



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT (International Centre)

INSTITUTION: Ikh Zasag International University

ADDRESS: Bayanzurkh District, 4 Khoroo
B Dorjin Street
PO Box 349
Ulaanbaatar 13381
Mongolia

HEAD OF INSTITUTION: Dr Namsrai Nyam-Osor

Accreditation status: Accredited

Date of visit: 13 October 2016

ACCREDITATION COMMITTEE DECISION ON ACCREDITATION: 15 December 2016

PART A - INTRODUCTION

1. Background to the institution

Ikh Zasag International University (the University) was founded in 1994 and is a private university in Ulaanbaatar, the capital city of Mongolia. It is located on two campuses. One campus is in the centre of the city. A second campus, about 10km from the main one, was established in 2000 and is located in an area, which is designated as the location for future city development.

Ikh Zasag International University is a registered company in Mongolia and is not limited by shares or by guarantee. The university has one sole director. The aim of the University is to provide a wide range of higher education courses to the people of Mongolia.

The university has continued to develop and expand since its inception and now has partnership arrangements with overseas organisations in the United Kingdom (UK), United States of America (USA) and Japan.

2. Brief description of the current provision

The university is accredited by the National Council on Higher Educational Accreditation, which is the major Mongolian accreditation body. All programmes must be approved by the Ministry of Education before they are permitted to operate and they continue to be monitored each year by the Ministry.

There are currently 10 schools offering bachelor's degree programmes and one school offering masters programmes and PhD studies. In September 2016, the university commenced the delivery of a medical degree programme. Additionally, there are two further schools within the group. One school offers certificate programmes and there is a secondary school. Some schools offer programmes delivered in English, whilst others provide programmes exclusively in Mongolian.

At the time of inspection, there were 3984 full time and 347 part-time students studying or enrolled to study on 41 out of the 69 courses offered by the University.

3. Inspection visit process

The visit took place over half a day at the main campus and was undertaken by one inspector. A tour of the main campus took place and included several pre-arranged classroom visits. Additional meetings were held with the President of the University, students and the senior management team. Given the time constraints, the second campus was not included in the visit timetable.

4. Inspection history

Full inspection: 22 – 25 September 2014

PART B – JUDGMENTS 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

1. Significant changes since the last inspection

Since the inspection in September 2014 there have been two significant changes.

Having received authorisation from the Ministry of Education in 2016, the University has started a medical degree programme.

The university has opened an Innovation Centre within its existing premises. The centre is designed to provide students with the opportunity to implement their knowledge and to provide practical hands on experience. For example, the inspector witnessed a mock trial, where students took the role of a prosecutor, defence attorney and judge. Other students on the course then offered constructive criticism on the strength and weaknesses of the legal arguments.

2. Response to action points in last report

There were no action points to consider from the last report.

3. Response to recommended areas for improvement in last report

The use of logos from other institutions as used by the University in its publicity material should be reviewed to ensure accuracy and compliance with the terms of use expressed by the logo owners.

The University has a complete list of terms of use, provided by other institutions, and has modified the use of logos to comply with their terms of use.

The University should consider enhancing the health and safety information provider to visitors. Options could include the use of 'visitor passes' containing 'core' information.

All visitors now receive a visitor pass detailing core information.

The University should further develop its formal response to the feedback given by students

The University has strengthened its response to student feedback. As an example, the provision of student lockers has been increased in the main campus.

The process of peer review/ lesson observation and teacher observation are not fully addressing some perceived weaknesses in teaching delivery. The University should consider how it might disseminate best practice across schools and consider appropriate ways of celebrating teacher excellence across the whole institution.

The teacher review process has been strengthened using student reviews, peer reviews and greater involvement of the senior management team in reviewing outcomes. Co-teaching of lectures has been introduced as a way of sharing good practise and a policy of open lectures has been introduced, which allows students and teachers to sit in on lectures across all the University's schools.

The University should regularly monitor the status of its collaborative agreements through mechanisms such as a collaborative agreement register, to avoid promoting and advertising arrangements which have lapsed.

The University has reviewed its published material and removed references to lapsed agreements.

Campus 2 has several potential ‘tripping hazards’ which should be addressed (e.g. uneven steps on the stairways could be highlighted with yellow and black striped markings and trailing power cables across floors should be temporarily contained inside appropriate floor casing or shielding).

The main campus has implemented the above recommendation. Uneven surface areas were highlighted with hazard markings and the provision of first aid boxes has been increased.

The inspector was assured that similar improvements had been made to Campus 2.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

| | Met | Partially met | Not met | NA |
|--------------------------------|-----|---------------|---------|----|
| The standards are judged to be | ✓ | | | |
| Comments | | | | |

4.2 Teaching, Learning and Assessment (spot check)

| | Met | Partially met | Not met | NA |
|---|-----|---------------|---------|----|
| The standards are judged to be | ