plans to deliver programmes that are designed by awarding organisations. Senior staff [M1] explained that the Board takes a strategic approach to what is required in terms of course development and feeds this through to the academic team. They explained that the Academic Board would then take those ideas and establish how the College should organise and implement the specific curriculum. Academic staff [M2] explained that this mostly would involve choices of optional units from the programme chosen to complement the mandatory units prescribed by the individual specification provided by the awarding organisation.

84   The scope of the Learning and Teaching Strategy [032] is to set out how the curriculum is delivered to students. Responsibilities for various aspects of the delivery are assigned to job roles within the College. For example, the Programme Leader is responsible for day-to-day supervision and coordination of the programme and may also be a lecturer on the programme. Lecturers are responsible for preparing schemes of work for the topics they teach and preparing lesson plans for each individual session. Schemes of work are to be provided for each module prior to its delivery, as well as individual plans for each session, and must be approved by the Programme Leader. There are further stipulations regarding lesson planning and teaching practice to ensure the quality of the provision. For example, the strategy stipulates that all resources must be reviewed by the academic team prior to a further cycle of delivery of a module and there are directions that the College's delivery should be accessible for all students and that reasonable adjustments will be made to ensure that no student is disadvantaged or unable to access either physical resources or the teaching itself. The Assessment and IQA Strategy [008] sets out how assessments are built into the above planning with information to be provided to students regarding the assessment methods and dates for assignments. The Strategy also includes information about any examinations to be taken, as well as measures to ensure the standardisation and approval of assessments prior to them being released to students. The assessment team concluded that this approach facilitates the delivery of high-quality courses because it is appropriate to the size of the College and the programmes that it delivers that are designed by awarding organisations. The approach ensures that the College has appropriate

measures in place to meet the requirements of those awarding organisations as well as regular review of course materials which should ensure their currency is maintained.

85   The College has a range of documents that are used to support the delivery of its courses. These include programme handbooks [018] that detail all aspects of the course to students and module schemes of work, [162, 163] which detail the module's learning outcomes mapped to session content, and activities for each week of delivery to ensure that all aspects of the course are addressed. Assignment briefs [019] are used to provide assessment details to students and assessment checklists are employed by staff in the standardisation process to ensure the quality of this aspect of the provision. [094] The latter addresses the quality of assessment design because it requires the internal verifier to address questions such as whether an assessment provides appropriate scenarios or vocational contexts for case studies in addition to confirming that it is of the correct academic standard. The Learning and Teaching Strategy [032] directs that teaching resources are stored within the appropriate course folder on the College's systems which should ensure their resilience against any unplanned changes in the College's provision, such as staff turnover. The assessment team found these plans, in providing appropriate documentation to support the work of the academic team and securing the course resources for the College, to be robust and credible and support the College's policies for delivering high-quality courses.

86   The programme specifications for the College's courses seen by the assessment team [015, 016, 147] have been adapted from those authored by the awarding organisations and other supporting documents [005, 006, 007, 017] making use of a College template. These evidence the appropriate selection of the required core and optional units according to the relevant awarding organisation's requirements and provide confirmation of the College's arrangements for regular review and updating on an annual basis. The assessment team found that they indicate that the teaching, learning and assessment design, which has been primarily designed by the awarding organisation, enables students to meet and demonstrate the intended learning outcomes and the team's assessment is that the content and organisation is of high quality.

87   External examiner reports for Pearson courses [022, 075] and external verifiers' reports for ILM [069, 071, 072] and SQA [076] confirm that the courses provided at the College are high quality. These reports consistently refer to the high levels of support to students provided by academic staff and note their responsiveness to any minor issues or recommendations that have been made regarding their approach, for example in encouraging the independent learning of students. Students who met the assessment team [M4] commented favourably on the quality of their course. They were complimentary about the quality of the teaching and support from academic staff and their responsiveness to any questions, feedback, or issues that they raised.

88   The assessment team undertook two observations of sessions for the HND Business course [O1, O2] to assess whether course delivery is high quality. Because of the small number of on-site students, both sessions were delivered to the same very small cohort studying the Business Law module. The assessment team observed that there was clarity in the session learning outcomes in both observations and evidence of good planning and organisation in that they were set at an appropriate level and aligned to the learning outcomes for the module being taught. The sessions were inclusive, and students were engaged with appropriate activities, content was current and contextualised appropriately and was interactive in that all students in the session actively participated. The assessment team found this evidenced high-quality course delivery.

89   The academic staff who met the team [M2] were able to articulate their understanding of what high quality means in the context of the College's provision. They

explained that the current low student numbers necessitated an approach that focused on high levels of individual engagement that they achieved through understanding their students' interests and, where possible, making use of relevant case studies and other materials that reflected these. Staff were confident that they would be able to adapt their approach, should student numbers grow, pointing to the fact that class sizes would be limited due to the size of rooms used.

Conclusions

90   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

91   The College has limited responsibility for the design of courses but delivers high-quality courses. This is because it has a clear approach to the delivery of high-quality courses set out in its Learning and Teaching Strategy and Assessment and IQA Strategy documents. These are supported by appropriate templates and other plans, which ensure a consistency of approach from academic staff that is credible, and safeguards for the storage of course materials, which ensure they are robust. Programme specifications indicate that the teaching, learning and assessment design enables students to meet and demonstrate the intended learning outcomes. External examiner or verifier reports and information from third parties confirm that the courses concerned are high quality and students tend to regard their courses as being of high quality. The team's assessment of the quality of courses through its own observations established that there is good planning and organisation, clarity in the objectives for sessions, good delivery, appropriate content, effective use of resources and student engagement. Academic staff are able to articulate what 'high quality' means in the context of the College, and to show how the provision meets that definition. The assessment team concludes, therefore, that the Core practice is met.

92   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix. The team therefore has a high degree of confidence in this judgement.

Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience

93   This Core practice expects that the College has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

94   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

95   The assessment team's analysis of the evidence led to the following observations.

96   The IBCM Staff Recruitment and Development Policy [045] details how the College identifies recruits, appoints, inducts, and supports staff through a clear stage-by-stage process of advertising and selecting appropriate candidates through a shortlisting and interview process. For teaching posts, the interview includes a teaching activity that is appropriate to ensure that those applying can demonstrate the skills required. The assessment team found no explicit mention of the checking of qualifications within the process, or an approach to identifying the minimum expectations needed for an academic post within the policy, though the policy does state that staff should be qualified to carry out their duties or working towards an appropriate qualification. The policy also details the College's approach to continuous professional development (CPD) which includes identifying individual development needs with the aim to improve the quality of the learning experience for students. The Staff Recruitment and Development Policy makes no reference to how the College assesses whether it has sufficient staff other than to suggest that the College should recruit staff to meet both current and future needs of IBCM. Senior staff [M1] explained that the planning of staffing recruitment requirements is based around the planning for the College timetable to ensure that the College's needs are met and that it was reviewing whether to introduce a requirement for staff to have an appropriate teaching qualification. Senior staff noted that the awarding organisations with which they work are satisfied with the quality of teaching staff.

97   The College's processes for the recruitment and induction of staff include the use of templates for the person specification and job description for roles that are to be advertised, [049] an application form, [047] and a Staff Induction timetable. [048] The person specification necessitates that consideration is given to the experience, training and qualifications that are required for a vacancy, as well as relevant personal skills and abilities. The document includes a job description that sets out the main duties and responsibilities for the role. Examples of these seen by the assessment team [182-186] confirmed that this template is appropriate for the task. The examples of completed application forms seen [109, 110, 164, 165, 167-170] demonstrate that appropriate information is required of applicants that includes their academic and professional qualifications. The Staff Induction Timetable [048] is a checklist that requires a College staff member to confirm that new staff receive information about the structure of the College as well as its policies and the programmes taught as well as confirming that a meeting is conducted with the employee's line manager which includes the identification of any training or development needs. The template and a recent example of a completed induction form [067] confirmed to the team that this is used appropriately, and this form is also used to confirm that staff members' qualifications are verified by the College in practice even though this stage in the process is not referred to in the policy. The staff handbook [046] provides a source of information for staff and further supports the conclusion that inductions are effective in the information provided including matters related to health and safety and expectations for behaviour and conduct at work.

Overall, the assessment team concluded that the College has appropriate policies and plans for the recruitment, appointment, induction, and support of staff given the context of its operations.

98   The assessment team agreed that the policies are not explicit in detailing how the College ensures that there are sufficient academic staff; however, the approach detailed by senior staff was credible given the small size of the College.

99   The staffing complement is small, and the College confirmed [262] that several individuals occupy multiple roles or combine their role with one at the language school, such as the receptionist. The academic staff consist of four Programme Leaders including those in place for courses that are offered by the College but that are not currently running, and six tutors who work at the College on a fractional basis and are not permanent staff. The team examined job descriptions for academic [183, 184] and professional support staff [185, 186] and the details of staff holding specific posts [164, 166, 167, 171] and found these to be appropriate for the roles as they described sufficient correlation between person specifications, experience and appropriate qualifications. The assessment team was also satisfied with the above and an inspection of the College's staffing organisation chart [003] demonstrates that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. The assessment team found that key responsibilities identified in these documents correlate with the information about responsibilities in the College's strategy documents, such as the Learning and Teaching Strategy [032] which supports the conclusion that the College's staffing structure is appropriate.

100   Reports from the external examiners and external verifiers for Pearson courses, [022, 075] ILM [069, 071, 072] and the SQA [076] confirm their satisfaction with the academic staff. These reports have noted that there has been some turnover in academic staff over time, but that new staff have been appropriately supported when this has occurred. Staff met by the assessment team [M2, M3] were able to confirm that they have been recruited, appointed, inducted and supported according to the provider's regulations or policies. Staff expressed confidence that they could access support from the College regarding any CPD needs that they identified and pointed to examples, including events organised by one of the College's awarding organisations, that they had attended within the last year that evidenced this.

101   Students who met the team [M4] were satisfied that the College has sufficient staff and consider that teaching staff are knowledgeable and skilled. They were particularly complimentary about the support they received from teaching staff and the accessibility of senior staff. The team's observations of teaching and learning [O1, O2] indicate that teaching staff are appropriately qualified and skilled to teach at Levels 4 and 5, as noted under Q2.

Conclusions

102   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

103   The College has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. This is because its Staff Recruitment and Development Policy for the recruitment, appointment, induction, and support for staff provide for a sufficient

number of appropriately qualified and skilled staff. Its plans for the recruitment, appointment, induction, and support of staff are credible and robust because they are used in practice and staff who met the team confirmed that they have been recruited, appointed, inducted, and supported according to the above policy and plans. Reports from awarding organisations confirm their satisfaction with staffing, and students confirm that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. Observations of teaching and learning indicate that teaching staff are appropriately qualified and skilled and evidence regarding staffing structures confirms that there are sufficient staff given the size of the College. The assessment team concludes, therefore, that the Core practice is met.

104   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix. The assessment team therefore has a high degree of confidence in this judgement.

Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience

105   This Core practice expects that the College has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

106   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

107   The assessment team's analysis of the evidence led to the following observations.

108   The College's Governance Handbook [002] sets out that the Board of Governors is responsible for ensuring that resources are in place to meet the needs of students, and for ensuring the enhancement of the learning experience and the maintenance of academic standards. The Board of Governors oversees the activity of the Executive Committee, who have delegated responsibility to manage the day-to-day operation of the College. The Executive Committee Terms of Reference outline that this committee will advise and assist in ensuring the effective management of IBCM's financial, human and physical resources. The Academic Board also has a role to advise the Executive Committee on the resources required to conduct the College's academic activities. Terms of reference for all the above bodies are contained within the handbook and are consistent with the approach described above. The team noted, however, that of the five members of the Board of Governors, the Managing Director, Principal and Academic and Quality Manager also serve on the five-person Executive Committee which has the potential to compromise the integrity of both bodies in the separate functions of the management and governance of the College.

109   In response to a request for the College's plans for resourcing and a business plan, the team was directed by the College [207] to its strategic plan for 2022-26, [149] the stated purpose of which is to 'outline all current initiatives and activities and plans for strategic development of the college over the next 5 years'. This document envisages that 'the Executive will present a review to the Governing Body in March (2022) outlining any additional budgetary spend and/or investment requirements to support recruitment of additional staff, staff training, programme preparation and capital items. However, this document focuses primarily on the development of markets for the College, the growth of student recruitment, and the projected income from these. It does not include any analysis or other detailed consideration regarding the expenditure required to meet a commitment to provide sufficient and appropriate facilities, learning resources or student support services to deliver a high-quality academic experience. There is also no information about what analysis of the needs of the College's students might have informed the strategic plan. The team agreed that this did not represent a credible, robust, or evidence-based plan for ensuring that the College has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

110   The College is located on the ground floor of modern premises shared with the Berlitz language school with which it shares resources. The College has a service-level agreement with Berlitz [111] for a range of services. Senior staff [M5] confirmed that some generic functions in terms of staff provision are shared between Berlitz and the College, which includes welfare, counselling, and pastoral care. They explained that this worked well given the current numbers studying at the College and asserted that more dedicated support

staff would be resourced, according to requirements and any increase in student numbers. An inspection of the agreement confirms that, under the heading of Student Welfare, Berlitz will provide careers information, advice, and guidance, safeguarding children and vulnerable adults and student bullying and harassment issues. It also contracts to provide support with accommodation for students, and some other services that would support students prior and immediately after their arrival at the College. No further detail is provided in the agreement, however, either in terms of the nature of the above services provided or in relation to any rise in student numbers at the College that may occur in the future. The lack of detail in both the strategic plan and the service-level agreement led the assessment team to consider that the College's plans for ensuring that it has sufficient and appropriate facilities, learning resources and student support services were neither credible nor realistic.

111   The College premises form part of a larger building. Health and safety risk assessments have taken place and the College has a Health and Safety Policy [116] in place to ensure the safety of all students and continues to follow all relevant protocols and safety measures to further safeguard student health and welfare. The College has its own dedicated entrance which is staffed to ensure that only approved students and staff can access the premises.

112   The assessment team inspected the premises during the review visit, which is accurately conveyed in the layout diagram submitted. [112] The premises contain one staff room for up to six people and five small classrooms, well equipped with smartboards and traditional whiteboards and modern desks and chairs for students. There is also a further single smaller teaching space, small reception area, and a further room that is referred to as a teaching library. The premises provide for disabled access as well as unisex/disabled facilities. The premises also has a crèche for young children of students (six months to five years) which can be used by any students at the language school and the College. There is a small kitchenette area used by staff that the College clarified is currently unavailable to students due to Covid precautions that are in place. [207]

113   The College confirmed to the assessment team [207] that it has a maximum class size of 15 to ensure the quality of student experience and manage student/staff ratios. The assessment team agreed that the rooms would be adequate for such numbers, although they also noted that the Student Handbook specifies that class sizes are limited to 12. Senior staff explained [M1] that, should the need arise, the College has the option to acquire more floors within its current building to allow for increased student numbers.

114   The assessment team found that there is no self-study or relaxation area provided for students to use outside of their timetabled study hours, and that there are no IT or other facilities on the premises. Senior staff explained that the students are allowed to make use of unused classrooms when they have free time. [M1] As the College does not provide access to personal computers or laptops, staff explained that students are encouraged to bring their laptops to work on their assignments. Students [M4] confirmed that they were informed of this at their inductions.

115   The 'teaching library' room at the College is not a resource for students. Although students are allowed access to this room it has not been stocked with hard copy reading materials to support students in their studies. This is used only as a small teaching space with a few shelves which contain books primarily for use with the English language school and some other resources for teaching staff. Teaching staff explained [M2] that they direct students to make use of Pearson's online resources that are stocked with core and supporting materials. This approach was confirmed in a clarification [207] from the College which refers to the Pearson online resources as well as students being able to obtain membership at Manchester Central Library to access resources for research and a wider range of study material. Teaching staff [M2] explained that applying for this membership is

something that students are supported with during their induction. The assessment team considered that any reliance on Manchester Central Library for reading resources in place of its own stock of core texts for the courses delivered, or other library facilities at the premises, was problematic in that the College could not ensure that students would have access to the appropriate learning resources during their studies.

