

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) with on-line provision Full Inspection

INSTITUTION: Boston City Campus and Business College

ADDRESS: 247 Louis Botha Avenue
Orchards
Gauteng
Johannesburg

HEAD OF INSTITUTION: Dr Hendrik Botha

DATE OF INSPECTION: 7-10 March 2018

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

Date: 23 May 2018

1. Background to the institution

Boston City Campus and Business College (BCC/the Institution) is a private institution, which was established in 1991. Originally BCC focused on vocational and occupational courses at further education level. In 2009 BCC gained approval to delivery higher education programmes in distance learning mode and begin delivery in 2013.

BCC has two head offices. The head office in Gauteng, Johannesburg is where the majority of the administrative functions are based, while the academic staff are based in the head office in Stellenbosch near Cape Town. BCC has a network of 45 Study Support Centres (SSCs), also referred to as branches, distributed across South Africa. The SSC in Arcadia shares premises with Boston Media House, which is the sister organisation of BCC and is the subject of a separate BAC inspection report.

BCC's vision is to strive to enhance, uplift and continuously improve the quality of education and training in South Africa through a commitment to education for life. It aims to provide quality learning and teaching opportunities to students by providing market relevant accredited programmes, delivering quality tuition and assessment, investing in employee development, retention and advancement strategies, being responsive to changing environments and delivering high quality, technology driven and affordable education to students in the advancement of the South African economy.

BCC operates within the regulatory framework for private education in South Africa. It is accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) and is registered by the Department of Higher Education and Training (DHET) as a Private Higher Education Institution (PHEI). BCC also holds accredited status with seven Statutory Education and Training Authorities (SETAs) and professional bodies, which come under the jurisdiction of the Quality Council for Trades and Occupations (QCTO). According to local legislation, BCC cannot operate outside South Africa.

BCC has a Board of Directors (BoD) and four of the five directors are also shareholders. The Head of the Institution is a director and shareholder. The shareholders and directors are also shareholders and directors for Boston Media House. BCC and Boston Media House have a number of shared services, which include human resources, finance, information technology, public relations, product development and marketing.

2. Brief description of the current provision

BCC offers programmes across a range of business, management, human resources, accounting and finance, marketing, public relations, hospitality, wellness and lifestyle and occupational areas. There are three categories of provision: programmes delivered through distance education, blended learning programmes and face-to-face programmes. The face-to-face and blended learning programmes are short courses and occupational programmes including Learnerships designed to provide work experience for graduates. The higher education programmes are all through distance learning. BCC offers one degree programme in Commerce and Marketing Management, eight diploma programmes in business management; financial accounting; event management; human resource management; marketing management; network system; systems development, and commerce and public relations. BCC offers eight higher certificates in advertising and integrated communication practice; business management practice; commerce in human resource management; commerce in human resource development; HIV/AIDS counselling and management; marketing practice; commerce in general management, and marketing.

At the time of the inspection, 13,770 students were studying with BCC, of whom 13,185 were full-time, as part of the Semester A intake. A further 7,513 students were registered for courses starting later in the year, 7,327 of whom were full-time. All students are over the age of 18. The vast majority of the student body is South African and most of the remaining very small minority are from other parts of Africa.

Entry requirements meet the South African legislation and vary from award to award. For entry to the degree programme, for example, the requirement is for a National Senior Certificate with English. There are entry points at the start of one semester in January and the other semester in July. Short courses have monthly enrolments.

There were 74 management staff, 197 administrative staff, 324 teaching and training staff and 63 ancillary staff supporting the provision.

3. Inspection process

The inspection was undertaken by three inspectors, including a student inspector, over three and a half days. The

inspectors visited the two head offices and five study centres. They held meetings with four of the five directors, senior management, heads of shared services, the Registrar, systems administrators, support centre managers, staff of the Learnerships department, higher education student advisers, academic quality managers, educators, assessors and moderators, the librarian, support staff and students in five locations. The inspectors accessed online materials and the information management systems. The inspectors reviewed course files and administrative documentation. The Institution had prepared thoroughly for the inspection and made all documentation and information readily available to the inspectors.

