

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Full Inspection

INSTITUTION: The Independent Institute of Education (Pty) Ltd

ADDRESS: ADvTECH House, Building 3, Block 7
Inanda Greens
54 Wierda Road West
Wierda Valley
Sandton
2196 South Africa

HEAD OF INSTITUTION: Dr Felicity Coughlan

DATE OF INSPECTION: 10 - 15 March 2014

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

Date: 10 Apr 2014

1. Background to the institution

The Independent Institute of Education (The IIE) delivers further and higher education programmes and short courses in South Africa, offering qualifications from Higher Certificate to Masters. It was established in its current form as a single registered provider in 2005 and is registered with the Department of Higher Education and Training as a private provider of further and higher education and training under the Further Education and Training Colleges Act, 2006 and the Higher Education Act, 1997. The IIE is a wholly owned subsidiary of ADvTECH Ltd, which is a publicly listed company in South Africa and focuses on education and resourcing.

The IIE is one of three operating divisions of ADvTECH Ltd, and delivers its programmes through four primary brands. Two other brands also exist within the The IIE division but full qualifications are not delivered through these. The primary brands are Varsity College, Rosebank College, Vega School of Brand Leadership (Vega), and Design School South Africa (DSSA). Each of these primary brands can have multiple campuses across the country, and focuses on a market segment within the overall strategy of The IIE. Currently 21 campuses exist. Although these primary brands are separately used to market programmes to potential students, all of the awards granted are those of The IIE, and all campuses are registered with the Department of Higher Education as IIE campuses.

All of the qualifications are registered on the Higher Qualifications Sub Framework of the National Qualifications Framework of the South Africa Qualifications Authority (SAQA). The IIE has approval to award its own degrees for all of its more than 70 higher education programmes, under authority from the Council for Higher Education, through the Higher Education Quality Committee (HEQC).

The number of students at the time of inspection was reported as 15,495, with 7,394 being within the Varsity College brand, 6203 within the Rosebank College brand, 1,502 within the Vega brand and 396 at DSSA. A significant increase had taken place at Rosebank College between 2013 and 2014, with the previous year's numbers reported as 3,529. Part of this increase is due to the discontinuation of the College Campus brand, which last year had about 1300 students, now incorporated into Rosebank College.

2. Brief description of the current provision

The IIE offers a range of higher education provision, ranging from non-accredited short course provision to higher certificates, degrees, honours degrees and masters degrees. Some of the programmes offered are generalist themes such as those with a business component. In such cases, the central parts of The IIE take a lead in the design of the programme and its teaching materials and assessment, with the designated brands focusing on the delivery of student learning experience. Hence academic staff customise the designed package to reflect the individual situation of a specific class. The other programmes may be considered as more specialist in nature. In those cases, the staff in the brand in which such programmes are located take a much stronger lead and have a greater 'ownership' of the programme. The outcome is a structure in which both approaches are managed within the same set of policies and procedures, reflecting the strengths of the institution, whilst retaining sufficient flexibility to allow academic focus to be located at the main point of expertise.

3. Inspection process

The IIE is a centrally structured institution with delivery through the brands. The inspection team of two inspectors therefore focused the first two days of their inspection on the centre's policies, procedures and structures. A detailed review of the centre's operation was undertaken, allowing the inspection team to undertake site visits to the brand campuses, and inspect whether the student learning experience and the support services were aligned with the declared policies and procedures.

One inspector then spent two days at Varsity College in Pretoria and the other inspector spent two days at Rosebank College in Braamfontein. A third day was spent by one inspector at Vega, and the other inspector at DSSA in Bordeaux. Hence three days were spent by each inspector separately looking at the delivery of one centre for each of the brands. So the sample size for each brand was one campus. The expectation in this approach is that the campus visited in each brand is indicative of the practices and processes in any other of the campuses within that brand.

A final day was then spent back at The IIE to determine and clarify points of detail and issues arising from the brand visits, with a final feedback session to staff. The total duration of the inspection spanned six days.

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is good evidence of strong and effective leadership of the institution. There is a wide range of policies and procedures in place and a clear contribution by the senior management of The IIE within the overarching accreditation process of HEQC. This has created an environment within which the institution has a clear understanding of national accreditation standards and requirements, and makes a national contribution to the HEQC.