116   The assessment team noted that the Pearson external examiner identified in May 2021 that 'it was not clear how learners would have consistent access to good quality academic level 4 and 5 academic books and journal articles whilst studying on the programme [022] and recommended that the College should remedy this'. The College's response in its associated action plan [023] was that this did not warrant any action due to its approach of using Manchester Central Library and Pearson online materials. Senior staff [M1] asserted that students find it easier to use the online materials and Manchester Central Library.

117   Teaching staff [M2] explained that in order to ensure that students have access to learning resources beyond those publicly available, they provide supplementary resources in the class and email these to students on request. They encourage students to join the Manchester Central Library and confirmed that the library does stock the required resources from the reading lists including some journal access. Students confirmed to the team [M4] that they make use of Manchester Central Library on occasion and also confirmed that teaching staff have provided them with extra resources on request. They explained that they primarily use Pearson's online resources and any extra reading materials emailed to them by their teaching staff. They confirmed that there are no other library resources available to them through the College but, also, that they are satisfied with the resources available to them.

118   The IBCM Learning and Teaching Strategy [032] maintains that the College holds a wide selection of paper, audio, visual or web-based resources. However, this same policy states that it is the lecturer who has the responsibility to develop high quality resources to support their teaching and learning. The policy notes that 'the care, maintenance and sharing of resources is a fundamental aspect of College work for all staff' without providing any information as to how the College will support them in this regard. Teaching staff [M2] explained that they develop their own resources for their sessions to ensure that they are relevant to the requirements of the course and that they make use of topics and case studies that are current and respond to the interests of students. Resources such as any presentations that are used are then emailed to students after the session. The assessment team had a chance to view examples of some of these resources during their observations of teaching and learning [O1, O2] and judged them to be of a quality that would support a high-quality academic experience.

119   The College has a virtual learning environment (VLE) that the assessment team was able to access. The VLE has been resourced primarily for ILM courses with some materials dating from 2016. An examination of these resources demonstrated that it is used as a repository for the ILM course but is not actively updated by staff, for example after any tutorials or other sessions. The team noted that the College's own internal assessment of the current state of the VLE by a member of the academic staff, sent to the Academic & Quality Manager in December 2021, [257] noted that there had been several technical issues regarding the VLE and requesting that technical assistance be sought in order that students should have full access to all relevant documents. Senior staff [M5] confirmed that the VLE has been used for its ILM course only and is not used by its other students. Teaching staff explained [M2] that students who study online with the College primarily do so through email communications and with weekly or bi-weekly online tutorials using conferencing software. These tutorials are scheduled to fit in with the working patterns of the students, and staff commented that this worked well for the small number of students enrolled. The online

students studying Pearson courses have access to Pearson's online resources and do not make use of the College VLE as staff consider the Pearson site to be superior. Senior staff acknowledged [M5] that the current teaching staff were not involved in the set-up of the VLE and that there was a need for some professional development to be scheduled so that all College staff can use it for all programmes. The assessment team concluded that the VLE is used by the College's staff for its ILM in much the same way as the Pearson websites are used for the College's Higher National provision. Staff do not appear to have had training to employ a more sophisticated approach to blended or distance learning and, as such, the VLE cannot be considered to be a resource that contributes to a high-quality academic experience.

120   In its submission [000] the College referred to its Programme Leaders being responsible for keeping in contact with all their students and providing support and assistance as needed. As many of its current students are from overseas, it places an emphasis on providing support for adjusting to living and studying in the UK and relevant information for students such as useful phone numbers, bank letters, police registration. In response [207] to a request from the assessment team for any further policies or documentation relating to its approach to pastoral support, the assessment team was directed towards the Extenuating Circumstances Policy, [260] which the College informed the assessment team has had the previous welfare policy incorporated into it, and the Student Handbook [039] which addresses student welfare and pastoral care. The assessment team scrutinised these documents and found that the Extenuating Circumstances Policy, while written in accessible language for students, is limited only to providing a process to apply for changes to submission dates or types of assessment in response to an identified issue that prevents a student from studying as originally planned. The policy does refer to the IBCM Policy on Reasonable Adjustments [009] but this document essentially ensures that the College complies with current equal rights legislation in the UK.

121   The Student Handbook [039] contains limited information about arrangements for student welfare or support. It contains useful information for students adjusting to life in the UK, as suggested above. However, in addition to an emergency contact phone number for students this handbook only invites students who have any form of administrative or personal issue to contact the Principal for assistance. It also provides an Administration and Welfare contact, which is the reception email address for the Berlitz language school. There is no further information provided for students about any support such as a personal tutor system, library access, careers advice, wellbeing, study skills and support, disability support, remedial support, or counselling that are suggested by the service-level agreement referred to above, or regarding how students might access this, except by contacting staff and being guided towards support services. The handbook does note that some of this information is provided in the College's induction. However, the checklist that the College uses for its induction for students [037] does not list any of the above as topics to be covered. The assessment team concluded that these policies and the Student Handbook, when assessed holistically cannot, therefore, be considered to be an adequate approach to student support. This is because access to support services is not established or enshrined in any College regulation or other document and there is no assurance that students are aware of the support that might be available because no detailed information is provided.

122   The College produced an Annual Review and Development Plan for 2021 [004] that includes a review of College facilities and general resources. This has also been discussed at Executive Committee, as evidenced in its minutes. [053, 188] It includes recommendations such as to follow up a need to provide 'IT equipment/access for groups' that was discussed by the Executive Committee, and 'resource material/reading material to be sourced for relevant programmes'. However, it is not entirely clear to which programme this refers. The plan also includes a brief review of staffing resources and some associated

actions, such as the appointment of a new receptionist. However, it does not provide information about how College facilities, learning resources and student support services have been monitored and assessed to give rise to such actions. The assessment team could not find, therefore, that the College's approach to monitoring its performance was credible.

123   Teaching staff [M2] and professional support staff [M3] who met the team were able to articulate their approach to supporting students. They explained that the small student numbers at the College allow them to personally track and support students and signpost them towards any further support and that this would be done should a need be identified. Students who met the team [M4] commented that staff are supportive and approachable. Students confirmed that they bring their own laptops to College and noted that they tend to make the most use of them during timetabled self-study sessions. They also confirmed that because of the lack of space outside of classrooms, during breaks they tend to leave the premises.

Conclusions

124   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

125   The College does not have sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. While the College's classrooms are sufficient and well equipped, its VLE is not well maintained or actively used by staff, particularly for its students who are studying at distance. There are no library resources beyond those that students are directed towards that are provided by either Pearson for its Higher National courses or Manchester Central Library, or the resources that are created or sourced by staff individually and emailed to students. While the College's service-level agreement refers to the provision of some student support services there is no further detail, or information available to students, regarding what these are or how to access them.

126   The College does not have a credible strategy or other approach to the provision of facilities, learning resources and student support services that is linked to the delivery of successful academic and professional outcomes for students. Its strategic plan does not detail the areas where investment or expenditure is required or where investment has taken place and the College does not monitor or analyse its provision in a way that allows it to identify areas for enhancement except for new markets or courses that it has identified. The Pearson external examiner has raised concerns regarding library resources for students that support the findings of the assessment team. While students were complimentary about the support provided by staff, they also confirmed the assessment team's evaluation of library resources and also commented that there was no space for self-study on the premises. The assessment team concludes, therefore, that this Core practice is not met.

127   The evidence underpinning this judgement reflects all evidence described in the QSR evidence matrix and leads the assessment team to have a high degree of confidence in this judgement.

Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience

128   This Core practice expects that the College actively engages students, individually and collectively, in the quality of their educational experience.

129   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

130   The assessment team's analysis of the evidence led to the following observations.

131   According to IBCM Governance Handbook, [002] the Board of Governors commits to upholding public interest governance principles, that include the governing body ensuring all students have opportunities to engage with the governance of the College. The Board of Governors has established the Academic Board to be the academic authority of the College. The College submission [000] states that the College has sought to improve student engagement by instigating procedures that actively involve students in decision making and consultation as well as discussion around their individual student experience and progress. Senior staff [M1] acknowledged that the small size of the College has posed considerable difficulties for the College to engage with students collectively on a formal level, such as the Student Forum, but explained that staff and students meet regularly and communicate on an informal basis. They expressed the hope that the Student Forum will be able to convene again with the increased student numbers expected in the next academic year.

