BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: The Independent Institute of Education (Pty) Ltd

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

HEAD OF INSTITUTION: Shevon Lurie

DATE OF INSPECTION: 22–25 and 28 March 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation re-accreditation

☐ Decision on re-accreditation deferred

☐ Award of re-accreditation refused

DATE: 19 May 2022

PART A – INTRODUCTION

1. Background to the institution

The Independent Institute of Education (Pty) Limited (the IIE/the Institution) is a wholly owned subsidiary of ADvTECH Ltd, which is a publicly listed company in South Africa. The IIE is a registered and accredited institution providing higher education qualifications and short courses in South Africa. The support office and Central Academic Team (CAT) of the IIE are based in Sandton, a district of north Johannesburg, South Africa.

The Institution's mission is to widen access to higher education with as few barriers as possible. It aims to be the leader in providing high-quality, career-focused higher education programmes in South Africa. The IIE is the largest provider of private higher education in South Africa and offers qualifications from higher certificate to doctorate level. Currently, there is an Interim Head of the IIE with responsibility for quality assurance.

South African legislation and regulations require registration of private higher education providers as companies, and then registration as a private higher education institution by the Department of Higher Education and Training (DHET). The IIE was established in its current form as a single registered provider in 2005 and is registered with the DHET as a private provider of higher education and training. The IIE has approval to award its own degrees, diplomas and higher certificates for all its higher education programmes as a registered private higher education provider. All of its 134 higher education programmes have been accredited by the Council on Higher Education (CHE), through its Higher Education Quality Committee (HEQC). It therefore confers its own awards, and all its campuses are registered with the DHET.

All the qualifications delivered are registered on the Higher Education Qualifications Sub Framework (HEQSF) of the National Qualifications Framework (NQF) of the South Africa Qualifications Authority (SAQA). The IIE is fully accredited both for its institution and qualifications by the CHE, which is the primary regulatory body for higher education in South Africa.

The IIE delivers its programmes through four primary educational brands, which are the IIE Varsity College, the IIE Rosebank College, the IIE Vega School and the IIEMSA, which is managed by the IIE Varsity College brand. In addition, the IIE has also introduced a School of Hospitality and Services Management (IIEHSM). At the last inspection, there were three educational brands. In 2019, Monash South Africa, affiliated with Monash University in Australia, was acquired. The IIE has 25 physical campuses. Each primary brand is located on a single campus or within multiple campuses in different cities across the country and focuses on a market segment within the overall strategy of the IIE. The primary brands market IIE programmes separately to potential students.

The educational brands each have a different focus and market appeal. The IIE Vega delivers programmes in brand, business and design. The IIE Varsity College and the IIE Rosebank College deliver programmes within the disciplines of commerce, education, humanities, information and communications technology and social sciences, with IIE Varsity College positioned in suburbia and IIE Rosebank College in inner cities. IIEMSA delivers programmes in commerce, engineering, humanities, information and communications technology, social sciences and public health at a single campus in Johannesburg.

The IIE has seven faculties through which its academic provision is organised, these being the faculties of Commerce, Humanities and Social Sciences, Information and Communications Technology, Education, Law, Engineering, Science and Health, and Finance and Accounting.

ADvTECH has a management committee for the IIE, which is made up of the IIE Interim Head, Brand Managing Directors, Systems and Innovation Manager, Business Development Manager, Group Chief Information Officer, Group Commercial Director and Group Chief Executive Officer (CEO). The IIE also has a separate academic governance structure with limited shared membership with the management committee.

The IIE operates a federal academic model. Its key institution-wide strategy, policies, procedures and quality assurance processes are developed in collaboration with the academic and operational teams on all of the brand campuses and disseminated to its campuses by the CAT and the brand national offices. In addition, the CAT is

responsible for the audit of policy and procedure implementation and all regulatory matters. Currently, the quality assurance function resides within the CAT, but the Institution is working on a more embedded model.

2. Brief description of the current provision

The IIE offers a variety of higher education programmes, from non-accredited short courses to higher certificates, diplomas, Bachelor's degrees, postgraduate diplomas, honours degrees, Master's degrees and doctorates. First degrees are usually of three years' duration, with professional degrees often of four years' duration. On completion of a first degree, students can undertake a one-year postgraduate honours degree.

As well as in-person courses, distance learning qualifications have been offered since 2013 and are now managed by each brand, which each have a dedicated online team. Synchronous online sessions, access to resources and student support are provided as standard through the online platform. Some of the programmes offered by the IIE are general in nature and others are niched or focused. Many modules are shared across brands and qualifications, where appropriate.