There are also effective communication channels, both formal and informal. Whilst the formal communication channels are specified and can be evidenced at the reporting end of the institution through the electronic systems in place, there is an equally important informal communication operating at lower levels, especially in the specialist brands of Vega and DSSA.

2. The administration of the institution is effective

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|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The administrative structures are robust, with staff having a clear understanding of their individual roles and responsibilities. Whilst The IIE is structured as a matrix management framework which initially appears to be relatively complex, many individual staff are only required to operate within a small subset of this structure, and staff have a clear understanding of their reporting lines.

The policies and procedures of The IIE cover the expected range of issues, and have the benefit of ADvTECH providing company wide policies. The Programme Development Policy should state more clearly that the process of securing external contribution to the final stage of programme approval is through the HEQC. The externality to programme approval is currently stated in the context of assuming that everyone is aware of the HEQC requirement.

3. **The institution employs appropriate staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

Peer observation of teaching is undertaken for each lecturer, typically twice a year. A regular performance review is undertaken for all staff, contributing to a continuing professional development programme, and from which a proposed action plan emerges which is considered at future performance monitoring sessions.

A rigorous staff recruitment procedure is followed, and staff qualifications are externally verified before final appointment.

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

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

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

Comments

All publicity is centrally managed to secure the accuracy and integrity of such material. Students also confirmed the accuracy of information they received whilst prospective students.

5. **The institution takes reasonable care to recruit and enrol suitable learners for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. Yes No
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

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

Comments

Whilst the vast majority of students are recruited directly by the brands, there are agreements in place for agents in neighbouring countries to be part of the recruitment process. Agreements with international recruitment agents are currently managed by the individual brands. The IIE would benefit from having centralised agent agreements, operating for the benefit of all brands and offering a more consistent approach, including monitoring of agent performance and clear agent briefing and development.

A procedure exists to enable assessment of students' skills prior to or at entry to The IIE. In the brands of Vega and DSSA, this initial assessment is undertaken with significant thought and care, and is used to guide students' choice of programme or recognising the skills that need to be developed. This approach should be implemented across all brands in a consistent way, sharing best practice.

6. **There is an appropriate policy on learner attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. Yes No
- 6.3 Learner absences are followed up promptly and appropriate action taken. Yes No

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

Comments

Student attendance is carefully recorded and monitored. There is a policy in place which requires 80% student attendance at scheduled activities. Poor attendance of 70% or below is one of the triggers leading to a student being placed on an 'At risk' list. The IIE should consider raising this trigger point to align it with the 80% attendance requirement. Once on the 'At risk' list, a series of detailed and individual actions are undertaken, to help, support and encourage the student to be successful on the programme.

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

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|-----|--|---|
| 7.1 | The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner representation where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the learner body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

A range of approaches to obtaining student feedback are in place and are operating successfully. These include module surveys, use of student representatives and student liaison meetings. There is good evidence that these inputs are considered and analysed at various points in the system, including the formal monitoring process as well as the interim meetings throughout the year. Some brands, for example, publish the minutes of these 'student council' meetings to inform all students of the action being taken.

Not all student representatives appear to be fully aware of how to engage with the representation systems in place. It would be beneficial for The IIE to ensure a more consistent approach by introducing student representative training.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

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|-----|---|---|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

A positive feature of The IIE is the focus on monitoring and performance review. The student management information system, know as SAM, provides a reporting tool across all the brands to enable an effective, central oversight to be maintained. Some areas are considered annually, but others on a more frequent basis. There is good evidence that action plans are developed and regularly reviewed.

In the brands of Vega and DSSA, the end of semester module evaluation and report which is undertaken by staff was thoughtful and appropriate. Whilst there is evidence that the other two brands fully conform to the policies of The IIE reporting, a more reflective approach should be developed to this module review process, enabling academic developments in those modules to be more firmly grounded.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of tutors to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Academic management is effective at both the local campus and national level to help ensure consistency in approach. Challenges have arisen in relation to timetabling higher than expected student numbers. This has been particularly acute in relation to IT and access to specialist staff for some modules at DSSA. The timely ordering of books should be improved to ensure that all required texts are available at the beginning of a semester.

10. The courses are planned and delivered in ways that enable learners to succeed

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| 10.1 | Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Modules are designed well and carefully planned with a clear schedule of assessments. Tutors provide an appropriate focus on the learning outcomes. This is particularly well done at the Vega and DSSA campuses where tutors ensure that students develop design skills that meet the needs of the creative industries.