132   The College has no specific student engagement strategy but has taken material steps to improve student engagement with the appointment of a student ambassador who is to attend the College's Academic Board. Minutes from the most recent Academic Board meetings [052, 189] note that a student has agreed to take on this role and to attend meetings in the future, which will provide a form of student representation at the College's senior academic authority. Given the size of the College's deliberative committee system, the assessment team agreed that this represents an appropriate approach to collective student engagement.

133   There is evidence that the College collects feedback on an informal basis during teaching sessions, tutorials and learner review sessions. Senior staff referred to this [M1] and this is also confirmed in reports from an external examiner. [022] Individual student feedback is also referred to in the Learning and Teaching Strategy [032] which refers to students being able to discuss any specific requirements they may have at the beginning of their programme to enhance their learning experience. The Student Handbook [127] also refers to the College seeking to consult with students to obtain their views, opinions and feedback on a regular basis.

134   The College has operated a student survey in the past to obtain individual student feedback. This has been distributed online and as a paper survey and asks a range of questions to allow students to evaluate their course, their teaching staff and the College's facilities. The assessment team considered the questionnaire to be appropriate in gathering student views on their learning experience. They also noted that the survey offers students the chance to provide their name and the course they are studying which could discourage some from taking part, although it does make clear that this information is not mandatory. The survey was last run in 2018 and the responses [126] and report [125] from that iteration showed that only four students responded in total. Since that time, the College has not had

any more than 12 higher education students enrolled in any one academic year presenting a challenge for any such survey to obtain results that are representative of the student body based on typical response rates of 33-50%.

135   The College has plans to reintroduce the survey and has updated the questionnaire. [044] Senior staff [M1] informed the team that no formal feedback has been collected so far but that they intend to also introduce module feedback questionnaires, although no date has been set for this implementation. Staff acknowledged that due to low student numbers it is difficult to gather feedback anonymously; however, they reiterated the hope expressed in the submission [000] that with growth in student numbers, there will be an opportunity to do this.

136   The assessment team noted that the Student Experience is a standing item for meetings of the Academic Board. [052, 189] Discussions at the last two meetings have revolved around the appointment of a student ambassador, enabling the ambassador to be able to meet with students on all courses, and the introduction of mid-term surveys for first year students. The assessment team agreed that the plans for the Academic Board and the reintroduction of surveys would enable the College to actively engage students, individually and collectively, in the quality of their educational experience.

137   Tutorials that form part of the monitoring of all students' individual learning plans provide additional opportunities for students to give feedback on their experience. The assessment team examined the records from the tutorials that support this process [043, 128, 129, 131, 133] and found that they clearly evidence that students have provided feedback on various topics including programme design, assessments, lessons and their own studies, as well as guidance and support they receive to discuss their work, and ideas and desires for any social activities.

138   There are examples of the provider changing and improving students' learning experience as a result of student engagement. Students confirm [M4] that they are always able to provide informal feedback and that when they have raised any issues they have been addressed very quickly. They referred to one instance where they had discussed with their Programme Leader that a new tutor's delivery pace was too fast. The situation was responded to quickly and the tutor adapted their pace and students were satisfied with the outcome and agreed that they found their learning experience improved as a result. Students generally feel that if they want to feed back to staff, they can approach any of the academic or senior staff and that they would have appropriate support. Academic staff referred the team to an instance when a student reported that the quality of feedback they received to their assessed work changed with the introduction of a different tutor. The College responded by changing the tutor for that particular student and the student was satisfied with the outcome. Staff explained that they find that students are most likely to provide feedback verbally in tutorials or in class rather than through more formal systems because the size of the College facilitates a speedy response. [M2]

139   The assessment team formed an opinion that, taking into account the current low numbers, students have suitable opportunities in their tutorials and classes to provide feedback, which serves the College well compared to more conventional approaches that necessitate larger numbers. Should the student numbers increase, based on the above, there are credible and robust plans for engaging students, individually and collectively in the quality of their educational experience.

Conclusions

140   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making

this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

141   The College actively engages students, individually and collectively, in the quality of their educational experience. This is because, although there is no single student engagement strategy, the College does have an approach that involves appropriate student collective engagement through representation on the Academic Board and individual engagement through surveys and tutorials. The College's plans are robust because they will be able to be adapted to increased student numbers and, indeed, will likely work more productively under such circumstances with surveys and questionnaires being more viable and the Student Forum being sustainable. The assessment team was able to identify examples of the College changing and improving students' learning experience as a result of student engagement. Students report that the College engages them in the quality of their educational experience. The assessment team concludes, therefore, that the Core practice is met.

142   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix. The assessment team therefore has a high degree of confidence in this judgement.

Q6   The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students

143   This Core practice expects that the College has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

144   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges](#) (March 2019).

What the evidence shows

145   The assessment team's analysis of the evidence led to the following observations.

146   The College's approach to the management of complaints and appeals is contained within its Assessment Appeals Policy and Procedures [011] and Student Feedback and Complaints Policy. [031] The Assessment Appeals Policy states that students can appeal an assessment decision if they believe that they have been unfairly disadvantaged by the decision and are able to provide evidence to support their case. The policy does not make it explicit that the core academic judgement will not be open to challenge; however, the policy does encourage students to speak with their Programme Leader if there are any issues that they are concerned about or any way that they feel they might have been disadvantaged. After this informal stage, there are two formal stages that include an assessment of the case that is made by the Internal Quality Assurer followed by a review conducted by the Academic Board which will report to the Board of Governors. The process makes clear that this is the last internal stage but informs students that there is a right of review to the awarding organisation and the Office of the Independent Adjudicator for Higher Education (OIA). The policy includes a form that can be used by students to make their formal appeal and includes paperwork for this to be tracked through the entire process described above. The assessment team did note that the policy does not make clear what timescales are in place for all stages of the process. However, the process documentation does require responses at each stage to be made to a student within a time period that is agreed with them. The assessment team agreed that this was appropriate given the small size of the College and the fact that academic appeals may not be readily amenable to early resolution. It is also clear from this documentation that the appellant will be informed in writing of the outcome of the appeal, including any correspondence with the awarding organisation.

147   The Student Feedback and Complaints Policy [031] describes a three-stage process. This includes a first stage to the Programme Leader who should respond within a week, followed by a right of review to a senior manager who will respond within four weeks and finally to the Board of Governors who will respond to the complainant within a further three weeks. Appropriate information is given to students encouraging informal resolution early on and there is also appropriate information for students about their right, should they still be dissatisfied, to appeal to the OIA or an awarding organisation. For complaints, a separate formal Feedback and Complaints Form [055] is provided which is appropriate for its intended use because it allows for students to state the nature of the complaint and explain why it was not able to be resolved informally. The assessment team agreed that, overall, the College's procedures and plans for handling complaints and appeals are definitive, fair and transparent, and should deliver timely outcomes. Although the team noted that the academic appeals process did not include timescales for all stages in the same way as the Complaints Policy does, the plans in place are robust and credible and appropriate to the size of the College.

148   The assessment team found that the College's procedures for handling complaints and appeals are accessible to students. This is because appropriate information can be found in the Student Handbook, [039] introductions to both complaints and appeals processes are included in the induction process [New Student Admissions and Induction Checklist [037] and the policies and forms can easily be found on the College website. Both policies and the associated forms are written in accessible language so that the processes can be readily understood by students.

149   The College informed the assessment team that it has never received a formal academic appeal [207] or complaint and so there were no examples for the assessment team to inspect, or any College-level data about complaints or appeals for the team to assess. Students informed the team [M4] that they understood how to make a complaint and that they received information about complaints and appeals during their induction. They also commented that they were confident that they could raise issues regarding any problems informally with their academic staff, as both policies set out, and that they expected they would be dealt with fairly. But should they need to make a complaint formally, students also expressed confidence that they would be able to ask about this with either their teaching staff or the senior staff at the College to be supported through the process. Students did relate an instance when they had discussed the quality of the teaching from a new member of staff with their programme manager. They were reluctant to categorise this as a complaint and this report, therefore, provides more information about this instance under Q5. However, the assessment team noted that the circumstances described could also be interpreted as having been managed by the College appropriately as part of its initial informal stage of the complaints process.