The academics based at the CAT develop and package the teaching materials and assessments. All administration of the academic processes related to teaching materials and assessments is centrally managed by the CAT. All programmes are managed within the same set of policies and procedures and enable academic focus to be located at the main point of expertise in producing the programme and assessment content.

At the time of the inspection, there were 43,036 students enrolled on 134 full-time and part-time programmes and 39 short learning programmes across all the brands. A small percentage of the total students study at IIE Vega. The IIE's distance learning courses amount to less than 10 per cent of total enrolments. The majority of students enrolled at the time of the inspection were female. Students under the age of 18 represent a very small minority of the total. The majority of the IIE's student population are South African. The international students, representing a small minority of the total student enrolments, mostly originate from countries that border South Africa.

Most students enrol for courses that commence in February or March of the academic year. Clear entry requirements are set for each course.

3. Inspection process

The inspection was undertaken remotely over five days by three inspectors, including a student inspector. Inspectors held meetings with senior leaders and academic managers. Meetings were held with two groups of students, and with academic and administrative staff. Inspectors observed lessons and undertook a virtual tour of five of the Institution's 15 premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4.   Inspection history

Inspection type	Date
Full Accreditation	10–15 March 2014
Interim	17–18 March 2016
Re-accreditation	19–26 May 2017
Interim	2–3 April 2019

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

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

Governance and leadership are excellent. A clear and comprehensive structure effectively supports the Institution's development and its ability to maintain high standards of academic achievement and student care. The role and extent of authority of the senior leaders are clearly defined, documented and effectively communicated to all relevant stakeholders. Senior leaders have clear oversight and decision-making authority of financial and academic matters. The CAT meets weekly to monitor performance and address potential risks.

The link between governance and management is clearly articulated and documented. Internal and external stakeholders report that there are appropriate structures for their input into the development and implementation of the Institution's policies and procedures.

Financial risk assessment is effectively monitored both by the CAT and the ADvTECH Group. Senior managers effectively review risks posed by the changing academic needs of students. The financial standing of the Institution and the curriculum offer are regularly reviewed and updated, ensuring that senior leaders can take effective action when required to manage and mitigate business risks.

Financial resources are effectively allocated, so supporting and ensuring proposed course development are successful. Risk assessments are regularly reviewed and appropriate action taken.

Clear roles and responsibilities are detailed in the organisation chart and job descriptions. Roles are effectively linked to the needs and requirements of the Institution. There are highly effective channels of communication between internal and external stakeholders, including effective use of the Institution's Virtual Learning Environment (VLE) and Management Information System (MIS).

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 is measured against strategic targets.	☒ Yes	☐ No

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

Comments

A clear and comprehensive strategy for the development of the Institution's education provision is in place. An annual strategic implementation plan is produced and widely disseminated.

Key stakeholders' views are taken into account and usefully inform the strategic direction of the Institution. The Institution's aims and objectives are well communicated to all stakeholders via its website and promotional materials.

Regular and systematic reviews of the Institution's performance against strategic targets are undertaken. The self-evaluation report includes an effective review of data at programme and module level, ensuring governors and senior leaders can consider performance against strategic goals and targets.

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 matters in accordance with national law, with its accounts and finances being subject to regular independent external audit. This ensures appropriate scrutiny, transparency and probity.

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

There is a well-defined management structure relating to the central control of the IIE through the CAT. The structure incorporates the Head, Registrar, Deans of the six faculties, and the General Manager under the umbrella of the CAT. There are teams relating to the learning management platform, information services, including the library, research and development, operations and information systems, that are also managed within the CAT.

Each of the brands has a national office structure responsible for delivery across campuses, and differentiated brand experience and brand management. Each campus is responsible for teaching and learning, the student experience and contribution to curriculum development and design. The structure is clearly defined and documented and well understood by all staff groups. It is communicated to all staff members at their induction, in the job description documentation and in the CAT induction manual. Students clearly understand the structure within their own campuses. This makes for the efficient and effective operation of the Institution's programmes and facilitates appropriate regulatory compliance.

The management structure clearly defines reporting arrangements at each level of the Institution. Staff roles are clearly defined in job descriptions, including clear statements of line management and reporting responsibilities. This occurs at institutional, brand, faculty, departmental, programme and course level. This ensures that an appropriate structural hierarchy is in place, with clear definition of levels of responsibility, which provides a framework for effective management decision-making to take place.

