BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: Royal International University

ADDRESS: Royal Academy
4-4, 11th Khoroo
Sukhbaatar District
Ulaanbaatar
Mongolia

HEAD OF INSTITUTION: Professor Jambal Tsetsegmaa

DATE OF INSPECTION: 3-4 September 2019

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: 28 November 2019

PART A – INTRODUCTION

1. Background to the institution

The Royal International University (RIU/the Institution) was founded in 2010 as the Mongolian Royal Academy and is based in Ulaanbaatar, the capital city of Mongolia. It was originally part of and grew out of the Ikh Zasag International University which was established in 1994. RIU holds degree awarding powers conferred and quality assured by the Ministry of Education, Culture, Science and Sport of Mongolia. In 2012, it established a partnership agreement with Virginia International University of the United States of America (USA) which enables Mongolian students to obtain internationally recognised degrees.

RIU is a private limited company. The President of RIU is supported by a Chief Executive Officer (CEO) and Director of Foreign Relations and Academic Affairs (DFRAA) whose role also incorporates the overall management of quality assurance. The Chief Executive Officer (CEO) reports to the President who, in turn, reports to the Chairman of the Governing Body. There is an Academic Council that reports directly to the President.

RIU offers undergraduate and postgraduate programmes through agreements with international universities. The opportunity to study in overseas countries such as the USA, the United Kingdom (UK), South Korea and Japan is available to RIU's students.

The mission of the Institution is to establish an institute that provides a world class education through global networking that enables students from all backgrounds to become world class business leaders.

2. Brief description of the current provision

The Institution offers undergraduate degrees on the basis of two years of study in Mongolia followed by two years of study in a foreign location. In addition, it offers a single year of study in Mongolia followed by a single year of study in a foreign location for its postgraduate students in business administration and public administration.

There are six undergraduate degrees and two postgraduate degrees offered by the Institution. Three of the undergraduate degrees, business administration, human resources management and marketing are taught completely in English, while one, international relations is mainly taught in Mongolian. Two other courses, public administration and architecture, are completely taught in Mongolian. One master's degree, public administration, is fully taught in Mongolian while the other postgraduate degree, in business administration, is fully taught in English.

The Institution also has six other undergraduate degrees approved but which are not running due to no enrolments having taken place. All its degree courses are validated until 2022. The Institution is accredited to offer courses leading to awards by two UK awarding bodies, which are the Institute of Administrative Management and the Institute of Commercial Management.

All delivery is through face-to-face teaching although the Institution is planning to offer online courses in the future.

At the time of the inspection, there were 442 students enrolled, all on full-time courses, the majority being female. Two students are under the age of 18. Most students are Mongolian but there are some international students studying at the Institution from South Korea, Japan and Kazakhstan.

The entry requirements are clearly set by the Mongolian Ministry of Education and the Institution follows these requirements.

The maximum capacity of the Institution is 600 students. The Institution has two internet connected Information Technology (IT) facilities with a total of 50 terminals and the library has access to 5,000 books and 7,000 electronic books as well as electronic journals. There are four dedicated rooms for private study after academic hours.

Enrolments only take place at the beginning of the academic year in September.

3. Inspection process

The inspection was carried out over two days by three inspectors. Interviews were held with the President, the Academic and Quality Assurance Director, staff responsible for administration, student support, libraries, IT and premises. In addition, interviews were held with a representative group of teaching staff and students. There were three teaching observations undertaken. The number of possible class observations was compromised by the first day of the inspection being declared, at short notice, a public holiday by the Mongolian government in honour of a visit by the President of the Russian Federation to Ulaanbaatar. Documentation was scrutinised and the dormitory residence accommodation for students was inspected. The staff cooperated fully with the inspection process and the arrangements for the inspection were very well organised.

PART B - JUDGMENT AND EVIDENCE

The following judgments 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

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	⊠ Yes	☐ No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	⊠ Yes	☐ No
1.3	The link between governance and management is clearly articulated and documented.	⊠ Yes	☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	⊠ Yes	☐ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	⊠ Yes	☐ No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	⊠ Yes	☐ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	⊠ Yes	☐ No ☐ NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	⊠ Yes	☐ No

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

Comments

The organisational structure of the Institution is clearly set out in an organisation chart which details the reporting responsibilities of senior members of staff. The organisational structure clearly identifies the governance arrangements with the Governing Body overseeing the work of the President and Academic Council. The President oversees the work of the CEO and the executive management team. The linkage between governance and management is clearly set out in documentation and, from the evidence gathered by inspectors, the structure works effectively and efficiently. All staff are aware of the management structure and students understand the overall hierarchy of the Institution.

The Academic Council has autonomous decision making authority on academic matters and reports directly to the President thus ensuring that academic freedom is maintained.

Responsibility for risk assessment resides at various levels within the managerial and governance hierarchy with appropriate documentation on risk planning and assessment clearly articulated. The hierarchical approach ensures that necessary action in response to identified risks is approved by the Governing Body and effectively put into operation by the executive management team.

Relationships with other educational organisations are clearly set out and subject to contractual agreements where appropriate. These include recognition of the Institution's status by the Mongolian Ministry of Education, Culture, Science and Sport as well as collaborative arrangements with overseas institutions and accreditations by various professional bodies for example Virginia International University and the Institute of Administrative Management. The arrangement with Wolverhampton University in the UK has lapsed and although the arrangements for students to be

accepted on to Wolverhampton University's courses are still operating efficiently its formal renewal has not yet been completed.

There are transparent channels of communication between stakeholders at all levels enabling the students to receive a high level of educational input and to take advantage of the opportunities made available for their self-development.

2.   The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience.	☒ Yes	☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes	☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes	☐ No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets.	☒ Yes	☐ No

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

Comments

The Institution has produced an ambitious strategic plan covering the period from 2018 to 2023. The plan focuses on strengthening student opportunities and the quality of the provision and enabling the Institution to become the first entrepreneur Institution based on research and development, in Mongolia. The strategy is well supported by funding so that operational targets can be achieved. The plan is communicated through the Institution's website and in promotional literature. Progress towards its achievement is reported on by means of annual reports.

The plan was developed by taking into account input from various stakeholders including students, alumni, the Ministry of Education and employers.

There is a systematic review of performance against strategic targets. This leads to appropriate revisions in operational activities or adjustment of targets as necessary which enable the strategic objectives to remain in focus. This ensures that the Institution remains committed to its strategic objectives and builds towards their achievement by making pragmatic adjustments necessitated by changes in circumstances.

3.   Financial management is open, honest and effective

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

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

Comments

The Institution conducts its financial affairs professionally, transparently with appropriate probity and its accounts are subject to annual independent external audit.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4.   The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.	☒ Yes	☐ No

4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	☒ Yes	☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	☒ Yes	☐ No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	☒ Yes	☐ No

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

Comments

The management structure is very clearly set out and understood by all stakeholders. It shows levels of responsibility and an appropriate hierarchy spreading throughout the institution enabling effective upward reporting and downward supervision.

The committee structure is robust and each committee has clear terms of reference. The minutes of meetings are recorded and incorporate action plans and identify staff with responsibility for meeting such actions by prescribed deadlines. This enables the Institution to function efficiently and to effectively respond to changes in its operational environment in a considered manner.

Information management is seen as a key requirement for the success of the institution and all external information is carefully approved by the CEO before it is released. The Institution strives to ensure that its website is kept up to date and information contained on its intranet is regularly reviewed for accuracy. This helps to ensure that the potential for stakeholders to be misinformed is kept to a minimum.

5. The institution is administered effectively

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

5.13	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	☒ Yes	☐ No

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

Comments

The Institution employs administrative staff of an appropriate calibre and in sufficient number to enable the effective running of the Institution, including the provision of strong support to management. This enables it to carry out its stewardship and supervisory role in an effective and consistent manner. The administrative support is enhanced by the use of the electronic data and student support system (EDSSS). The EDSSS is a combined administration and virtual learning environment system.

Policies and procedures are well documented and effectively disseminated across the Institution ensuring that students and staff in particular are able to deal with any matters which arise in an appropriate manner in accordance with the Institution's regulatory framework. Not all documentation has been fully localised to RIU and one document reviewed during the inspection still contained the name of the Institution from which it had been sourced.

The available facilities are of sufficient size to enable classes to be timetabled and rooms allocated appropriately.

Data is collected and collated efficiently and accurately and is fit for purpose. Similarly, administrative records are well documented and stored electronically in an efficient manner enabling ease of access as required. Staff records are held securely and kept up to date. A policy exists for the security of data including that of staff and students and it features on the risk register. The Institution employs specialist staff to maintain the integrity of its data and information systems.

The Institution verifies each student's identity by his or her identity card. At periods when assessments are taking place, the student identity card is used to verify that the individual taking the assessment is bona fide. It will be beneficial to the Institution if it ensured that it had a procedure to collect contact details of students at least annually to make sure that its own records are as up to date as possible.

There are clear procedures for the secure administration of examinations and assessments.

The Institution employs satisfactory procedures for the moderation of assessments in their preparation stages and after they have been taken by students. This ensures the integrity of the assessments being taken.

The EDSSS enables students to access their records and transcripts in a timely and efficient manner which contributes to the beneficial image of the Institution as a well-run institution.

There is a clear policy for the collection and refund of student fees which provides appropriate protection for the Institution in the event of a student making an erroneous or unreasonable claim while at the same time providing a fair and transparent mechanism for a claim which has a sound basis.

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

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

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

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

Comments

The Institution has a clearly documented policy and procedure for the recruitment and continuing employment of appropriately qualified staff which includes the taking up of references and provision of curriculum vitae.

All claimed qualifications are verified before employment and the staff fully understand their roles and how they contribute to the Institution's development. Meetings with staff and students confirmed that teaching staff in particular are highly regarded and are effective in carrying out their roles. Inspection findings confirm this view.

All roles are set out in clear job descriptions and comprehensive induction, gender equality and diversity policies are in operation which cover all staff. There is a clear staff complaints and appeals procedure which is included in the comprehensive staff handbook.

The annual performance appraisal system includes classroom observations for teaching staff. The appraisal system incorporates a review of professional development needs and the sense of a culture of continuous staff improvement is evident throughout the institution.

7.   Academic management is effective

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

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

Comments

Programme proposal, design and validation are linked to the strategic development of the Institution and its mission. Periodic reviews take place every three years and include the views of various stakeholders including students, employers and alumni. This helps to ensure that the programmes are suitable for the needs of the relevant industries to which they relate. Such periodic reviews incorporate the provision of academic resources which are necessary to support the programmes. Additional academic resources of an ongoing nature are considered on a case by case basis.

Learning outcomes are clearly contained in the course files and available in the EDSSS.

Academic programmes are regularly reviewed through the Institution's committee structure which incorporates student views through effective feedback mechanisms. Meetings are properly constituted and minuted enabling a robust audit procedure which helps to inform annual and periodic reviews.

Many of the modules are core across a number of programmes and are consistently delivered. The development of the EDSSS enables materials to be placed online for students to access easily and efficiently. The nature of the programmes offered is such that there is limited need for the provision of specialist equipment.

The annual budget cycle takes into account the requirements for the provision of course materials.

The views of students are represented in the planning of programmes and student feedback is provided on a regular basis through student committees. The programme activities posted on the EDSSS enable students to learn and explore subject matter in depth at their own rate.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	☒ Yes	☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes	☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes	☐ No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒ Yes	☐ No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	☒ Yes	☐ No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	☒ Yes	☐ No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒ Yes	☐ No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	☒ Yes	☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes	☐ No ☒ NA

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

Comments

The entry requirements are set out clearly in the programme descriptions and are available online. The campaign for student recruitment is applied on two levels, within the city of Ulaanbaatar and the provinces of Mongolia. The entry requirements state the necessary language requirements which is English in most cases. In terms of academic achievement, the examinations for entry to the universities in Mongolia are set by the Ministry of Education and successful students are certificated to enter the Institution's courses.

The Institution applies an enrolment and admission policy which takes into account verification of claimed qualifications. Applications are administered efficiently including briefing on the nature of the programmes and the expectations of students admitted to them. The student enrolment and admission policy includes assessment of each applicant's language ability where relevant. If the English language capability is not of a sufficient standard, a Mongolian student may enrol on a course taught exclusively in the Mongolian language.

The Institution is required by the Ministry of Education to recruit only students who have satisfied the national higher education requirements for bachelor's degree entry. Foreign students entering undergraduate courses must satisfy the equivalent level of qualification, such as the General Certificate of Secondary Education at Advanced level. Similarly, students entering the master's programmes are required to possess a bachelor's degree.

The Institution does not employ recruitment agents.

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

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

Comments

The Institution provides for staff to undertake relevant research through its staff development and support policy. This provides motivation for the staff to develop their subject knowledge and keep their teaching up to date which in turn enables students to be exposed to current developments and issues in their subject areas.

The staff development and support policy provides for a financial contribution to be made for staff self-development and informal forums are established to enable staff to engage and share knowledge and research findings. There is a close connection with another local university which enables sharing of resources and collaboration in research activities which not only presents a variety of approaches but fosters collegiality across the two institutions. In addition, the Institution engages in the organisation of international academic conferences.

10.	Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum		
10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	☒ Yes ☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes ☐ No

10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒ Yes	☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes	☐ No

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

Comments

The images of the Institution, facilities, resources, qualifications and awards including their level are accurately depicted in published material and online.

Details relating to programme content and methods of assessment are accurate and current. Student induction packs are also comprehensive and provide accurate information on programmes, Institution regulations and student life. Information provided in published material and online is kept current.

The student handbook provides comprehensive information on the total expected costs students will incur in pursuing the programmes offered by the Institution.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11.   Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	☒ Yes	☐ No	
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No	
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	☒ Yes	☐ No	
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes	☐ No	
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	☒ Yes	☐ No	
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	☒ Yes	☐ No	☐ NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No	
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	☒ Yes	☐ No	

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

Comments

Teaching staff are all well qualified academically as well as being required to have teaching experience before appointment. The allocation of teaching is done at a departmental level, via a committee, so ensuring appropriate allocation of modules to individual staff.

Teaching observations are carried out on a regular basis enabling effective monitoring of consistency in delivery.

Teaching plans and associated formative assessments for all modules are linked to the Intended Learning Outcomes (ILOs) as are the summative assessments.

Teaching sessions are well planned with clear objectives and are appropriately related to specific learning outcomes.

Individual learning needs of students are effectively identified by staff through diagnostic tests, feedback from assignments and from interaction with students during teaching sessions. A mentoring period, during which staff are available for two hours a week to meet self-referred, or invited students, to discuss issues works well in ensuring individual needs are effectively addressed.

Teaching staff use a variety of approaches including formal lectures, group work, seminars and project assignments to encourage effective student participation and to develop independent learning skills.

Most teaching material used, with the exception of English language delivery, is available via the EDSSS, which is suitably supported by other online resources and material in the library.

12.	**Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**		
12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes	☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes	☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes	☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes	☐ No

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

Comments

A guide for each module is used effectively to ensure that students are aware of the module content, learning outcomes, assessment dates and requirements. Students confirmed they were well informed about the course schedule and content.

The teacher, who is delivering a module, designs all the assessments which are discussed with peers within the department. The assessments are then approved by the relevant Head of Programme before being signed off by the Director of Undergraduate or Postgraduate Programmes as appropriate. This process is robust and ensures all assessments are appropriate in content and level.

Students receive feedback on their performance by written assessments returned to them with comments attached plus discussions with staff should they require this. This works well and students confirmed their satisfaction with the feedback they receive.

Suitable advice and education on plagiarism is provided to students. This is allied to a clear and suitable policy on the penalties should plagiarism be detected. Plagiarism detection software is used on postgraduate but not undergraduate submissions and could usefully be extended to cover undergraduate work.

Mitigating circumstances and how to claim them are clearly defined in the Student Handbook. This was confirmed by the students.

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

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

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

Comments

Course materials are designed by individual staff to ensure they meet the ILOs of the module they are teaching.

The materials are suitable and include electronic presentations, book and online references and case studies. Course materials relating to subjects, which are not language orientated, are uploaded on to the EDSSS. However, this is not done for the English language provision. It would be beneficial if this were done to provide easy online access for students to resource material.

The curriculum is subject to periodic review and subsequent revalidation every three years. The review process requires taking feedback from employers, staff, partner colleges and alumni. This comprehensive approach ensures that the course content and materials are current and industry relevant.

Learning resources are available online, on or off campus, via students' own computers or those provided by the Institution. This provision works well and is supported by the physical resources in the library. Some specialist resources, for example, for architecture, are provided at a local partner university via an appropriate agreement. This is suitable for resources that are only required on an occasional basis.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	☒ Yes	☐ No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	☒ Yes	☐ No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒ Yes	☐ No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes	☐ No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	☒ Yes	☐ No
14.6	There are effective systems to communicate with students out of class hours.	☒ Yes	☐ No ☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☒ Yes	☐ No ☐ NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☐ Yes	☒ No

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

Comments

> The Institution has trained and experienced staff who are responsible for student welfare. They provide advice and counselling within their capabilities and refer students if more specialist help is required. They are available when Institution is open and also by telephone and online in an emergency.
>
> There is a comprehensive induction programme, supplemented by the EDSSS, which contains much information in an easy to navigate format and enables contact with students out of class hours. This includes information relating to the library and IT service provision as well as details relating to programme content, learning outcomes and assessments.
>
> The induction programme and packs of information provide guidance on the pastoral support available and includes an emergency telephone number.
>
> The Institution has a policy on the prevention of harassment and bullying as well as avoidance of discrimination and applies appropriate sanctions for abusive behaviour. Any transgressions will render offenders subject to student disciplinary procedures which have an escalating form of sanction leading to dismissal from the Institution.
>
> Administrative staff are on hand to deal with non-academic and general queries. In addition, technology support staff and librarians are available to provide direction to students with technical issues which helps to engender a culture of student-centred learning.
>
> The Institution itself is a safe and secure environment for study. There are very few students under the age of 18. The major threat to student safety is considered to be through online abuse and guidance is provided on avoiding or, if necessary, dealing with such occurrences.
>
> 14.8 There are no arrangements in place, such as a risk assessment, a policy wording and staff training, to protect students from the risks associated with radicalisation and extremism. This is not thought to be a major risk in Mongolia.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes	☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes	☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	☒ Yes	☐ No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	☒ Yes	☐ No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	☒ Yes	☐ No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	☒ Yes	☐ No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes	☐ No
15.8	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes	☐ No

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

Comments

Students have access to teaching staff outside teaching and learning sessions and most communication takes place through the electronic student support system. Therefore, students can access teaching staff at any time and receive prompt responses that provide guidance and reassurance. The electronic student support system also enables students to review their academic progress incorporating constructive feedback on formative and summative assessments.

The electronic student support system also enables academic staff and administrators to monitor student progress and enables appropriate intervention. This, together with the student counselling service, helps students to achieve their intended goals or to switch courses when their results are not going as planned. As a result, there is a highly supportive student environment within the Institution.

Careers guidance days are available to students coming towards the end of their courses. In addition, academic staff are able to provide advice and guidance on career progression.

The student handbook includes a transparent complaints procedure, of which students are made aware at induction. This includes guidance on how students can make a complaint. At present, the complaints procedure allows appeals against academic judgment rather than concentrating on administrative matters. This could become extremely onerous for the Institution's staff. Due to its robust moderation process ensuring fairness and transparency, students could be informed that the Institution will not accept appeals against academic judgement.

Guidance on effective study techniques is included within the induction programme and also in the EDSSS. Further guidance is made available on research methods for students intending to progress to postgraduate study.

Appropriate support is provided to students with special educational needs. Student counselling staff play a prominent role in providing support to such students. As a result, the Institution is recognised as one which encourages diversity and has a caring attitude for its student population which is underpinned by a culture of support that is evident throughout the Institution.

16. International students are provided with specific advice and assistance

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

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

Comments

There is only a very small minority of international students enrolled at the Institution as most of the intake are Mongolian nationals. Most international students will normally reside with relatives or friends. Nevertheless, international students receive appropriate information relating to travel and life in Mongolia through the website.

International students are provided with a useful International Students Pre-arrival Guide. Specific guidance on the local area is also provided at induction. In addition, international students are able to obtain continuing guidance throughout the period of their programme from the staff.

Support for international students takes into account relevant cultural and religious practices. Where students do not have access to first language speakers among the staff at the Institution, appropriate provision is made if specific

circumstances warrant it. This would normally be in the case of a student needing to take advice on a personal matter or where specific technical or legal guidance is required.

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

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

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

Comments

There is a clearly articulated and published attendance and punctuality policy and robust procedures in operation. Students are in no doubt as to their responsibility to attend and be prompt.

Rigorous records are effectively maintained and the attendance procedures include appropriate systems to identify absences and ensure they are quickly followed up. Unauthorised or irrelevant reasons for absence are addressed in accordance with procedures which eventually culminate in dismissal if satisfactory improvements are not made.

Medical evidence justifying student absence, especially during periods of assessment, is not routinely collected and it would be beneficial if such a procedure were established to verify the reason for the absence formally.

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

18.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	☒ Yes	☐ No	☐ NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☒ Yes	☐ No	☐ NA
18.3	A level of supervision is provided, that is appropriate to the needs of students.	☒ Yes	☐ No	☐ NA
18.4	Students are provided with advice on suitable private accommodation.	☒ Yes	☐ No	☐ NA

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

Comments

The Institution provides student accommodation and has agreements with several estate agencies which are able to provide private accommodation if required.

Student welfare officers make sure that the accommodation is clean, of an appropriate standard and open to inspection by the appropriate regulatory authorities.

A student welfare officer is in attendance at the Institution's accommodation providing supervision.

Staff are able to advise on appropriate private accommodation.

19.	**The institution provides an appropriate social programme for students and information on activities in the locality**		
19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.	☒ Yes ☐ No ☐ NA	
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	☒ Yes ☐ No ☐ NA	
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA	
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	☒ Yes ☐ No ☐ NA	
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA	

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

Comments

The Institution encourages students to engage in the active social programme which is provided in order to improve students' personal skills and abilities. Students are able to participate in an Arts Festival and a Sports Olympiad which takes place in Ulaanbaatar and includes teams from other universities in the city.

Most students actively take part in the social activities which help to broaden their interests and experience thereby developing their employability credentials.

All activities planned by the Institution take account of the requests of the students and are properly supervised mostly, but not exclusively, by academic staff.

Opportunities are available for students to engage in extramural activities, particularly in the form of industry visits or being invited to take part in professional interest groups.

Students also form their own social networks which are relevant to their course of study.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

Comments

The parent company of the Institution owns the Institution's premises and has Ministry of Education permission to use the buildings for the purposes of higher education. Therefore, the Institution has security of tenure.

External premises are used for sporting activities and for some specific facilities, such as architectural workshops. These are covered by a formal agreement between the Institution and the particular partner university.

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

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

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

Comments

The entrance to the Institution has a reception desk with security personnel to restrict access and ensure security.

The buildings are modern, purpose built and maintained to a high standard.

There are no special safety rules necessary for any area of the buildings. All staff and students are provided with a useful health and safety briefing as part of their induction. Visitors are logged in and out and are accompanied at all times. General guidance on health and safety is prominently displayed in suitable areas within the buildings. These provisions are appropriate.

The buildings are well signed with noticeboards in key positions providing both specific and general information for staff, students and visitors.

The premises are suitable in their design for an educational institution and provide the necessary space for circulation and to welcome visitors.

There are toilets on each floor, which are clean and maintained to a high standard.