Conclusions

150   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

151   The College has fair and transparent procedures for handling complaints and appeals which are accessible to all students. This is because it has policies and procedures for handling complaints and appeals that are definitive, fair and transparent, and should deliver timely outcomes. The plans in place to manage complaints and appeals procedures are robust and credible with forms that are clear and appropriate for the purpose. Students do not raise any serious concerns about the fairness, transparency or accessibility of the procedures or their application, and information about procedures for handling complaints and appeals is easily accessible to students because students can find and understand those procedures quickly and easily. The assessment team concludes, therefore, that the Core practice is met.

152   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix with the exception of examples of specific complaints and appeals and any College-level data. The assessment team therefore has a high degree of confidence in this judgement.

Q8   Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them

153   This Core practice expects that where a College works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

154   The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

155   The assessment team's analysis of the evidence led to the following observations.

156   The three awarding organisations with which the College works have delegated responsibility for the maintenance of course quality to the College and these responsibilities are listed in the responsibilities checklists for Pearson as well as ILM [058] and the SQA. [059] This includes the implementation of quality assurance processes and to annually monitor its provision. As detailed in S3, the College does not have a single overarching policy that addresses the management of its relationships with other organisations to maintain academic standards. Instead, the Governance Handbook [002] details in the terms of reference for the Academic Board, that it should be responsible for assuring the quality of students' academic experience and learning opportunities, and related policies and procedures and for reviewing the provision. The Academic Board reports to the Board of Governors which bears ultimate responsibility for the interests of students and other stakeholders and for the enhancement of the quality of learning opportunities. The assessment team therefore concludes that the College has clear and appropriate governance arrangements for the management of partnerships with other organisations to ensure that the academic experience is high quality.

157   The College has developed an Annual Review and Development Plan which was viewed by the assessment team for the academic year 2020-21. [004] This provides evidence of self-evaluation of the provision as well as the collation of past actions and future action planning. The document includes a short review of the year which highlights the main developments such as the establishment of the College's new and current governance structure and the portfolio of programmes offered during the year. The main part of the document details the different aspects of the provision, such as the College's programmes, staffing, resources, admissions and student engagement, and summarises the developments and associated actions during the year with actions that have been identified for the upcoming year, as well as projected dates for completion or review and the assignment of a governance committee or individual role who bears the responsibility of that individual action. Examples of actions planned for the current year include the Academic Board to review the College's policies related to student attendance and disciplinary matters, the College Principal to create a role description for the new student ambassador as well as a formal induction to the role, and the Academic and Quality Manager to follow up the accreditation of a Level 7 Extended Diploma in Strategic Management and Leadership with Pearson. Each of these examples has a date set for the action to be reviewed and the assessment team agreed that this would be able to feed forward to the equivalent review document for the following year. The assessment team concluded that this approach represents a robust and credible plan to ensure a high-quality academic experience for

provision delivered in partnership with the College's awarding organisations because it will support the College in providing consistent information to them as part of each annual review process.

158   As detailed under S3, the team's examination of centre approval documents and agreements from the SQA, [061-063] ILM, [064] and Pearson [065-066b] established that these are clear, comprehensive and reflect the College's approach to the management of its relationships with awarding organisations. Annual monitoring visits are undertaken with subsequent reports produced which demonstrate that the College meets its requirements. External examiner reports for Pearson courses [022, 075] and external verifier reports for ILM [069, 071, 072] and SQA [076] are generally positive in confirming the quality of the academic experience for students. There have been some concerns raised regarding the impact of the turnover in staff from the external verifier for ILM and regarding student engagement from the external examiner for Pearson. In each case, however, the assessment team could see that appropriate actions have been taken that are reflected either in a subsequent annual report, or in the Annual Review and Development Plan. [004] For the former, the external verifier noted that they had seen the plan to support the new academic staff member [072] and for the latter, the Annual Review and Development Plan notes the introduction of a student ambassador and the support being provided as well as an action in process to establish the Student Forum. The most recent reports from external examiners and verifiers note that the College has a more robust approach to quality assurance and confirm that College staff supported their review processes. External examiner and verifier reports, therefore, confirm the quality of the academic experience provided by the College.

159   Staff who met the team understand their responsibilities in working in partnership. Academic staff [M2] explained how they work with the College's IQA systems to support the prompt provision of grades and awards to students and how the internal monitoring processes described above would feed into individual awarding organisations' processes. Senior staff [M1] were able to articulate why, because of the College's size, their systems allow them to work with individual awarding organisations to meet their requirements for assuring the quality of the academic experience for students. They expressed their hopes that the new governance system for the College would support them in this regard as well as in the College's own plans to enhance their provision. Students' [M4] views about quality of courses delivered in partnership were limited but positive. They confirmed that they are aware of the role of the awarding organisation for their course and how internal and external quality assurance processes provide checks for the quality of the provision. They were also aware that, should they exhaust internal complaints processes they did have the option to appeal to the awarding organisation, although they explained that they had never felt the need to explore exactly how this might work in practice.

Conclusions

160   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

161   The College works in partnership with other organisations and has in place effective arrangements to ensure that the academic experience is high quality. This is because it has a clear and comprehensive approach for the management of partnerships with other organisations to ensure that the academic experience is high quality. Its plans for the

management of its partnerships are robust and credible and allow for the consistent provision of relevant information to support external quality assurance processes. Partnership agreements are clear and comprehensive, up-to-date and reflect the College's approach to the management of partnerships. External examiner and verifier reports confirm the quality of the academic experience. Both senior and academic staff understand their responsibilities for quality and students comment favourably on the quality of their experience delivered in partnership with the respective awarding organisation. The assessment team concludes, therefore, that the Core practice is met.

162   The evidence underpinning this judgement reflects all the evidence described in the QSR evidence matrix with the exception of third-party endorsements and student views within a student submission or survey. The assessment team therefore has a high degree of confidence in this judgement.

Q9　The provider supports all students to achieve successful academic and professional outcomes

163　This Core practice expects that the College supports all students to achieve successful academic and professional outcomes.

164　The QAA assessment team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the Quality and Standards Review for Colleges Applying to Register with the Office for Students: Guidance for Colleges (March 2019).

What the evidence shows

165　The assessment team's analysis of the evidence led to the following observations.

166　There is no overarching document that describes the College's approach to supporting students to achieve successful academic and professional outcomes. Instead, this is detailed across a wide range of policies and other documents. The Governance Handbook [002] sets out that the College's Board of Governors has established the Academic Board as the senior academic authority to act as the overarching authority and decision-making body for various matters including those concerning the overall quality of learning opportunities and student welfare. Terms of Reference for the Academic Board within the Governance Handbook clarify that its responsibilities include 'assuring the quality of students' academic experience and learning opportunities, and related policies and procedures' and also 'fostering an ethos of inclusive practice and widening participation'. This, the assessment team concluded, confirms the College's commitment to supporting successful academic and professional outcomes for students.

167　The College's Learning and Teaching Policy [032] explains that the primary aim of the College is 'to assist students in achieving their chosen learning goals'. It identifies the provision of an inclusive learning environment and refers to various strategies to be used in teaching to ensure that all students with diverse needs and learning styles are given equal opportunity to achieve their goals. These strategies include the provision of individual support to students and the use of small class sizes, the provision of assessment feedback for students that is designed to support the improvement of their work and ensuring that lessons are differentiated to address the individual needs of students within a group. However, the assessment team found that the Learning and Teaching Policy does not describe processes or set expectations regarding how these aims are to be achieved. For example, in the provision of assessment feedback there is no detailed information or guidance regarding how feedback to students should be structured to ensure that it is comprehensive or developmental. There are also no expectations set to define when it will be provided so that feedback is timely, such as within a specified timeframe. The assessment team found that the policy, therefore, does not contribute to facilitating successful outcomes for students because there is no information that details how the policy's aims will be achieved or that would enable the College to monitor and evaluate its provision to ensure its stated aims are achieved, nor does the policy link to any other source where this information is provided.