The committee structure is comprehensive, effective and in line with that for public South African higher education institutions. Committee membership is inclusive, drawing from relevant IIE stakeholders. The Senate includes staff and student representatives from each brand. The Senate is the overall responsible body for scholarship, policy and governance and is directly supported by various committees covering teaching and learning, academic planning and development, research and postgraduate studies, brand results and faculty boards. In addition, the programme advice, programme co-ordination and student disciplinary appeals committees support the work of the Senate. The committee structure is robust and enables the effective governance and operation of the IIE in taking account of the views of all stakeholders, with appropriate reporting lines enabling effective management decision-making.

Committees all have terms of reference. They meet regularly and meetings are recorded. The structure, remit, procedures, decision-making authority and schedules of committees are set out within the IIE policy and academic governance system documentation. There is a clear practice of recording agreed actions based on evidence identified.

There are robust procedures for the control of internal and external provision of information. These include cross-checks for accuracy, proofreading and approval stages at registrar, dean, brand and faculty levels, and also by the General Manager. The IIE operates a marketing and advertising policy and advises staff on its expectations in relation to communicating effectively and with integrity.

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 that is implemented effectively.	☒ Yes	☐ No

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

Comments

The administration team is of sufficient size and experience to ensure the effective operation of the Institution. Levels of administrative support are clearly set out, documented, understood and audited. Administrative support focuses on operational administration, assessment, library support, student wellness, careers and Information and Communication Technology (ICT). The registrar function effectively provides the governance and regulatory systems and processes across the Institution.

There are well-documented policies and procedures that are efficiently disseminated across the Institution. The regular audit of systems and policy implementation by the registrar's office ensures the continuing integrity of the administrative processes. Each campus sets its own class timetables, taking full account of the requirements of each course offered. Class timetables and venues are available to students on the VLE.

Data collection and collation systems are highly developed. The systems in operation are well documented, making maximum use of technology that enhances their effectiveness and accuracy. The Institution operates a custom-made, centralised database structure called the Student Administration System (STASY). The system provides access for academic and administrative support staff, enabling interactive courseware, materials and information to be added. In addition, the system provides marketing and financial information and a variety of reports for managerial use that incorporate interrogative techniques and filtering for targeted enquiries.

In accordance with South African legislation, the IIE is required to maintain full, accurate and up-to-date student records to keep its registration as a Higher Education Institution (HEI). This includes a comprehensive record of the academic achievement of each student. Compliance with this requirement is carefully monitored at campus and CAT level.

Staff records are sufficient, accurately maintained and up to date within the centralised system, and the Institution is compliant with South African data protection legislation that came into effect in July 2021.

The robust security policies and systems for staff and student data are centralised and protected by multi-step verification processes. All personal information of staff and students is administered in accordance with South African legislation relating to data protection. Hard-copy information held on site is kept securely. Records of documents held off site are maintained by the registrar's office.

There are strict security measures in place to prevent fraud or illegal issuing of certificated qualifications. In addition to the control measures in place relating to student achievement records that are held centrally, the Institution verifies identity on enrolment and admission eligibility through certificated educational achievements. All students are provided with a registration card that allows access to the Institution's premises and systems.

There is a comprehensive policy and strategy in place for the administration of assessments and examinations. This incorporates security of assessment compilation, storage, and delivery to the hall in the case of examinations. The identity of students taking the assessments is verified by access codes and national identification cards or passports.

The procedures for internal and external moderation are robust and effective. Internal moderation is administered by the brands and ensures that there is alignment between the learning outcomes and assessment criteria, curriculum, syllabus and assessment instrument, and that the marking rubric is in sufficient detail to provide consistent marking across the Institution's various sites.

Internal moderation also ensures that the components of assessments are allocated appropriate marks and weighting, and that feedback informs future curriculum design. Post-assessment, each campus must ensure that at least one-third of its academic staff are engaged in internal moderation of scripts from other campuses. Marking variances are identified by the centralised system and resolved prior to their release.

External moderation is administered by the CAT and employs robust selection criteria for the appointment of external examiners. External moderation is carried out on all summative assessments at exit levels and on any new core modules in the first cycle of being implemented on a degree programme.

External moderation takes place both pre- and post-assessment to verify the appropriate level and consistency of marking between academic staff, campuses and brands accordingly. The external examiner provides a report with recommendations, which is circulated to all assessors, the relevant head of programme, the examiner and the appropriate internal office that manages the programme nationally.

The Institution has appropriate procedures for the timely dissemination of records and transcripts. The policy on the collection and refund of student fees is provided on the website and the terms of registration are reproduced on the brand registration forms, so that students know clearly what the terms and conditions are in advance of enrolment.