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 - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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| 1.1 | The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons 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 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | Senior managers have an understanding of the special requirements of online, distance and blended learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.8 | There are clear channels of communication between the management and staff, especially those working remotely. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The organisational structure of Boston City Campus and Business College is clearly defined and understood by all categories of staff. There are helpful diagrams, which illustrate the structure and clearly show the reporting lines.

Each member of the Board of Directors (BoD) has an executive responsibility. The individual responsibilities of the BoD are clearly defined and understood across the Institution. The head of the Institution is also a member of the BoD and a company shareholder.

The membership of the BoD is stable. Directors are well qualified and able to carry out their responsibilities fully.

Overall responsibility for risk assessment rests with the board. BoD meeting minutes demonstrate the awareness of and the attention to risk, including the considerable risks posed by the South African context. These risks include changes to regulations in higher education such as to the payment of fees, the numbers of Sector Education and Training Authorities (SETAs), each of which has its specific requirements which change, student access to basic resources and finding staff with the necessary skill levels whilst meeting quotas.

Senior managers are fully aware of the particular needs of online, distance and blended learning and have devised a model that is particularly appropriate to the South African context.

There are active and productive lines of communication with staff both on and between the different sites, which ensure coherence and consistency across the provision. Staff do not work remotely.

2. **The institution has a clear and achievable strategy**

- 2.1 The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management. Yes No
- 2.2 There is provision for stakeholder input to inform the strategic direction of the institution. Yes No
- 2.3 The strategy is well communicated to all stakeholders within and outside the institution. Yes No
- 2.4 The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets. Yes No

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

Comments

BCC has a clear strategy which is developed alongside the financial plan. The strategy takes account of the skills and knowledge needs in South Africa and clearly has the student at its heart.

Strategy formulation is undertaken by the BoD with appropriate input from both internal and external stakeholders, including from the Advisory Board which has a majority of external members. The financial management system and the strategy are fully aligned.

3. **Financial management is open, honest and effective**

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

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

Comments

The Chief Financial Officer is a member of the BoD and a shareholder. There is a clear and appropriate financial model, which supports the close monitoring of expenditure against income. There is appropriate budgetary delegation to the head of the Institution, to study centre managers and to heads of shared services.

The level of reserves is appropriate for the operation of the Institution. There is an insurance policy in place which ensures that, in the event of closure, all students registered would be able to complete their course of study.

Reports from external audits confirm that financial matters are conducted in accordance with the requirements of the South African context and are robust.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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|------|--|---|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2 | 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 |
| 4.3 | There are clear channels of communication between management, the governing body, staff, students and other stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.4 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5 | There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.6 | Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.7 | There is a set of comprehensive policies, regulations and procedures for staff and student conduct. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.8 | Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.9 | A policy exists and is administered effectively regarding collection of and refund of student fees. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.10 | Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.11 | Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.12 | Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

BCC has a flat management structure in which the directors and owners of the company are also the executive directors and senior line managers of the Institution.

The roles and responsibilities of the directors are clearly delineated and understood across the Institution. The organisation chart outlines the committee structure and reporting lines, which are appropriate for the scale, profile and ethos of BCC.

The expectations of staff are clearly outlined in the Employee Human Resource Manual, which includes a code of conduct. The code of conduct for students is included in the Student Rulebook.

There are comprehensive regulatory and quality management policies which are published in the Academic Quality Handbook. Staff receive a copy of the Academic Quality Handbook and are required to sign to show they have received it. This ensures familiarity with the processes and regulations.

Information, including publicity, is managed by the shared marketing department. Marketing materials and information are signed off by the BoD and distributed to the different centres. This process ensures the accuracy and consistency of information across the whole of BCC.

Detailed reports are prepared annually for submission to the South African Department for Higher Education. These reports are also used for internal analysis. BCC monitors performance against targets at least quarterly.

Boston has recently revised the staff performance and appraisal system. The new scheme is to be implemented in the

current year and is clearly documented. The previous system was well documented and transparent but not always consistently implemented across all categories of staff and in all centres.

5. Academic management is effective

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| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6 | The appraisal procedures for tutors incorporate regular monitoring of tutor feedback. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.7 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Programmes are developed to meet the requirements of the CHE with the license to deliver being given by the Department for Higher Education. Programmes are aligned to the National Qualifications Framework (NQF).

The programmes fully align with the BCC's mission and meet national priorities and quotas.

The team of academic and quality managers ensures that the stated curricula are delivered consistently and as described to students, wherever they are based. Educators provide feedback to the academic and quality managers on the programmes and appropriate revisions are made.

The academic staff meet both formally and informally. Formal meetings are minuted. Effective channels of communication enable the proactive management of the programmes and their delivery.

There is no face-to-face classroom delivery in the higher education programmes. However, academic and quality managers monitor communication between the educators and the students and provide feedback. Effective practice is shared in meetings.

Staff are well supported in their Continuing Professional Development (CPD) which focuses on both subject and pedagogical knowledge and skills.

6. **The institution is effectively administered**

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| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | 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 |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6 | Data collection and collation systems are well documented and effectively disseminated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.8 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.9 | Student and Academic staff records are sufficient, accurately maintained and up-to-date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.10 | The institution has a robust security system and policies in place for protecting the data of its Students and Academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.11 | The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is a group of well-qualified administrators, which fully meets the administrative needs of the Institution. Job specifications provide clarity of staff roles and responsibilities. Staff are aware of and understand their roles and responsibilities.

Data collection systems are effective and comprehensive. There is an effective back up system for all data.

Great care is taken to ensure that students are verified at each key point in their studies. Data is held securely and appropriately shared across departments.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

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| 7.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is an effective staff recruitment process, which is managed by the central Human Resources function. Job specifications have recently been developed for all staff, from the Chief Executive Officer downwards, together with a revision of the organisational structure to match current practice.

Policies and procedures are clearly documented in the Employee Human Resource Manual and in the Quality Management Systems Manual.

BCC has recently revised the staff appraisal system. The revised scheme is well documented and is due to be implemented in the current academic semester. The system applies to managerial, administrative and academic staff.

There are good opportunities for staff development. The provision of Continuing Professional Development (CPD) for staff is a strength of the Institution and contributes, additionally, to the up-skilling of the South African Workforce.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. Academic staff are appropriately qualified and effective in facilitating student learning

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| 8.1 | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Learning outcomes for all programmes are articulated and are publicly available. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.4 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.5 | Academic staff ensure the active participation of all students in class activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.6 | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.7 | Academic staff supply students with access to any additional learning materials as appropriate to support student learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.8 | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.9 | Academic staff draw upon current research in their teaching. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.10 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.14 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.15 | The institution has a robust academic staff recruitment system which is designed to ensure the safety of the learners. The recruitment process for academic staff working remotely includes a face-to-face (i.e. Skype) interview. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.16 | The allocation of academic staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.17 | Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional academic staff support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.18 | Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.19 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

BCC has developed an effective model for distance learning, which recognises and responds to the context in South Africa. The model offers students online materials, the provision of essential materials in hard copy, online support from academic staff, who are known as educators, a range of moderated discussion fora and the opportunity for students to access materials, Information Technology (IT) facilities and face-to-face technical support in a study centre. Staff are appropriately qualified and inducted into the specific pedagogy required for distance learning, including effective communication.

Each set of course materials has clearly specified learning outcomes. Courses are carefully constructed so as to guide

students progressively and logically through the material with questions, tests and assessment at appropriate points. Educators monitor the progress of students well. This enables the identification of both individual and common difficulties that students encounter. Where shared difficulties are encountered, advice, guidance and additional materials, where appropriate, are developed in discussion between educators and academic managers and shared with the students online. Communication between educators and students is accessible to the academic managers and is both effectively supported and monitored.

There are clear procedures for commissioning, checking and approving new materials. These procedures are aligned with the academic infrastructure and are robust.

9.	Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No
This standard is judged to be:		<input checked="" type="radio"/> Met <input type="radio"/> Partially Met <input type="radio"/> Not Met

Comments

Course materials include the assessment schedule. Formative assessment is appropriately designed to promote student learning and to guide students with regard to their progress. Both formative and summative assessments are aligned to the course learning outcomes and students are clear about what is expected.

There is a range of assessment methods, which are appropriately aligned with what is being assessed. For example, multiple choice tests are used to assess the acquisition of key knowledge and enable both students and educators to monitor progress.

The core role of the Assessment Department is the oversight and moderation of assessment. The Academic Quality Managers (AQMs) review the assessment tasks, monitor student performance on the assessments and moderate assignments. The allocation of markers to assignments is handled by the assessment manager who also oversees the post marking moderation of the results. The management of assessment ensures consistency in the application of the grading criteria and equity of process across BCC.