168　The Policy on Reasonable Adjustments for students with disabilities [009] confirms that the College will make all reasonable adjustments to ensure that no students are disadvantaged due to disability or any other specific needs. It sets out that such adjustments will be agreed between the Principal, the relevant Programme Leader and the student, while responsibility for ensuring that such adjustments meet the requirements of the relevant awarding organisation falls to the Programme Leader and the Academic and Quality Manager. However, there is no information regarding how such needs are identified or how a

student might approach the College to enquire about making any arrangements or what process would be followed so that the Principal, the relevant Programme Leader and the student can agree on the adjustments to be made. The assessment team noted that a different document, the Assessment and Internal Quality Assurance (IQA) Strategy, [008] states that students should advise IBCM of any issues for which they may require special consideration to ensure they are assessed fairly. However, there is no further information in either document regarding how such an assessment would be conducted or how any trained or specialised staff would be involved to ensure that students will be properly supported. The assessment team therefore concluded that, in its current form, the policy does not contribute to facilitating successful academic and professional outcomes.

169   Assessed holistically, the assessment team found that the above policies do not support mechanisms that are tailored to reflect a diverse student population including students from disadvantaged backgrounds, students with learning differences, disabilities, or protected characteristics. The College has no mechanisms to monitor or evaluate its provision, or that specifically address supporting all students to achieve successful academic outcomes. There are also no measures in place to ensure that staff are adequately trained in matters such as inclusive practice and disability awareness to ensure that they are able to identify the needs of individual students. There is, therefore, a lack of systems in place to ensure that the intentions expressed in the high-level policy documents, referred to above, will result in outcomes that can be consistently achieved. The assessment team agreed that this would be more problematic should student numbers at the College increase.

170   Senior staff [M1] asserted that the College would be able to adapt to larger numbers by introducing and adapting its systems and acknowledged that current numbers allowed for a more informal approach at present. They cited, for example, that Turnitin had been acquired and is being used for plagiarism detection but that it could also be used for providing students with feedback for their assessed work. Teaching staff [M2] confirmed that, currently, assessed work is emailed to tutors and feedback to students is emailed to them and that the VLE is not currently able to be used for this purpose. The assessment team's inspection of the VLE and assessed work that had been analysed by Turnitin [249-252] confirmed that it is being used to support plagiarism detection, but not, as it could be, for students to submit assessments and access feedback once this has been graded.

171   The assessment team also noted in its meetings with senior staff [M5] that they are not familiar with the Student Disability Allowance (DSA) and would not, therefore, be able to support a student to apply for this. Staff commented that they had not encountered that scenario yet but asserted that this would all be planned for as the need arises. The assessment team concluded that the College's approach to student support is to adapt, as and when any type of learning disability or special need is encountered, or when student numbers are seen to have increased. However, this means that the College currently has insufficient support mechanisms to cater for a larger, diverse student population including identifying students with learning differences or disabilities or other protected characteristics and have no credible/robust plans to support such an expansion.

172   The College does have an Initial Assessment (IA) process to enable it to identify and then monitor the needs of students individually. The process makes use of an IA form [038] leading to the creation of individual learning plans during the application and induction process for all students. The IA forms are provided for staff to record if students declare any specific learning needs or requirements before enrolling at the College. The IBCM Application form [191] has a health section that seeks to elicit information about any medical conditions, allergies or special needs that students may have. The identification of students' needs rests with admissions and academic staff who are expected to work with students to ensure the right adjustments are being made and identified needs documented. Students are provided with induction weeks at the beginning of their programme. The New Student

Admissions and Induction Checklist [037] includes topics such as how to access student welfare, the creation of individual learning plans, and arrangements for tutorials and training on the conferencing software used for distance learning students, the College's use of email and its teaching and assessment arrangements. Teaching staff explained [M2] that these sessions also include information about assignment writing, referencing, command verbs and academic skills.

173   However, the assessment team noted that the IA Forms, referred to above, would also be completed by its recruitment agents for overseas students. The team noted that there is no information or CPD provided for these individuals relating to inclusive practice or disability awareness in the materials submitted by the College, such as the Agent Code of Conduct. [106] This would therefore reduce the opportunity for any such needs to be identified by the College prior to a student's induction week.

174   The induction weeks are also used by staff to meet with students to create individual learning plans. The Individual Learning Plan template [054] was used across all the eight admissions records that were inspected by the team from the last two academic years. [174-181] The template can be used to record a student's main learning objectives but there is also provision to record their comments and any identified support needs. The learning plans are reviewed with students at four points through the course of the year offering an opportunity to review and update the provision of individualised support and, as such, ensure the provision of support for all students. These examples of reviews seen by the assessment team [043, 128, 129, 131] evidence that students are given an opportunity to provide their feedback and views on any concerns regarding the programme, guidance, and support and to discuss their work as well as any general requirements needed to achieve learning outcomes. The assessment team noted that this approach was currently possible because of the low student numbers at the College, allowing for a personalised approach to student support. However, this approach could become problematic should student numbers rise in line with the College's strategic plan [149] which does not forecast any increase in academic or professional support staff to enable the facilitation of a more formal approach.

175   The College does not have any specialist support to help students to achieve successful professional outcomes, such as a careers service, careers coaching or work placements. The nature of the programmes it delivers means that there is course content that is relevant to professional outcomes with contextualised learning outcomes relating to professional skills evident in programme specifications [015, 016, 147] and assessments that make use of a range of work-based scenarios evident in the assessed student work seen. [193-198, 200, 203, 208-227] The College's academic staff include those with relevant and up-to-date industry experience in their CVs [164, 166, 167, 171] and senior staff [S1] explained that achieving a balance of academic and business experience was a deliberate consideration when looking to recruit staff. The team also noted that, of the College's current higher education students, five of eight were studying while in full-time employment. However, it agreed that should the student profile change as the College grows with more full-time students, the College has no extracurricular support for students to achieve successful professional outcomes and no plans in place in any strategy document that might redress this issue.

176   Minutes from ILM Programme Team meetings [154, 157, 159 – 161] and other staff meetings [051, 083] provide evidence of the monitoring of the individual progress of students including challenges they face and suggestions and consideration of academic and pastoral support. Issues that seem to impact upon the College's students mostly revolve around work pressures for those students who are balancing employment with their studies. Additional workplace pressures have resulted in applications through the use of the Extenuating Circumstances Policy [010] and have been considered at the assessment board and

recorded in the relevant minutes [014] including the processing of the relevant form from the student and communication to the relevant awarding organisation. [146] The team concluded, therefore, that the College has an effective approach in place to monitor and support the progress of individual students.

177   Due to the small number of students enrolled at the College, some of whom were in their first few weeks of study, there were limited examples of assessed student work that could be viewed by the assessment team from the last academic year. [215-227] However, the assessed work that was inspected demonstrated that students are provided with comprehensive individual feedback that is developmental in that students can use it to help improve subsequent assessments. Feedback is provided on assessment record sheets which have the provision to note the date assessments are received and when feedback is provided to students. The second of these dates was not always completed so the team could not verify that students consistently receive feedback promptly. In their meetings with the assessment team [M4] students who had completed assessments confirmed that formative and summative feedback was provided promptly and students felt they could always ask questions of staff should they not understand anything. The assessment team concluded, therefore, that students are currently receiving comprehensive, helpful and timely feedback.

178   The Annual Review and Development Plan 2021-22 [004] records the professional development (CPD) activities that have been identified for College staff. These include the conduct of teaching observations and CPD on 'the roles of OfS, OIA, QAA etc'. However, the College has no CPD planned that includes topics such as inclusive practice and disability awareness. In its meetings with staff the team was therefore keen to test their understanding of their role in supporting student achievement as well as how staff envisaged managing their roles should student numbers increase in line with the College's strategic plan. Teaching staff [M2] were able to explain how they would adapt their approach with larger student numbers. While they acknowledged that it would be a challenge to provide the same level of personalised feedback to larger groups of students, they asserted that they would adapt their teaching methods to include more group activities and similar strategies that would take advantage of increased numbers to enhance the student experience.