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 are 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 that 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 are 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 recruitment process is robust. All staff are appointed within South African legislative requirements. Equity and fairness in the process are uppermost and in accordance with the IIE employment equity policy. Continuing employment is reviewed through the staff appraisal process and in accordance with the performance management process policy. Recruitment comes from various sources, agencies, referrals and country-wide advertising. The IIE actively recruits specialist and suitably experienced academic staff to teach on its programmes at the appropriate level.

All staff must commit to zero tolerance of discrimination of any kind at any point in student interaction under the IIE student rights and services policy. This policy promotes individual respect, human dignity, inclusion, diversity and equity. All prospective staff are subject to a criminal records check.

The academic and support staff appointments are subject to South African regulatory requirements and specific policies are in operation to ensure this. All academic staff must hold a qualification that is at least one level above that on which they are approved to teach. This ensures that the level of academic qualifications of the teaching staff is appropriate for the delivery of the programmes and provides suitable academic rigour.

The performance appraisal system provides for the review of key performance targets agreed with the member of academic staff at the start of the year. Independent contractors are on annual contracts and those who do not meet the expected level of performance are not re-engaged, although this is a last resort, since gaps in pedagogical approach are identified and handled in a developmental manner. Student feedback is taken into account in reviewing lecturing staff's performance.

There are clear and appropriate job specifications for all staff. General job outlines are available for all applicants and all new recruits are provided with detailed job descriptions. Prospective job applicants are therefore made aware of the attributes, abilities and qualifications required for carrying out the role.

All new members of staff receive a comprehensive induction manual and undergo a formal induction process from the human resources department, in consultation with the relevant line manager. New CAT members and all teaching staff are provided with a mentor of suitable experience.

The IIE employment equity policy is formulated to ensure that active employment equity practices are implemented. The principles of access, diversity and non-discrimination relating to staff, contractors and students are firmly embedded within the IIE's policies and procedures. The IIE provides information on this to the South African regulators and consequently monitors it closely.

Staff have access to a formal complaints process under the IIE's grievance procedure. The complaints procedures are contained within the staff induction manual. All staff have direct access to human resources (HR) managers and it is the HR department that administer the grievance and complaints procedures. An ethics hotline is in operation throughout the IIE.

Managers set goals with key performance targets in agreement with each member of their staff within the appraisal system, and monitor their achievement throughout the year. Staff use these as guides in the performance of their roles. Regular classroom observations are included within the academic teaching staff appraisal system. Each lecturer's teaching is peer reviewed annually, the outcomes of which are included within a development plan where necessary. This ensures consistency in the quality of delivery. All staff are subject to formal internal moderation of their performance every three years, in addition to the annual appraisals.

The professional development needs of staff are reviewed through the staff appraisal process. Staff receive support in terms of leave for research, study leave and financial assistance in appropriate cases. The Heads of Programmes and Heads of Teaching and Learning meet regularly to identify technical and pedagogical areas for development and the enhancement of staff skills in delivering high-quality education.

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-centred learning.	☒ Yes ☐ No☐ NA

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

Comments

There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the Institution. All proposed new programmes have a valid rationale and purpose, which demonstrates that they link to the vision and mission of the IIE, the relevant brand, the level of qualification being offered and the target student audience. They also take into account regulatory requirements and campus site constraints. Ultimately, all new programmes are approved by the Senate and must be accredited by the South African regulatory body.

Intended learning outcomes for all programmes are clearly articulated and understood by students and are publicly available. The South African regulatory body requires institutions to clearly articulate programme exit-level outcomes before accreditation, and for these to be included in the prospectus and programme overview. Module learning outcomes and learning unit objectives are provided in the learning content documentation and are publicly available. There is a clear rationale that all students achieve the same learning outcomes across all brands and campuses, although delivery may differ due to local circumstances. This helps to ensure that the student experience is equivalent wherever they are studying.

Programmes are regularly reviewed through informal discussions between academic staff and this results in formal proposals for changes in courses to be discussed at Faculty Boards. In addition, a biannual review process, which incorporates views from academics, brand management and the CAT, ensures all programmes are reviewed for their currency and effectiveness.

A planning and resource allocation process is in place to enable resource provision to be made for all new programmes. Each new programme is subject to a rigorous budgeting process to ensure appropriate consistency and quality of materials and to ensure the provision of the required resources.

Each campus contributes to the annual budgeting process, which reviews programme resource requirements for the ensuing academic year, with additional funding provided as necessary to ensure campuses are appropriately resourced. Management and development of all learning materials are undertaken by the CAT through a comprehensive and robust process that ensures consistency of quality and delivery.