Students receive feedback on assessments through the student management information system. Feedback and progress reports are printed out for students in the SSCs. Students receive marks or feedback from the head office, which is appropriate for the delivery and support model at BCC.

Students are required to attend the SSC at which they are registered to sit examinations and tests. This supports the security of the process, enabling the SSC to check the identity of the student taking the assignment.

Processes relating to assessment, including assessment submission, results and moderation, are included in the Student Rulebook as are the appeals processes. Plagiarism is also clearly outlined in the Student Rulebook and, appropriately, in some course materials.

10. **The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**

- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings. Yes No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties. Yes No
- 10.3 The institution encourages and supports staff to obtain additional qualifications. Yes No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No
- 10.6 Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology. Yes No

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

Comments

Academic staff provided examples to evidence the encouragement and support that BCC provides for them to undertake research in areas relevant to their subject specialism. The support includes time for undertaking research as well as financial support both for attendance at conferences and for undertaking research degrees.

Research activity covers research, scholarship and professional practice as appropriate for the needs and specialisms of the staff members. While these academic activities are supported and encouraged, it is not clear how BCC defines the terms research, scholarship and professional practice and how activities clearly align to the role and focus of the staff member.

10.2 A requirement for staff to undertake research is not specified in their contracts.

The organisational structure of BCC facilitates the discussion of research activities which happens both formally and informally. Fridays are allocated to CPD which supports individual staff research as well as scholarship, practice and development related to the programmes and their delivery.

10.4 Whilst there was no evidence to suggest that there was any inequality in the award of support for undertaking research nor any financial cap, no written record of how to seek support or criteria for awarding support is available.

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

- 11.1 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. Yes No
- 11.2 Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives. Yes No
- 11.3 Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. Yes No
- 11.4 Programme designers make effective use of appropriate teaching aids and learning resources. Yes No
- 11.5 The provider makes effective provisions for students to access conventional and online resources. Yes No

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

Comments

A Fact Sheet is available for each programme of study which clearly states qualification title, level of the qualification on the South African National Qualifications Framework (NQF), the overall credit number and the number of credits allocated to the specialism within the programme.

Each student receives a study pack. This includes the key texts and other course materials which the students can access at home. This is very effective practice in a context where students may not have access to the internet at home. Students

also have access to all the materials online and any other library resources in the SCCs.

Course materials are clear and appropriate to the course level and anticipated learner profile.

The appropriateness and accuracy of course materials are monitored by the AQMs. They receive input from educators and moderators as well as feedback from students on the course materials. Revisions and updates are made as appropriate.

Learning materials include filmed lectures and teaching and learning activities as well as formative and summative assessments.

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

12.1 The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services. Yes No

12.2 The institution has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to students, academic staff and staff working remotely. Yes No

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

Comments

All students are registered to a specific study centre where they can readily access all course materials. Each SSC is staffed by student advisers who guide the student on technical aspects of their study programme. This ensures that students are able to access the teaching and learning effectively.

BCC's central IT department oversees the technical support and technicians are on site to remedy problems as they arise.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

13.1 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

13.2 Information on the programmes available is comprehensive, accurate and up-to-date. Yes No

13.3 There are effective procedures to update information on a regular basis. Yes No

13.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No

13.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available. Yes No

13.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials. Yes No

13.7 Students are informed as to the necessary English language requirements for entry on to programmes. Yes No

13.8 The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students. Yes No

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

Comments

BCC's central publicity and marketing services produce the information about the Institution and the curriculum. Senior managers sign off all information. This centralised approach ensures that information is consistent.

There is a Fact Sheet for each programme. These follow a consistent format and provide students with information on the qualification and its level and credit bearing, entry requirements, fees, potential career options and language requirements.

There is a clear policy on the accreditation of prior learning and accreditation of experiential learning. Information on this is included in the Fact Sheet as well as in the Student Rulebook.