179   Students who met the team [M4] did not include anyone who had accessed support services, but they commented favourably about the academic and pastoral support available. They particularly noted the individual support that they received from the teaching staff. They feel that the ability to talk to staff, including senior management, has provided them with opportunity to address any issues that they have had quickly and have found support staff of the College to be very helpful. The team concluded that the current highly individualised approach to student support is operating well with the current very low number of students.

Conclusions

180   As described above, the assessment team considered all of the evidence submitted [Annex 1] to form a judgement as to whether the College meets this Core practice. In making this judgement the team followed the process set out in Guidance for Colleges and took account of the key statements outlined in Annex 5. In so doing the assessment team ensured that its judgement was consistent with all other assessments and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

181   The College does not support students to achieve successful academic and professional outcomes. The College makes a clear commitment to supporting all students and to inclusivity in its policies. It also has plans in place to assess the individual needs of

students during its application and induction processes. Assessed student work demonstrates that students are given comprehensive, helpful and timely feedback and students who met with the team agree that they are adequately supported. However, while staff understand their role in providing individualised support to enable student achievement, they do not have opportunities to attend regular CPD that includes any focus on inclusive practice or disability awareness, which undermines the processes to assess individual needs. The use of recruitment agents who are not adequately trained, as detailed under Q1, undermines the consistent application of the assessment of students during the applications process. College processes for supporting students with special learning needs or other protected characteristics are nascent but there are no current plans for their development and the College does not currently possess the skills, for example, to support a student in applying for the Disabled Students' Allowance or to identify whether one of its students might be in need of such support. While the arrangements in place for identifying and monitoring more conventional individual student support needs are appropriate for the current size of the College, there are no plans in place for these to be adapted to accommodate larger numbers or any change in the profile of the student body. There are also no plans in place to address support for students to achieve successful professional outcomes beyond the contextualised content in the courses currently offered. Therefore, the assessment team concludes that this Core practice is not met.

182   The evidence underpinning this judgement reflects all evidence described in the QSR evidence matrix and leads the assessment team to have a high degree of confidence in this judgement.

Annex 1

000 IBCM QSR Submission November 2021
001 Vision, Mission and Goals statement
002 IBCM Governance Handbook v1.5
003 Organogram v 6.0 August 2021
004 Annual Review and Development Plan 2021
005 BTEC higher nationals business specification
006 Pearson BTEC Higher Nationals Centre Guide to Quality 2020 2021
007 Our quality assurance requirements (ILM)
008 IBCM Assessment and IQA Strategy 2021 v 2.0 September 2021
009 IBCM Policy on Reasonable adjustments v 1.1 August 2021
010 IBCM Extenuating Circumstances Policy v 1.1 September 2021
011 IBCM Assessment Appeals Policy and procedures v 1.1 September 2021
012 IBCM Assignment Staff 2bmission Procedure v 5.0 July 2021
013 Standardisation meeting and team meeting 30 July 2021 Higher Nationals
014 Minutes of assessment board meeting 31 August 2021 (Business)
015 ILM Programme Specification Level 5 2020
016 Programme Specification HNC HND Business Feb 2021
017 SQA Arrangements for Advanced Certificate and Diploma in Petroleum Engineering
018 HN Learner Handbook revised 2021
019 Example Assignment Brief Unit 5 Management Accounting
020 Example Mark Sheet for ILM Level 5 Becoming an Effective Leader
021 ILM Centre Activity Report 8000329842 2021
022 Pearson EE Report
023 Actions in response to Pearson EE report 2021
025 IBCM New Admissions Policy v 1.1 September 2021
026 Enquiry Process flowchart v 2.1 March 2021
027 Offer letter UK Student
028 Offer letter International
029 Acceptance of offer letter v 3.0 March 2021
030 IBCM Terms and Conditions of Study v 5.0 March 2021
031 IBCM Student Feedback and Complaints Policy and procedures v1.1 August 2021
032 IBCM Learning and Teaching Policy v.2.0A September 2021
033 IBCM Student Charter v 1.1 September 2021
034 Cancellation Form v 3.0 September 2021
035 NEW IBCM Equal Opportunities Policy v 1.1 September 2021
036 IBCM Recognition of Prior Learning Policy v 5.0 Oct 2021
037 IBCM New Admissions and Induction Checklist v 1.1 September 2021
038 IBCM initial assessment form
039 IBCM Student Handbook 2021 November 2021
040 IQA sampling plan Summary HND 2021 term 2 v 2 November 2021
041 Assessor Monitoring Form Assessment observation WQ Management Accounting Oct 2021
042 Observation Management and Operations HND
043 IQA5 IBCM Learner Progress Review Form v 5.0 March 2021 Student 1
044 Examples of Student Staff 2surveys
045 IBCM Staff Recruitment and Development Policy v 4.0 August 2019
046 IBCM Staff Handbook v 3.0 September 2021
047 IBCM Job Application Form 2021
048 New IBCM staff induction checklist September 2021
049 IBCM Tutor Assessor Role Description 2021
050 IBCM Contract of Employment part time tutor 2021
051 Minutes of IBCM staff meeting 01 October 2021

052 Academic Board meeting 12 October
053 Executive committee minutes October 2021
054 IBCM Individual Learning Plan Template v 2.0
055 Feedback and complaints form
056 Assessor Feedback form Student 1 formative HND 15.11.21v2
057 Termly Report Student 1
058 Responsibilities checklist for ILM
059 Responsibilities checklist for SQA
060 Policy information Dec 2021
061 SQA Initial Approval
062 SQA approval documentation (original)
063 SQA Connect Agreement 2021
064 ILM Approval
065 Pearson initial approval
066 Edexcel approved qualifications 1.png
066b Edexcel approved qualifications 2.png
067 Induction Staff 2
068 Assessor Staff 2pport plan Staff 2 update Dec 2021
069 ILM EV report Sept 2020
070 ILM Quality Improvement Plan update Jan 21 Jan 2021
071 032058 International Business College Centre Activity Report 8000329842 Advisory visit January 2021
072 ILM Systems Visit December 2021
073 ILM EV REPORT 2019
074 2018 Qualifications Sampling Report ILM
075 Pearson EE Report 2019
076 Qualification Verification Visit Report April 2017
077 IBCM Meeting minutes 13 March 2018 information sharing from Pearson AMR
078 IBCM Meeting minutes 02 July 2019 (Feedback on Pearson EE visit)
079 Academic Board meeting and IFD Management meeting 12 March 2021 notes
080 IBCM Calendar Jan to August 2022
081 Standardisation meeting and team meeting 30 July 2021 Higher Nationals
082 Meeting and Standardisation UAE group Electrical and electronic engineering November 2018 STANDARDISATION HIGHLIGHTED
083Standardisation and IV Feedback ILM 10 September 2020
084 Executive Committee meeting Wednesday 7 April minutes
085 02799 IBC Manchester AMR Report 201718
086 AMR Report 2018 19
087 Action resolved following 2018 AMR
088 AMR CED 2018 19 reapproval
089 Marketing Essentials Unit 2 Assignment 1 (LO1) Student 1
090 Marketing Essentials Unit 2 Assignment 2 (LO2, Lo3) October 2021 Student 1
091 Assignments for Management and Operations Student 1
092 Assignment unit 5 Management Accounting
093 Assignments 1 and 2 Business and the Business Environment Student 1
094 IV of Assignment Brief for Management and Operations September 2021
094 IV of Assignment Brief for Marketing Essentials September 2021
095 IV of Assignment Brief for Management and Operations September 2021
096 Completed IV of assignment brief unit 5 Management Accounting 2021
097 Completed BF IV of assignment brief unit 1 Feb 2021
098 Motivating people in the workplace ILM assignment
099 Motivating people in the workplace ILM mark sheet
100 HND Petroleum Engineering Mathematics 2 assignment brief
101 Exam Engineering Mathematics 2
102 Quality Management new March 2017 assignment brief