Students are actively encouraged to take an active role in the development of academic provision to ensure student-centred learning. Feedback from students is encouraged on an informal basis throughout the semester. The reports generated from the questionnaires are reviewed by the Heads of Programme and Faculty and help inform future delivery and course enhancement.

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

Comprehensive entry criteria are set out in course documentation for each programme of study and are freely available to prospective students. Any language requirements for a course are clearly shown and ensure that students understand the level of competency required in order to be accepted onto each programme.

The application process is robust and ensures that students meet published entry requirements and that any claimed qualifications are appropriately verified by the Institution. Application queries are responded to very quickly. Prospective students receive comprehensive information and guidance about the requirements of each programme, ensuring that they are able to make fully informed decisions about their study options.

Students' needs are assessed effectively at the start of their application. Comprehensive and well-documented processes are effective in ensuring that students have the required skills and knowledge to be able to succeed on the programmes on which they are enrolled. The Institution recognises prior accredited learning and has a clear and appropriate process to assess credit acquired at other institutions.

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 that 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 IIE has a clear, four-year research and scholarly activity plan that is effectively implemented and sets out a range of appropriate activities and actions to support staff undertaking research and other forms of scholarship. A financial incentive programme is in place to encourage academic staff to publish their research in high-quality journals. The Institution closely tracks research activity and output, with an increasing number of staff across the Institution publishing in accredited journals and in conference proceedings.

The Institution's academic and research conditions of service policy set out how staff can apply for financial incentives and study leave to support their research activities. Details of research opportunities are widely disseminated to all relevant staff through the Institution's online platform. Staff confirm that sponsorship for research is available.

Staff benefit from a range of opportunities to meet formally and informally to share and discuss their current research activities. The Institution publishes its own peer-reviewed journal, which provides a valuable opportunity for staff, as well as external academics, to share and disseminate their research findings.

A range of conferences, events and the 'Celebrate Learning, Teaching, and Research' annual conference provides staff with a valuable opportunity to develop their understanding of using research-based evidence to enhance the quality of teaching and learning.

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, and facilities and the range and nature of resources and services offered.	☒ Yes	☐ No
10.2	Information on the programmes available, and 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

Publicity materials are of a very high quality and accurately reflect the Institution's premises and facilities. As a result, students are very clear about the location and the range of resources available.

Senior managers regularly review, and make any necessary changes to, publicity material to ensure its accuracy.

Information on available programmes, assessment structure, course guidelines, assignments and awarding organisations is accurate and available on the VLE and in student handbooks, module specifications and assessment guidelines. As a result, students report that they are well informed about their qualifications and associated costs of study.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. **Academic staff are effective in facilitating student learning**

11.1	Lecturers have the required subject knowledge, and 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 that 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 is highly effective. Lecturers are very well qualified, experienced, and allocated to teach on courses and at levels that reflect their qualifications, experience and pedagogical and communication skills. Teaching is regularly monitored by managers to ensure students receive a consistent learning experience.

Lessons are effectively planned to meet the requirements of module descriptors and fully cover the stated learning outcomes. The design of the programmes and modules supports and enables the development of the knowledge and skills required of the students to be successful in their final examinations and assessments. This is confirmed through the success rates of students.

Lesson-planning is detailed and effectively meets the needs and learning styles of the students. An appropriate mixture of group and individual activities engages students, maintains their interest and effectively supports learning. Additionally, staff effectively encourage and develop students' independent learning skills via class activities and the interactive online learning facility.

Students and staff have access to a wide range of appropriate and high-quality learning and study resources via the Institution's VLE. Students and staff confirm that the Institution fully encourages and is highly supportive of their use. Inspection findings confirm this.

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

Comprehensive assessment schedules for each course are available on the Institution's VLE. Schedules provide detailed information regarding assignment submission dates, revision periods and examination dates. Students confirm that they are aware of the nature and timing of the assessments for their course.

Assessment strategies are relevant to the content and nature of the courses. Detailed assignment briefs provide clear and well-written tasks that ensure all required learning outcomes are met. Tasks allow a full range of grades to be achieved and are effectively linked to module grading criteria.

Students receive detailed and supportive spoken and written feedback on their assessments and overall performance and progress. Academic staff effectively identify areas where students have done well and where they could have developed their work further. Student progress and performance are monitored very effectively, with appropriate action taken where students are not progressing as expected.