Information is clearly laid out and easily accessible. +

14. The institution takes reasonable care to recruit and enrol suitable students for its courses

- | | | | | |
|-------|---|--------------------------------------|--------------------------|-------------------------------------|
| 14.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.3 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.4 | All application enquiries are responded to promptly and appropriately. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 14.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.7 | Students with special needs are identified so that appropriate support can be provided. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.9 | Students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 14.10 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

Students apply online or in person. All students are encouraged to have a face-to-face meeting at their designated SSC. This helps students to select their programme of study and ensures that the modality of study and the requirements of the programme reflect the needs and abilities of the student. Care is taken to ensure that students meet the entry requirements and have the skills needed to pursue the course. BCC provides supplementary courses in study skills to support weaker students.

Applications are carefully tracked using BCC's effective systems. Student enquiries are dealt with promptly.

BCC assesses the special needs of students to ensure that these can be effectively supported. If BCC is unable to offer the appropriate support, this is communicated to the prospective student and, where possible, alternative institutions are suggested.

The opportunity for entry on the basis of accreditation of prior learning is clearly outlined in the Fact Sheet. The documentation and system to support entry on the basis of prior learning are sound and fully fit for purpose.

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

- | | | | |
|------|---|--------------------------------------|--------------------------|
| 15.1 | 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.5 | There are effective systems to communicate with students out of class hours. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Appropriate pastoral support is provided virtually. There is an effective Student Wellness Blog on the student management information system. This is regularly updated and provides students with guidance and support. In the context of BCC, this works well. In addition, students have access to support in the study centre from the higher education student advisor or training advisors. Students reported very favourably on the support that is offered.

All student facing staff receive training in referral.

Communication, which is by means of e-mail for students at a distance, is both appropriate and effective.

16. **Students receive appropriate guidance**

- | | | | |
|------|---|--------------------------------------|--------------------------|
| 16.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.3 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.4 | Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.5 | The institution ensures that students understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.6 | The institution supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.7 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.8 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 16.9 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

An appropriate induction is given to all students in the SSCs. This applies to distance, blended and face-to-face programmes. Induction includes how to use the IT system and navigate resources.

There is ongoing technical support in the SSCs, which is provided by the teaching assistants.

Support on the academic content of the programmes is provided by the educators via e-mail or the student management information system. Educators respond promptly and students value the guidance provided, voicing the view that the

support exceeds their expectations.

There is a student bursary system, which is managed as a shared service across both BCC and Boston Media House. This is available to contribute to or to cover course fees. It was clear from meetings with students that information about the bursaries was not well disseminated. Students were not fully aware of what criteria were applied or when applications could be made, despite some students reporting that they had received a bursary.

17. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary

- | | | |
|------|---|---|
| 17.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 17.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Student progress is monitored through a well-designed database system. Educators, student advisers and academic managers flag up students who are struggling, whether this is in relation to non-submission of assignments, difficulties with materials or poor performance in examinations.

The Mentoring as a Service (MAAS) system is used, pro-actively, to ensure that prompt action is taken to address the difficulties the student is having. The system is also used to monitor student engagement with the online materials and generates automatic reminders where the student has not been active. MAAS reports are monitored and enable timely intervention by the student advisers. The system provides effective underpinning for BCC's value of having student success at its core.

18. International students are provided with specific advice and assistance

- | | | |
|------|--|--|
| 18.1 | Before their arrival, international students receive appropriate advice on travelling to and living in the country or location. | <input type="radio"/> Yes <input type="radio"/> No |
| 18.2 | On arrival, international students receive an appropriate induction in issues specific to the local area. | <input type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international students continue to be available throughout their time at the institution. | <input type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments

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

- 19.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. Yes No
- 19.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 19.3 A level of supervision is provided appropriate to the needs of students. Yes No
- 19.4 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

20. **The institution provides an appropriate social programme for students and information on activities in the locality**

- 20.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 20.2 The social programme is responsive to the needs and wishes of students. Yes No
- 20.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. Yes No
- 20.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No
- 20.5 Students are encouraged to develop and participate in extra-mural activities. Yes No

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

Comments

The provision of appropriate social activities is through the SSC. The activities offered vary from centre to centre. This variation reflects the interests of the students registered. There is also some variation in the degree to which individual SCC managers promote social activities in their SSC.

BCC is supportive of activities that students wish to undertake and ensures that there is appropriate supervision as well as providing resources and including some financial support.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

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

Comments

BCC either owns or leases its premises. Leases are available for all rented premises which include many of the SSCs.

