

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

UK Higher Education Institution (UKHEI) Reaccreditation Inspection

INSTITUTION: Girne American University Canterbury

ADDRESS: 9 St George's Place
Canterbury
CT1 1UT

HEAD OF INSTITUTION: Ufuk Ozaktanlar

DATE OF INSPECTION: 28 and 29 May 2014

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 27 Nov 2014

PART A - INTRODUCTION

1. Background to the institution

Girne American University (GAU) is a private university in Northern Cyprus that has been operating since 1985. GAU has campuses in Singapore, Istanbul, Karpaz (Northern Cyprus), Washington and Canterbury; the Canterbury premises were purchased in 2007.

GAU has focused upon providing what is described as 'the American system of learning', although most of the features claimed to characterise American higher education are also common in the UK. GAU is accredited by YOK, the Turkish Higher Education Council and YODAK, the Higher Education Planning, Accreditation and Coordination Council of Northern Cyprus.

Teaching at Girne American University Canterbury (GAUC) commenced in September 2009 and student numbers have remained low since then. Students are following degree programmes at GAU and attend courses at GAUC on a study abroad programme which enables them to study degree modules at an overseas campus. Students attend GAUC on student visitor visas and their stay is usually limited to 14 weeks, although some choose to return to Canterbury for a second period of study.

2. Brief description of the current provision

At the time of the inspection there were 31 students pursuing programmes at GAUC on a full-time basis; of this total, 26 were on student visitor visas and 5 were EEA nationals.

GAUC offers degree modules in Architecture, Interior Design, Business Management and Foundation English.

There have been attempts to diversify provision at GAUC in past years, but direct recruitment of UK or EU students onto GAU degree modules is unlikely and possible alternative programmes (such as HNDs) would require Student Loans Company (SLC) funding in order to compete in the crowded local market. Other vocational qualification options proposed recently seem even less realistic. However, the institution proposes to seek British Council accreditation, which would enable an expansion of English language provision.

3. Inspection process

The inspection took place over a two day period and included meetings with senior managers, administrative staff and teachers, observation of teaching sessions, a tour of the premises and also of the residential accommodation, scrutiny of documentary evidence and a meeting with ten students. The inspector was accompanied by a student representative who also serves on the BAC Accreditation Council.

4. Inspection history:

Inspection type	Date
Full Accreditation	19-20 April 2010
Interim	11 January 2011
Spot Check	14 April 2011
Supplementary	11 July 2011

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

- | | | |
|-----|--|---|
| 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 |
| 1.4 | The institution conducts a regular and systematic review of its overall performance. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

Comments

Communication is effective although generally informal. Senior managers, including the Chief Executive, are very accessible to both junior members of staff and students.

1.4 There are documents which indicate that there are processes in place for formal institution-wide performance review but these need to be implemented.

2. The administration of the institution is effective

- | | | |
|-----|---|---|
| 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 |
| 2.6 | Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.7 | Administrative records are efficiently organised and stored. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Committed administrative staff work very effectively to support academic staff and students.

3. **The institution employs appropriate managerial and administrative 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
- 3.4 Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching, e.g. those teaching at undergraduate/HND level will hold a post-graduate degree and appropriate experience. Yes No

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

Comments

Selection and recruitment arrangements are appropriate. There are plenty of informal opportunities for individuals to meet and discuss work-related matters.

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
- 4.3 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No
- 4.4 Students are informed of the full cost of all programmes, including costs of examinations and any required materials. Yes No
- 4.5 Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated. Yes No

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

Comments

Publicity material is generally fit for purpose and students receive detailed information about their programmes. The website style and content is controlled by GAU Cyprus and some local autonomy over amendments and content might be desirable.

5. **The institution takes reasonable care to recruit and enrol suitable students 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 students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students 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 Students 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

Well organised processes are in place. Students confirmed that they are well briefed and informed on arrival in Canterbury.

5.5 Problems with the level of English among a proportion of the enrolled students have still not been completely dealt with.