All rooms have effective heating and ventilation systems.

22. Classrooms and other learning areas are appropriate for the programmes offered

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

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

Comments

The Institution has a variety of appropriate teaching spaces including conventional classrooms, rooms suitable for seminars and tutorial and computer rooms.

The Institution has specialist computer facilities equipped with suitably powerful and networked computers and appropriate software.

Depending on the nature of an examination and the number of candidates, the Institution will use suitably reconfigured teaching rooms or a large hall which can be supplied with desks to form an effective examination room.

23. There are appropriate additional facilities for students and staff

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

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

Comments

Quiet study spaces in the library and group work areas for students are available to support effective individual and group study.

All staff have personal workspaces. In some cases, these are in shared rooms or in individual offices. A private room for confidential discussions with students is available adjacent to the Student Centre.

There is a student canteen area that provides food and space for students to relax. These facilities are appropriate in size and fully meet the needs of the students.

All students are given a locker that provides the necessary space for the storage of personal effects.

There are a number of rooms of sufficient size for larger meetings such as staff meetings.

The administrative functions of the Institution are accommodated in suitable offices.

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

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	☒ Yes	☐ No	
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	☒ Yes	☐ No	
24.3	The library has sufficient space for student independent study and group working.	☒ Yes	☐ No	☐ NA
24.4	There is a well-organised lending policy.	☒ Yes	☐ No	
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☒ Yes	☐ No	☐ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☒ Yes	☐ No	☐ NA

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

Comments

The library has suitable physical and online resources to support the academic programmes and number of students.

Academic staff provide their requirements to the librarian in advance of each academic year. The librarian can then order new stock as necessary after getting the necessary budget approved from the CEO and, if necessary, the Governing Body.

The library provides a quiet zone with adequate space for students to study. Alternative accommodation is available to students to undertake group work.

The librarian is well qualified, and students report that she provides a high quality and effective service.

The library is open times are appropriate and students have access to a wide range of texts and electronic books. The maximum capacity of the library is 150 students. This provision provides adequate access for undergraduate and masters students.

25.	**The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body**		
25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes	☐ No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	☒ Yes	☐ No ☐ NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	☒ Yes	☐ No ☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes	☐ No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	☒ Yes	☐ No
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes	☐ No

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

Comments

The Institution has a suitable number of internet-connected personal computer stations in the library. In addition, it has an information technology suite. As a result, there is a good number of 50 terminals all with internet access. The Institution building has a wireless network that provides a reliable high-speed internet connection for students.

The Institution operates a virtual learning environment, which is Mongolian specific and offered by the Ministry of Education. This system provides access for students to both learning resources, on a module by module basis, as well as general administrative data. This was confirmed by students as being both effective and comprehensive in providing learning resources. Inspection findings confirm this view.

The IT manager develops an annual IT plan that identifies both hardware and software maintenance and upgrade needs for the coming year. This is then submitted to the CEO for approval and for budget allocation. The IT infrastructure is well managed by two IT technicians who provide support to both staff and students. The Institution's partner university provides additional backup support as and when necessary.

The Institution has good internet connectivity for access to general online resources in addition to the EDSSS which provides a portal to Institution online resources.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

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

Comments

Module surveys and an annual course survey are used to obtain student views which, taken with employer and alumni views, form part of the comprehensive annual course report.

A class leader for each course meets weekly with the Dean of Students to discuss any issues. There is also a Student Council with elected representatives. These two mechanisms provide opportunities to obtain effective student feedback.

Feedback to stakeholders takes place via a number of mechanisms, which in some cases are informal.

27.	**The institution has effective systems to review its own standards and assess its own performance**		
27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	☐ Yes	☒ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☐ Yes	☒ No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	☒ Yes	☐ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	☒ Yes	☐ No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☒ Yes	☐ No
27.8	The nominated programme leader, drawing 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.	☒ Yes	☐ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes	☐ No

27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	☒ Yes	☐ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes	☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	☒ Yes	☐ No

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

Comments

The staff have a clear common aim to improve the quality of delivery across the Institution. The Institution has all the key elements of an effective quality assurance system in place.