BCC has the legal right to use all the premises, whether owned or rented, for the delivery of higher education.

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

- 22.1 Access to the premises is appropriately restricted and secured. Yes No
- 22.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 22.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. Yes No NA
- 22.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 22.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No
- 22.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 22.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No
- 22.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

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

Comments

All the sites visited are extensively branded with the Boston image and are well-maintained.

Boston has set standards for the SSCs and head offices which reflect the standards found in a commercial office environment. SSC managers have local responsibility for ensuring that the standards are maintained.

23. **Classroom and other learning areas are appropriate for the programmes offered**

- 23.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No
- 23.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 23.3 There are facilities suitable for conducting assessments such as examinations. Yes No

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

Comments

SSCs are equipped with sufficient computers for the students registered. In addition, the centres have workrooms where students can work alone or in groups.

Centres have appropriate rooms and seating for examinations and other assessments with adequate security. BCC is registered as an examination centre for some external examination boards which reinforces the adequacy of the SSCs as secure and appropriate premises for conducting examinations.

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

- 24.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No
- 24.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No
- 24.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No
- 24.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No
- 24.5 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
- 24.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

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

Comments

Students are allocated sufficient access to computers to meet their needs. In addition, they have the use of study rooms for individual or group work.

Administrative and managerial staff based in the SSCs have individual office space, either separate from the learning floor or within it.

Academic staff are based in the Stellenbosch head office where they work online with the students. The working space is appropriate. There are also offices for holding meetings.

The Gauteng head office has appropriate office space for staff.

Catering facilities are provided on sites where there is no local provision.

25. **The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body**

- 25.1 The library is adequately staffed with appropriately qualified and experienced staff. Yes No
- 25.2 The library has sufficient space for student independent study and group working. Yes No
- 25.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials. Yes No
- 25.4 There is a well-organised lending policy. Yes No
- 25.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. Yes No
- 25.6 Library opening times are sufficient to encourage and support student independent learning. Yes No

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

Comments

There are library facilities for staff in the Stellenbosch head office.

In addition to the texts and study materials provided to students at the beginning of each semester, there is an extensive online library which includes videos, full texts, access to a wide range of online journals and learning materials. The stock is added to and updated and fully meets students' needs. Navigation through the online catalogue could be enhanced to focus access on the most up-to-date materials.

Hard copies of books can be provided, if there is a specific need.

26. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

- 26.1 There are sufficient computers of the necessary specification to meet student and staff needs. Yes No
- 26.2 There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. Yes No
- 26.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. Yes No

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

Comments

The delivery of occupational and higher education courses is solely through the use of online and distance learning. The Institution makes sufficient computers available for each student in the local SSC. Access is timetabled so that there is, at least, the minimum access time considered necessary for the student's chosen course.

The educators and academic quality managers, who are based in the Stellenbosch head office, have computers. The resources fully meet their needs.

There is an ongoing programme of review and replacement for both hardware and software across the Institution.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

27. The institution has effective systems to review its own standards and assess its own performance

- | | | |
|------|--|---|
| 27.1 | The institution undertakes regular and systematic monitoring of its operations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | All programmes are subject to annual review and to full revalidation every five years. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.7 | Annual review and revalidation of programmes involve external assessors. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.8 | All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.9 | Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is on-going and continuous monitoring of BCC's activities. This is undertaken through different channels. Managers use the systems, including MAAS and the student management information system, to monitor teaching and learning activity. Relevant activity is reviewed in regular meetings in the head offices and SSCs. Student feedback is collected through end of course questionnaires.

Reports are submitted, collated and reviewed by the relevant senior manager, who may be a member of the BoD. This works effectively across the distributed base of BCC's operations.

The BCC model does not include a nominated programme leader. However, the way that BCC is organised allows for the monitoring of courses and programmes, including student outcomes, in a regular systematic and appropriate way that is fully robust and fit for purpose.

BCC submits annual reports on its programmes to the DHET. This requires the Institution to record and reflect systematically on its performance. The report is prepared by registry and reviewed and discussed by the senior management and the BoD.

Programmes are also subject to re-approval every three to five years by the relevant South African body.

Performance against the business plan is closely monitored by the BoD.