Comprehensive procedures to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised are in place. A clear and appropriate academic misconduct policy is contained in the student

handbook and all assessment evidence is appropriately screened for authenticity using appropriate commercial software to confirm originality. These arrangements ensure that students are awarded grades based on their own knowledge and understanding.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable. Students confirm that they are made aware of these.

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 of a high quality and are designed for a specific and clearly stated level of study. The range of resources available on the Institution's VLE effectively supports learning and enables students to achieve the stated aims of their chosen programme of study.

Materials are regularly reviewed and revised by academic staff to ensure that they are accurate, fit for purpose and reflect current knowledge.

A wide range of appropriate teaching aids and study materials is used effectively to support learning. Students have excellent access to all available resources via the VLE.

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 and 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

Student welfare, advice and counselling are excellent. Each campus has professionally registered counsellors on site who are supported by campus wellness teams. Welfare staff are appropriate in number, well qualified and readily accessible to all students to provide advice and counselling, as well as support on a wide range of pastoral and welfare issues. Students confirm that they are very happy with the support provided by the Institution.

All students receive an orientation programme prior to commencement of their study that is supported by additional sessions in the first few weeks of their time at the Institution. This covers the use of the library, available IT services and an introduction to their academic programme, including expectations on attendance and detailed information about living in the local area. It also details the Institution's social programme, the profiles of teaching staff and information on support services available for students. There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour.

Students' general enquiries and any issues with access to the Institution's IT services are dealt with quickly and efficiently. Any student who has an academic question can approach individual staff members in person or via e-mail. In addition, the IIE provides a monitored centralised system that is accessed via the Institution's website, ensuring a prompt response to any questions. The office of the registrar monitors the system for emerging patterns and areas of concern. Students confirmed that staff are accessible and responsive to any queries out of class hours.

Safeguarding arrangements are effective and regularly reviewed. The Institution's safety, student conduct and disciplinary policy effectively details arrangements for ensuring a safe environment for study, including for those under the age of 18. Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.

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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	In cases of re-accreditation, students are advised of BAC's complaints procedure.	☐ Yes	☒ No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes	☐ No
15.9	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes	☐ No

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

Comments

Students have excellent access to academic staff outside the scheduled teaching and learning sessions. As part of the Institution's internal policies, all teaching staff are required to provide consultation times when individual students or groups of students can book meetings or additional sessions. Students noted that they have been able to take up these sessions regularly and have found them valuable in their studies.

Detailed records on student attendance, participation and achievement are maintained and used effectively to monitor student performance and to identify where additional support and guidance are required. In addition, the Institution's learning management system allows students to review their performance across an entire year of study.

If a student is judged to not be making sufficient progress, or wishes to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided. Students are well supported in preparing for future careers, further study and their next steps.

An appropriate and fair complaints procedure is in place that provides clear details of how to submit a complaint. An appropriate external adjudicator is detailed in the policy.

15.7 Students are not advised of BAC's complaints procedure.

Comprehensive instructions and suggestions on how to study are readily available to assist students to learn effectively and efficiently.

There is a comprehensive policy on identifying and meeting the needs of students with special educational needs and disabilities. Where an individual need is identified or declared, appropriate additional support is provided by the dedicated counselling team.

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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 that are specific to international students continue 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

Comprehensive support for international students, both before and during their studies, is provided by the Institution. Students have access to detailed information on the Institution's website prior to travelling, including visa support, embassy information, accommodation, and travel advice. International student advisers are able to answer specific queries and provide one-to-one support.

A comprehensive induction is provided to international students that covers their studies and the local area effectively. Students are further supported during orientation week to develop and find new communities and are given inductions to the local area, which also consider any cultural differences that may exist. Students confirmed that they were happy with their induction and had access to speakers of their first language. Inspection findings confirm this.

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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 are followed up promptly.	☒ Yes ☐ No ☐ NA

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

Comments

The Institution has a clear, published policy on student attendance that reflects and complies with South African law. Student attendance is not a requirement under South African law. As a result, attendance registers are not taken on all campuses. However, students understand the attendance and punctuality requirements of their study programmes.

All work-integrated learning modules have their attendance recorded and monitored as this contributes to the overall mark for these modules. Procedures and systems to enforce attendance and punctuality are well developed. Attendance records for these modules are stored on the IIE's central system.

All unauthorised absences are followed up in a timely manner, with appropriate action taken where necessary to ensure that minimum attendance requirements are upheld.

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 that 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

Only IIEMSA has residential accommodation. The residential accommodation provided is clean, safe and of a good standard that meets the needs of its students. The accommodation is regularly inspected by the appropriate local authorities. Good levels of security ensure that the accommodation is secure.