27.1 27.3 The Institution does not have a formal Quality Manual, which makes navigating its quality systems challenging. As a result, not all staff are clear about all the elements of the quality process. Quality policies exist, however, descriptions of how they should be implemented are insufficiently documented.

At module level, data on student performance and satisfaction is gathered, analysed and action plans are proposed by module leaders. These are then considered at departmental level before being forwarded to the DFRAA by the Head of Department (HOD). The DFRAA and CEO discuss the reports and confirm action plans as appropriate.

At course level, the constituent module results are combined by the HOD to provide a course report which includes action plans. This is done at the end of each semester and the reports are considered by the Programme Committee, membership of which includes HODs and the DFRAA. Any issues or actions to be taken are then fed back by the HOD to individual academic staff as necessary.

Year on year performance data is automatically produced by the EDSSS and is considered by the CEO and the DFRAA as part of the module and course review and action planning process.

The small size of the Institution allows the CEO to consider all module and course reviews and use them to inform the quality of the student learning experience and the strategic planning of course development.

Advice and support from an external assessor during the periodic review process is available via the local partner university.

Whilst the quality processes are not fully described in a single document, quality is effectively monitored and reviewed. Appropriate action plans are in place and implemented well to enhance provision and ensure equity in the treatment of all students.

28.	**The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**		
28.1	Good practice is effectively identified and disseminated across the institution.	☒ Yes	☐ No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☒ Yes	☐ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes	☐ No

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

Comments

There is much good practice across the Institution which is effectively disseminated within departments.

Both module and course reports include a suitable review of the current provision and action plans targeted at improving and enhancing the provision.

Action plans are regularly produced and implemented within the committee structure.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☐ Yes ☐ No ☐ NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology	☐ Yes ☐ No ☐ NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☐ Yes ☐ No ☐ NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☐ Yes ☐ No ☐ NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	☐ Yes ☐ No ☐ NA

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

Comments

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 Institution has a strong governing body with a clear vision enabling the development of a clear and achievable strategy.
The Institution has created a favourable learning environment that enhances its ability to recruit motivated students.
The Institution has good financial stability that enables it to achieve its strategic objectives effectively.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

The administrative function is efficient and provides strong support for senior management enabling them to carry out their roles effectively.
Administration systems and procedures are well documented enabling the Institution to operate efficiently.
Staff are competent and fully engaged with the Institution's core objectives which effectively engenders a culture of continuous improvement.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Very committed teaching staff who are highly effective and respected by students.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

Staff are fully supportive and assist students well to achieve their goals.
Students have good access to activities that help them to extend and expand their experiences. As a result, they have good employment prospects and this effectively enhances the reputation of the Institution.

Actions Required	Priority H/M/L

14.8 The Institution must put in place suitable arrangements to protect students from the risks associated with radicalisation and extremism.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

Very good purpose-built premises which provide a highly appropriate and suitable learning environment.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

Effective quality assurance policies that are appropriate to ensure continuing improvement.

Actions Required	Priority H/M/L
27.1 27.3 The Institution must develop centralised documentation that describes all the formal and informal quality procedures.	☐ High ☒ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

Not applicable

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution establishes a major incident recovery plan and an audit committee to augment its internal reviews of financial probity and audits of procedures and systems.

It is recommended that the arrangements with Wolverhampton University for receiving students on to the University's programmes are renewed formally.

It is recommended that all documentation is reviewed systematically to ensure that it is appropriately localised to be relevant to the Institution.

In order to ensure that student records are up to date, it is recommended that the Institution collects contact details from its students at least on an annual basis.

It is recommended that the use of plagiarism software be extended to undergraduate as well as postgraduate delivery and that the English language teaching material is uploaded on to the EDSSS.

It is recommended that the Institution continues to ensure its moderation processes are sufficiently robust enabling it to include in its policies and procedures that appeals against academic judgment will not be permitted.

It is recommended that medical evidence be provided to support student absence especially where the absence relates to an assessment.

COMPLIANCE WITH STATUTORY REQUIREMENTS