Quality management policies and procedures are clearly documented in the Quality Management Manual.

The key focus on the student underpins the management and monitoring of quality. Policies, which meet South African legislation on equality, ensure the equality of treatment for students.

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

- | | | |
|------|---|---|
| 28.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 28.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 28.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 28.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 28.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

A range of mechanisms, both formal and informal, are used to gain the view of stakeholders including of alumni, staff and students. Students give formal feedback at the end of each semester. Employer and alumni views are gathered more informally and, formally, through the Advisory Board.

BCC has identified the need to be more systematic in the collecting and collating of feedback. This includes formalising a stakeholder engagement framework to cover quality audits and governance. The development of the framework will enhance the way in which stakeholders contribute to the quality of the provision.

28.3 Whilst there are examples of changes made to the curriculum in response to student feedback, there is no formal mechanism for informing stakeholders of action taken in response to their feedback.

29. **The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**

- | | | |
|------|--|---|
| 29.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 29.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 29.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 29.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 29.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 29.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The open communication at BCC provides effective channels for enhancements to be made and to support the mission to deliver learning driven by quality practices. The effectiveness of communication in enhancing provision on a daily basis is evident and staff provided examples to illustrate this. The annual programme reporting process also identifies enhancements made.

29.2 29.3 There is no formal mechanism which captures enhancements made, either in staff appraisal or in the annual programme reports.

Staff appraisal enables the identification of development needs. BCC is fully committed to providing appropriate opportunities for staff to develop.

Information is effectively monitored through the shared services.

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

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The way BCC navigates through the South African government's stringent regulatory requirements whilst remaining flexible within the constraints posed.

The Institution's vision and mission which clearly meet the needs in South Africa and maintain the student at their heart.

The strategy, which promotes the development and delivery of programmes that are aligned to the Institution's vision and mission and the contribution that graduates of the programmes make to the human capital in South Africa.

The robust financial management, which ensures continued provision for all students.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The extensive provision of continual professional development for staff which supports the provision and contributes to the up-skilling of the work force more widely.

The opportunity for all staff to take BCC courses with the fees waived, which provides equality of opportunity across the workforce.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The very effective distance learning provision, which provides responsive and appropriate technical and academic support to promote student success.

The approach to and the processes for assessment which support student learning and are robust and transparent.

Actions required	Priority H/M/L
10.2 Contracts of academic staff must include the requirement to undertake one or more of the following: research, scholarship and professional practice, to ensure that the provision fully meets the expected standards	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
10.4 BCC must publish the process and criteria for gaining support for research and scholarly activity, to ensure full transparency.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The central focus on the student which is clearly evidenced through the responsiveness of all staff and through the provision of multiple points of support which promotes student success.

The effective use of IT systems to pro-actively monitor student engagement and progress with the aim of success.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The network of SSCs, which provides access to students in geographically diverse areas.

The extent of access to computers which serves the needs of students very well.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The proactive and close monitoring, which enables effective action to be taken to address problems and to improve the provision.

The key emphasis on the student experience.

The open, effective and multi-dimensional communication across the institution which contributes to effective quality management and enhancement.

Actions required	Priority H/M/L
28.3 BCC must further develop a mechanism to ensure that stakeholders are informed of action taken on their feedback.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
29.2 BCC must include enhancement in the revised annual appraisal scheme, to ensure opportunities are not lost to enhance the provision.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
29.3 BCC must make explicit reference to enhancement in annual reports, to maximise the value of annual reporting.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

BCC is encouraged to implement the new staff appraisal system in a way that ensures it appropriately reflects the needs and profiles of managerial, administrative and academic staff.

BCC is encouraged to reflect on the difference between research, scholarship and professional practice and to articulate this so that developmental activity is clearly aligned to the profile and specialism of the academic staff member.

The Institution is encouraged to provide consistent and clear information about the bursary scheme, the criteria attached to it and the application process to ensure all students are fully aware of the opportunity they offer and when they can apply.

BCC is recommended to achieve a more consistent approach to social programmes across the SSCs.

BCC should consider how to help students navigate more effectively through the library to access the most up-to-date materials.

BCC is recommended to continue to develop the process of collecting and collating of feedback to ensure that no opportunities are lost to enhance the provision.

COMPLIANCE WITH STATUTORY REQUIREMENTS