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

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

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

Comments

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

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

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

Comments

There are effective arrangements for obtaining feedback at a number of key points during the period that each student cohort is studying at the institution.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes 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 student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

8.2, 8.3 Although data is available and documentation is in place, a complete cycle of annual monitoring has not yet been implemented.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | |
|-----|--|---|
| 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 teachers 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 |
| 9.5 | There is provision for academic leadership in each area of the academic programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are effective procedures in place for the induction and appraisal of all academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | Students have access to individual teaching staff in order to supplement classroom-based teaching and learning. | <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 and teaching teams take the opportunity to meet regularly. Students can easily obtain additional help from teaching staff when needed. Comments made during the inspector's meeting with students confirmed that students find the learning process enjoyable and supportive.

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

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

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

Comments

Documentation and teaching materials are clear, well-designed and appropriate.

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

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers 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 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No
- 11.7 There is evidence of course planning to ensure curriculum coverage. Yes No
- 11.8 The balance between large and small group teaching is appropriate to the needs of higher education learning. Yes No
- 11.9 Students are encouraged to develop autonomy in the planning and management of the learning process. Yes No

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

Comments

Teaching sessions observed were well-planned and delivered.

11.3 Peer review of teaching operates effectively, but there is currently no formal teacher observation process.

11.4 There is a broadly supportive approach to training and development, but no formal arrangements are in place. The English Department has been running short developmental workshops for teachers but these are due more to the enthusiasm of the departmental head than to institutional policy.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

- 12.1 The teaching methodology requires students to make use of the resources for study available to them. Yes No
- 12.2 Resources for study are well organised and catalogued to facilitate access. Yes No
- 12.3 Handouts and other resources are appropriate to the level of the course. Yes No

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

Comments

There is a very small library on site and arrangements have been made for degree students to access academic libraries at the nearby Canterbury College and also at University of Kent; English language students are introduced to the Canterbury public library.

Online resources are accessed by most students. The institution's intranet facility was not operating at the time of the inspection. During the student meeting, the majority of students present commented that email communication with academic staff worked well and only two students out of ten present had actually used the nearby academic libraries.

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

- 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 students and teachers. Yes No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. Yes No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support. Yes No
- 13.8 Student progress is measured and recorded regularly on the basis of adequate and explicit data. Yes No
- 13.9 There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance. Yes No
- 13.10 There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements. Yes No

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

Comments

Assessment feedback is provided in a timely and supportive manner.

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

- 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. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No 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. Yes No NA

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

Comments _____

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 relative to the NQF/QCF and evidence that students 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
- 15.4 There is evidence that the comments of external moderators have been addressed. Yes No NA

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

Comments _____

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 students to appeal against their marks. Yes No NA

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

Comments _____

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

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students 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

Comments _____

INSPECTION AREA - STUDENT WELFARE

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

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 18.6 There are effective systems to communicate with students. Yes No
- 18.7 There are effective means for identifying and responding to student opinion. Yes No

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

Comments _____

Different members of staff cover pastoral, academic, personal and social aspects of student support. Students are able to obtain help and advice outside normal hours if needed. The effectiveness and value of student Induction is formally evaluated.

19. **International students are provided with specific advice and assistance**

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

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

Comments

The student body, although relatively small, is very diverse and the institution takes appropriate steps to accommodate cultural and religious differences.

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

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

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

Comments

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.4 Separate accommodation blocks are provided for students under 18. Yes No NA
- 21.5 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

There is a self contained block of residential accommodation (Riverdale House) in a secure complex about a mile from the institution. This is large enough to meet the needs of the current student body; if numbers increase, additional student housing is available on the same site. The Riverdale House accommodation is in need of refurbishment, but, during the student meeting, students stated that it was adequate and met their needs.

22. **Where home-stay accommodation is organised, the welfare of students 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 students and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before students 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 students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student 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

Home-stay proved unpopular with students in the past and is not currently provided. Some students returning to Canterbury for a second programme decide to make their own accommodation arrangements.