The IIE has developed integrated curriculum engagement (ICE) activities that account for 10% of the assessed marks for a module. These are designed to encourage students to engage more effectively with their learning and apply what is being learned. This innovative initiative has considerable potential but the implementation of ICE is inconsistent across the campuses in relation to assuring that credit is awarded to learning outcomes. Sharing of best practice would help improve this.

The IIE uses a definition of formative assessment that includes summative assessment.

11. **Tutors are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Tutors are appropriately qualified and experienced. Yes No
- 11.2 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of learners. Yes No
- 11.5 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

Effective peer reviews help tutors to develop their teaching skills. Regular workshops and an online forum provide opportunities for sharing good practice.

12. **The institution provides learners and tutors with access to appropriate resources and materials for study**

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

Comments

Materials of a high quality are available to support learners and help ensure a consistent learning experience. These include detailed module guides and centrally produced assessments. An extensive catalogue of online books and journals is available to support independent learning.

In some brands, such as Rosebank College, the recent rapid growth in student numbers has provided resource challenges. As a result, some IT classes have access to insufficient computers, and a word processing practical session was observed where students were required to share computer facilities. On many campuses Wifi facilities need further development to ensure that students can access resources from their mobile devices. More power points are also required to allow the recharging of such devices.

The virtual learning environment (VLE) is underdeveloped, and it is noted that a new VLE, 'Blackboard', is being introduced. The existing student portal provides only limited academic support .

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

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|------|--|--------------------------------------|--------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.3 | Learners are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.5 | Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.6 | Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.7 | Learners have appropriate access outside class time to tutors for academic support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Good assessment procedures are in place and assessed work is fed back promptly. Students are clear about their progress and are well supported. The IIE is effective in identifying students that may be at risk of failure and the progress of such students is monitored carefully.

Good procedures are in place to discourage cheating and to monitor plagiarism.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 14.1 | For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 14.3 | For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

The IIE has its own degree awarding powers for those degrees which have been accredited by HEQC. It has signed agreements with partner institutions for progression arrangements or for tuition support on other providers' awards.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

Short stand-alone courses are offered at the request of businesses and, in addition, some existing modules can also be offered as short courses. No credit is awarded for these short courses, but the experience may be offered for advanced standing entry into suitable programmes.

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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA

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

Comments

16.2 The IIE has robust procedures for managing examination security. The procedures for managing the assessment of the thesis for the master programmes need further development. There is insufficient guidance for the external marker(s).

17. **There is appropriate provision of advice for learners intending to proceed to employment or higher/further education**

- 17.1 Learners have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Tutors provide good advice and support to assist learners into employment. This is particularly effective at the DSSA and Vega campuses, where the advice is supplemented by involvement in internships, exhibitions and competitions that expose students to leading employers. The internship programme is typically only for a week. This would benefit from a longer period and a closer involvement of staff from The IIE to monitor its effectiveness and embed the learning outcomes.

INSPECTION AREA - LEARNER WELFARE

18. Learners receive pastoral support appropriate to their age, background and circumstances

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|------|---|---|
| 18.1 | There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | Learners receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Learners receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Learners are issued with a contact number for out-of-hours and emergency support. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

18.4 Students can contact staff by email, but there is no out-of-hours emergency support contact number in place. The IIE should implement an out-of hours emergency contact number system, and ensure all students are familiar with the number and its intended use.

Each of the campuses has good student welfare arrangements, with staff appointed to a number of posts to provide a range of services, including student counselling. Students receive sufficient information prior to initial enrolment, are issued with handbooks on arrival and receive an induction or orientation session during the first week. There are clear policies on discrimination and students' behaviour.

19. International learners are provided with specific advice and assistance

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|------|--|---|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Information and advice specific to international learners continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, learners have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The IIE has an international student handbook and provides a range of information to international students prior to arrival. Students with different backgrounds and faiths are supported and integrated into the institutional life. The language of teaching is English.

There is potential for The IIE to further develop and expand its international student base and, should that route be taken, it is recommended that a international student strategy, with a much wider remit than recruitment, is established.