103 Examples of previous IV of assignment briefs for SQA Petroleum Engineering x 3
104 Student Numbers
105 Student 6 HND Induction information
106 Agent Code of Conduct IBCM Is Staff 2e 2 Draft A
107 Assessor Tutor Review and feedback session Staff 2 October 2021
108 3 MONTH REVIEW SG
109 IBCM Job Application Form 2021 Staff 2
110 IBCM Job Application Form 2021 Staff 7 Chemistry IFD
111 Service Level Agreement Berlitz IBCM Admin and Student Staff 2pport Services Is Staff 2e 5B
112 IBCM Layout
113 IBCM Staff meeting and CPD 11 January 2021
114 IBCM Staff Meeting Programme Review CPD 30 July 2021 minutes
115 Minutes of IBCM staff meeting 01 October 2021
116 IBCM Health and Safety Policy v 3.0 August 2021 draft
117 IBCM Strategy in Respect of Covid v 1.0 January 2021
118 IBCM Safeguarding for Under 18-year-olds & Vulnerable Adults v 4.0 Oct 2019
119 Safeguarding certificate DD
120 Safeguarding Certificate SG Sept 2021
121 Safeguarding certificate HS
122 prevent e learning edu certificate DD
123 Staff 2 Prevent certificate
124 prevent e learning edu certificate 2
125 Student Staff 2rvey Report
126 Student Staff 2rveys x 4
127 IBCM Student Handbook December 2021
128 IQA5 IBCM Learner Progress Review Form v 17 Dec Student 1
129 IBCM Learner Progress Review Form Jan 2021 Student 11 ILM L5 Diploma
130 Learner Progress Review IQA Student 12 March 2021 IFD
131 Learner Progress Review Student 13 January 2021
132 Tutorial ILM L3 Certificate SG Dec 2021
133 IBCM Tutorial HRM September 10 2021 Student 2
134 Role Description Student Ambassador
135 Student Course Representative Nomination form
136 Student Meeting Minutes 27 May 2015
137 Student 2 HNC ILP
138 ILP Student 10
139 IBCM Individual Learning Plan Student 9 Draft 1 19.11.21
140 IBCM New Disciplinary Policy and Procedures v 1.2 August 2021
141 New IBCM Attendance Policy v 1.1 September 2021
142 Programme Assessment Plan Cohort June 2021 June to August 2021 HN
143 Term TWO Programme Assessment Plan Cohort June 2021 Sept to Dec 2021 (Term 2)
144 Programme assessment plan Jan to Jul 2019
145 Is Staff 8 Individual Assessment Plan Student 11 Level 5 Diploma
146 IBCM Extenuating Circumstances request form v 1.0 March 2021 Student 4
147 Programme Specification Petroleum Engineering HNC HND SQA
148 Petroleum engineering HND learner handbook
149 IBCM Strategic Plan 040122
150 IBCM student protection risk register v 2.0 March 2021
151 Induction Staff 10 Berlitz reception
152 IBCM Appraisal Form – Staff 11 December 21
153 Minutes of assessment board meeting 17 September 2019 (Business)
154 IBCM ILM Meeting 21 September 2021
154b Minutes of assessment board meeting 29 May 2019 (Business)

155 IBCM Staff Meeting 27 August 2021 minutes
156 IBCM Tutors Meeting 25 June 2021 minutes
157 IBCM ILM Meeting 02 June 2021
158 IBCM staff meeting Thursday 29 April 2021
159 IBCM ILM Meeting 16 April 2021
160 IBCM ILM Meeting 15 March 2021
161 IBCM ILM Meeting 08 February 2021
162 BBE SOW 2022
162 Scheme of work for Business Law
163 Past scheme of work ILM Level 5 Award Certificate and Diploma
164 IBCM Job Application Form Staff 3
165 IBCM Job Application Form 2021 Staff 4
166 IBCM Job Application Form 2021 (1) Staff 2
167 IBCM Job Application Form 2021 Staff 5
168 IBCM Job Application Staff 6
169 IBCM Job Application Form 2021 Staff 7
170 IBCM Job application form v1.0
171 CV Staff 1
172 ILM Meeting agenda 14 February 2022
173 IBCM Job Application Form Staff 9
174 Student 2 Admissions
175 Student 1 Admissions
176 Student 3 Admissions
177 Student 4 Admissions
178 Student 5 Admissions
179 Student 6 Admissions
180 Student 7 Admissions
181 Student 8 Admissions
182 JD Academic Manager 2022
183 Job Description and person specification Programme Leader 2021
184 Job Description and person specification Quality Manager 2021
185 Job Description Admissions and Student Experience Manager
186 Job Description Admissions Officer 2021 (1)
187 Staff Briefing CPD QAA visit 28 January 2022
188 Executive committee minutes February 2022
189 Academic Board meeting 01 FEB 2022
190 Staff briefing and standardisation for HND 2022
191 IBCM Application form January 2020
192 Audit and Review Framework
193 Student 2 BBE 1
194 Student 1 management and operations 1
195 Student 1 Management and Operations 2
196 Student 1 Marketing 1
197 Student 1 marketing 2
198 Student 4 BBE
199 Student 4 Business Environment
200 Student 4 Assessment Record HRM2 Student 4 with IQA
201 EV report Sept 2020
202 Flowchart for CPD (Review of teaching and assessment) v 4.0 May 2021
203 HRM 1 Student 1
204 IBCM Request for Further Evidence post team planning
205 ILM report Jan 2021
206 Pearson registrations
207 QSR QAAO request to College for additional evidence 7 Jan
208 Assessor Feedback form Student 4 Assignment one HRM formative feedback

209 Student 4 Assessment Record HRM1 (2)

210 HRM Discussion and observation record task 2 Student 4 completed

211 HRM Shortlisting for Team Leader at Active Sports (1)

212 Interview question sheet Student 4 HR

213 Job Description and person specification for assignment Student 4

214 Offer Letter

215 Student Human Resources Management (1) final Staff submission

216 Student 4 Human Resources Management formative comments

217 Student 4 Assessment Record HRM2 Student 4 for IQA

218 Employee regulations and legislation Staff summative Staff 2bmission with assessor notes

219 Assessor Feedback form BBE2 presentation with IQA comments

220 BBE2 Front Sheet with IQA signature

221 Student 1 Assignment 2 (2)

222 Assessor Feedback Form Student 1 Wilson BBE1 with IQA

223 BBE Assignment 1 Student 1

224 Student 1 BBE 1 Front Sheet with IQA

225 Student 1 BBE 2 Observation (1)

226 Thumbs

227 Student 1 BBE Assignment 1 with Assessor comments

240HRM Discussion and observation record task 2 Student 4 completed and signed. Copy

241 HRM Discussion and observation record task 2 Student 2

242 Student 2 BBE Tutorial June 2021

242 IBCM Tutorial BBE July 13 2021 Student 2

243 IBCM Tutorial Form Student 4 HNC 12 June 2021

244 Observation record HN Student 4 assignment 2 BBE

245 Assessor observation record Student 2 Business Environment 2

246 Student 8 Tutorial form 7.12.21

247 Student 9 tutorial 1.12.21 v2

248 Edexcel Registrations 2021

249 Turnitin Student 2 BBE 1

250 Turnitin Student 4 BBE

251 Turnitin HRM 1 Student 1

252 TurnitinUK Originality Report

253 Flowchart for CPD (Review of teaching and assessment) v 4.0 May 2021

254IBCM Tutors Meeting 25 June 2021 minutes

255 IFD Programme Meeting 21 May 2021 minutes

256 IFD Programme Meeting 19 March 2021 minutes

257SG monthly feedback form November 21 with IQA comments

258 BDM Meeting Minutes

259 IBCM Extenuating Circumstances request form v 2.0 January 2022

260 IBCM Extenuating Circumstances Policy v 2.0 February 2022

261 IBCM staff induction BDM checklist September 2021

262 Further Evidence request Monday 7 Feb 2

Website - Available from https://www.internationalbusinesscollege.co.uk/. Accessed 7 & 8 February 2022

M1 Meeting with Senior staff

M2 Meeting with Academic staff

M3 Meeting with Professional support staff

M4 Meeting with Students

M5 Clarification meeting with Senior staff

O1 Observation of Teaching and Learning

O2 Observation of Teaching and Learning