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

- 23.1 Students 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 students. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. 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
- 23.5 Students are encouraged to develop and participate in extra-mural activities. Yes No

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

Comments

An imaginative and varied programme of visits is provided and this is linked with programme learning outcomes wherever possible. Students confirmed that the visits were very interesting and that they provided a useful introduction to UK society, culture and history.

The student body is still too small and the duration of their stay in Canterbury too short (in most cases) to facilitate a strong student representative/student union arrangement. Students would appreciate occasional social events arranged on a local basis.

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

25. **The premises provide a safe, secure and clean environment for students 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 students, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to students, 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 students 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 heating and ventilation in all rooms. Yes No

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

Comments

The premises are well-maintained, relatively spacious and secure. The location is very convenient for access to the city centre.

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

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms 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
- 26.4 Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials. Yes No

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

Comments

Classrooms are well-appointed, with comfortable chairs. Current teaching technology is provided. There is a large lecture theatre at the rear of the building.

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

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No 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. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No
- 27.7 There is appropriate provision of required specialist teaching equipment and work areas. Yes No
- 27.8 There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students. Yes No

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

Comments

There is a spacious cafeteria, although this currently does not provide food and drink, as student numbers are too small; drinks vending machines are available for student use. There are two supermarkets, providing sandwiches and lunch snacks, within 2-3 minutes walk of the institution.

A walled courtyard and garden at the rear of the premises provides space for relaxation when weather conditions permit. Beyond this is a small house, owned by the institution, with six rooms for overnight use when needed by teachers.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

The institution selects and employs appropriate members of teaching staff, who work in a collegial manner for the benefit of students.

Effective arrangements are made to obtain feedback from students and the institution tries to respond promptly when concerns are identified.

Actions required	Priority H/M/L
1.4 (see also 8.2, 8.3) A formal institution-wide process to review performance must be implemented.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
2.4 GAUC should implement a document control process, which operates consistently across the institution and uses standard document conventions and format, footers, issue numbers and version control.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
5.5 Attention must be given to resolving the continuing problems over the standard of English among a small proportion of new students.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
8.2, 8.3 (see also 1.4) A formal process of annual monitoring and reporting must be implemented.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Peer review operates very effectively and engenders a supportive environment among teaching staff.

Effective teaching methods are used and well-qualified teachers work to encourage and support student learning.

Actions required	Priority H/M/L
11.3 Peer review of teaching operates well, but it must be supplemented by a formalised process of teaching observation organised by senior management.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
11.4 Staff development is currently too informal and dependent upon individual professional contacts. A process of training needs analysis, linked to performance review and teaching observation outcomes and backed by a formal training and development budget, is essential.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Pastoral care arrangements are appropriate and supportive, with advice and assistance freely available when needed from members of staff.

There is a varied and appropriate programme of visits, which supports academic studies and provides students with an introduction to the culture and heritage of the UK; this is greatly appreciated by students.

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

PREMISES AND FACILITIES

Institution's strengths

Adequate space is available for group and individual learning activities and the institution has excellent IT provision for use by students.

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

RECOMMENDED AREAS FOR IMPROVEMENT

GAUC relies heavily upon informal communication and more formal arrangements must be put in place; this will become essential if the numbers of students grow in future. The current communication arrangements depend largely upon the continued enthusiasm of specialist teaching teams and steps need to be taken to safeguard the institution`s tacit knowledge.

A process of internal moderation is clearly specified in the institution's Quality Management Strategy, but is not currently carried out; as internal moderation is an important component of any internal assessment regime, GAUC would be well advised to reinstate it. Similarly, external examiner arrangements have been allowed to lapse in recent years; as this is an expectation of UK higher education institutions offering and delivering their own degree programmes, GAUC should consider how best to address this issue in future.

Small staffing and student numbers have also meant that the significant processes of annual monitoring, performance review and formalised staff development have not been put into operation; all these need attention if the institution is to meet the level of expectation placed upon higher education institutions in the UK .

GAUC should consider refurbishing and appropriate upgrading of the residential accommodation.

COMPLIANCE WITH STATUTORY REQUIREMENTS