20. **The fair treatment of learners is ensured**

- 20.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Learners have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

A great deal of attention is paid to this aspect by The IIE, with clear contractual terms in place for students and a documented complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of learners. Yes No

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

Comments

22. **Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and learners before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems. Yes No

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

Comments

23. **The institution provides an appropriate social programme for learners and information on leisure activities in the area**

- 23.1 Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 23.2 The social programme is responsive to the needs and wishes of learners. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. Yes No NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

There is a good range of social activities available to students. The Student Forum (or equivalent body across the various brands) has a considerable input to the events that are scheduled and the promotion. The IIE has a staff member overseeing the activity to provide support and coordination and arranging appropriate security for events.

INSPECTION AREA - PREMISES AND FACILITIES

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

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments

All premises have secure tenure. Occasional arrangements are made to hire facilities as appropriate.

25. **The premises provide a safe, secure and clean environment for learners and staff**

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate temperature control and ventilation in all rooms. Yes No

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

Comments

All premises visited had secure access. Reception desks are located at each venue visited and there are good levels of signage. Notice boards are in evidence in all campuses, with up-to-date information on display. Social space is largely provided through facilities outside the main buildings. The main rooms at the venues have air conditioning and, whilst some areas are busy (eg. the library at Varsity College in Pretoria), the space is adequate.

26. **Training rooms and other learning areas are appropriate for the courses offered**

- 26.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

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

Comments

Rooms were essentially appropriate for classes taking place, although it was noted that the chairs for users of IT equipment did not have any adjustability. The buildings seen by the inspectors were mainly of very good quality and fabric, but the redecoration of the facilities at Rosebank College in Braamfontein would enhance the appearance. The significant increase in students at the start of this academic year had been swiftly managed and additional accommodation capacity structured into the facilities available.

27. **There are appropriate additional facilities for learners and staff**

- | | | |
|------|---|--|
| 27.1 | Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 27.4 | Learners and staff have access to storage for personal possessions where appropriate. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The facilities at the campuses are adequate and students confirmed that to be the case. It was noted that the library provision is relatively small, but this is offset by copies of core text books and workbooks etc being given to students and included as part of the fee, although in some cases these were not available at the start of the year. The libraries typically offer IT facilities which are frequently used to capacity. Wifi access for private facilities is offered, but the capacity is limited and as noted in section 12, The IIE is recommended to enhance the bandwidth. Equally the ability of learners to access power supplies during the day should be made available, given the encouragement to students to use private facilities (or the laptops provided to some students as part of the tuition fee).

All staff have access to IT facilities, and private rooms are available for staff-student consultation meetings. Hot-desking arrangements are in place for the staff who are employed on a 'contracted hours' basis.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

There is clear and effective leadership in The IEE coupled with a range of effective communication channels. All published information is centrally managed to ensure good and accurate communication.

Actions required	Priority H/M/L
5.5 The brands of The IIE should share best practice in the process of assessing learner strengths and weaknesses prior to entry.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
6.1 The IIE should adjust the trigger point to 80% for investigating poor attendance with respect to the 'At risk ' list.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

There is an effective peer review process operating, which contributes to teaching improvements. Each module is supported by a package of material to support delivery. The 'At risk' procedures is a positive feature in the monitoring of students who show symptoms of potential under-performance. The use of Turnitin and the requirement for students to submit the authentication of their individual assessments is a strong feature.

Actions required	Priority H/M/L
16.2 The IIE should offer additional guidance for examiners on marking masters theses, particularly external examiners.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

There is a good range of activities in the Student Social Welfare Programme. The Student Wellness Support arrangements are a strong feature.

Actions required	Priority H/M/L
18.4 An out-of-hours emergency contact number should be issued.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

The procedures for securing and reviewing health and safety at the range of premises is robust.

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

RECOMMENDED AREAS FOR IMPROVEMENT

The following recommendations are offered for future development:

The IIE should make more explicit in its procedures the detail of its final external contribution to its programme approval process.

A centrally managed process should operate in the use of international recruitment agents.

Training should be introduced for student representatives.

The IIE should develop a more reflective approach to module review in the Rosebank and Varsity College brands.

The timeliness for ordering required texts at the start of each semester should be improved.

Best practice on the implementation of the integrated curriculum engagement (ICE) approach should be shared.

The IIE should ensure resources match the student numbers and approach to teaching, in particular with respect to IT and WiFi provision and power points facilities.

The internship programme would benefit from a longer period than the current one week and a closer involvement of staff to monitor its effectiveness and embed the learning outcomes.

If the option to expand the number of international students is taken, The IIE would benefit from establishing an international strategy with a wider remit.

COMPLIANCE WITH STATUTORY REQUIREMENTS