Students are provided with comprehensive advice on suitable 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 that 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

A wide range of social activities are offered by the Institution and advertised to students on the VLE and other multimedia channels. The social programme is very responsive to the needs and wishes of students and activities are often subsidised by the Institution to ensure their affordability.

Activities often have a suggested donation rather than a fixed cost, so that students can pay what they can afford.

Students agree that social events are run safely and effectively by competent professionals, and inspection findings confirm this.

Dedicated social media channels have been established by different academic departments. As a result, a wide range of workshops and training has been delivered virtually.

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

All premises have secure tenure, with some owned and others leased. Where necessary, additional premises are hired.

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 Institution's premises are very well maintained, decorated and clean. Access to each of the premises is highly secure and appropriately restricted. As a result, these provide a safe learning and working environment.

All required health and safety information and rules are clearly displayed in relevant areas within the premises. Comprehensive health and safety guidance is provided to staff and students during their induction and in their respective handbooks. Visitors are provided with bespoke guidance on arrival, which is then supported by appropriate signage throughout the premises. Areas that pose a particularly higher risk or hazard due to their specialist nature have clear rules that are brought to the attention of students, staff and visitors.

Each of the premises provides a good space for staff and students to work, socialise and to receive visitors. Toilets are adequate in number, and very clean and well maintained.

Staff and students confirm that heating, ventilation and air conditioning are all appropriate. Inspection findings confirmed this.

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 that 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

Classrooms and other learning areas are well appointed, appropriately resourced, adequate in number and size, and effectively support learning.

Classrooms and other specialised learning areas, such as the radio station and drama studios, are appropriately equipped to meet the requirements of the courses.

The Institution has a number of suitable areas in which to conduct examinations.

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

The Institution's premises provide an excellent space for students to undertake private individual study or to work in groups.

Access to space for academic and administrative staff to undertake their duties and, when necessary, meet with students is good.

The provision for students and staff to relax and consume food and drink is very good. Appropriate areas are provided in sufficient numbers for students and staff to store their personal possessions.

Appropriate rooms and offices are available for academic staff and managers to hold meetings.

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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

High-quality course materials and other resources relevant to the students' programmes of study are accessible from the Institution's library and on its VLE. Library stock is regularly reviewed and sufficient to meet the needs of both students and academic staff.

The library in each of the IIE's premises is staffed by appropriately qualified and experienced staff. The library areas are spacious and provide a comfortable area for independent study or group work. A clear lending policy is in place and opening times are sufficient and reflect the needs of the students well.

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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 that 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

Access to technology to support study and work for both students and staff is very good. Internet provision is good and allows students to study flexibly and communicate with lecturers and other staff well.

Software and the Institution's VLE are regularly reviewed and updated to ensure that they meet the needs of the academic programmes and of its students and staff.

Appropriate IT technical support is in place and this ensures that the systems are operational at all times. Training in IT systems is provided when needed. Access to conventional resources for staff and students is good.

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

The views of all relevant stakeholders are collected and analysed to identify strengths and areas for improvement. This includes feedback collected through online module surveys and feedback from student representatives.

The reports generated from student surveys are reviewed by the Heads of Programme and Faculty and inform future delivery and course enhancements. Staff feedback is gathered through performance management reviews and peer observations, and informally through regular faculty meetings.

Academic staff have regular opportunities to participate in subject-specific review meetings, where they can share their views on the curriculum. Managers carefully consider and respond to staff feedback where appropriate, creating improvement action plans to monitor completion and impact.

Students receive regular updates on the actions taken in response to their feedback from student representatives. Actions taken in response to external stakeholder and academic staff feedback are reported through the committee and meeting structure. However, managers recognise the need to introduce additional mechanisms to report back to students on the actions taken in response to their overall module feedback, in addition to the student representatives.

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 involve 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 Institution has a range of appropriate policies and procedures in place that clearly document the quality assurance systems and arrangements used to assess its own performance. These policies are effectively disseminated to staff and other stakeholders through online shared folders and the Institution's website.

The Institution's quality assurance policies and procedures appropriately frame and support the mechanisms that allow senior leaders to strategically review performance over time. For example, the institutional governance and policy development policy provides a clear link between strategic oversight and governance and practical quality assurance procedures operated at institutional and college level.

The Institution is led and guided by the core principles and values of quality assurance. This commitment and ethos are clearly communicated in the key institutional policies that articulate the focus and importance of integrity, transparency, development, innovation, equity and collaboration. The core values are achieved and implemented through a range of specific and practical quality assurance mechanisms.

Clear and systematic monitoring arrangements are effectively implemented to ensure that the Institution reviews all aspects of its performance against a range of relevant indicators. For example, Faculty Board meetings, the Tertiary Management Committee, and the internal compliance audit process are all supported by detailed and specific reports that allow senior leaders to review the outcomes of performance monitoring and associated improvement action plans.

The Institution places a high priority on reviewing and enhancing the quality of the student experience. A wide range of quality assurance mechanisms provides managers with valuable data on student satisfaction levels over time. This allows managers to quickly identify areas for improvement, for example in teaching, resources and the curriculum. Students consider that they are treated fairly and that their feedback is acted on, as appropriate.

Programme managers and co-ordinators have access to a very detailed range of performance data through an innovative and informative online platform. This provides managers with specific measures of student satisfaction, and completion and achievement rates. Data can be interrogated for individual modules and specific assessment points, to help managers identify barriers to achievement and areas for improvement. Programme reports are compiled and presented at Faculty Board meetings to review and ratify action plans and recommendations made for enhancement.

Post-qualification reviews are effectively used to track student progression data to identify further study or employment trends for selected courses. However, this information is not routinely collected for all courses.

Managers produce a range of general performance reports for consideration by the various committees and the Senate when reviewing overall institutional performance. For example, the research activity annual report provides a clear summary of research output performance. Student performance targets for individual modules are tracked to monitor and report on trends over time in relation to student retention, achievement and progression. The CAT board report provides a detailed summary of performance by faculty, as well as other performance indicators, such as research output, student requests and cases of academic misconduct.

External assessors and industry experts are involved in programme design, validation, periodic review and revalidation, as required by the South African regulator. Industry advisers are regularly consulted to ensure that curricula are contemporary and reflect the needs of employers.

The Institution has a clear and systematic governance structure that regularly considers quality assurance and performance reports and their associated actions. For example, the reports of the Senate, the Brand Review Board and Faculty Boards and Programme Review reports are considered to identify actions for enhancement. The Institution has very systematic processes for setting and monitoring actions.

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

The Institution has a wide range of effective arrangements for identifying and disseminating good practice across the Institution, such as the development of communities of practice in teaching and learning. The IIE Connect online system allows academics to join quickly and easily with their peers for support and guidance on good practice in module delivery. The 'Celebrate Learning, Teaching, and Research' colloquium event provides a valuable opportunity for colleagues to share good practice in pedagogy and research.

End-of-session programme review reports include consideration of areas for improvement and enhancement, resulting from a review of performance data and staff and student feedback. A record of actions and recommendations is clearly documented and reviewed as part of the Institution's 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

Academic staff are appropriately trained and have a good understanding of the requirements of online, distance and blended learning delivery. Learning is appropriately supported by the use of the Institution's chosen delivery platform and its VLE.

Lesson observations show that lecturers have a good understanding of the challenges and demands of online, distance and blended learning. Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

Appropriate guidance on how to study and use the online tutorial materials is made available to assist students to learn effectively and efficiently

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

A clear and well-documented management structure ensures that senior leaders and managers understand their roles well and perform them to a high standard.
Highly effective channels of communication support the Institution's day-to-day activities and further developments.
Robust financial management ensures that the necessary resources are in place to meet the changing needs of the Institution.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The Institution has robust and systematic administrative systems that provide effective support.
Clear strategic and implementation plans support academic staff to increase the research profile of the Institution.
The Institution's dedicated staff are committed to the principle of ensuring that students receive a high-quality education that meets their needs and enhances the IIE's reputation.
Robust staff recruitment procedures ensure that staff are suitably qualified and experienced, and fully understand their specific responsibilities.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Teaching is very effective and results in high levels of student achievement.
Highly qualified academic staff provide high levels of support to their students.
Students benefit from high-quality learning resources that support and develop their independent learning skills very well.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION
Institution's strengths

The Institution's very well-developed pastoral system effectively supports students at the Institution.
There is excellent use of student counselling and wellness support staff.

Actions required	Priority H/M/L
15.7 The BAC complaints policy must be made known to students.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Very high-quality premises effectively support learning and the student experience.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The wide range of quality assurance mechanisms are effectively linked to specific strategic objectives and key performance indicators and metrics.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

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

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should introduce additional formal mechanisms for systematically updating students on the Institution's response to students' module feedback.
Managers should implement plans to formally analyse and report on student progression rates to further study or employment for every course.

COMPLIANCE WITH STATUTORY REQUIREMENTS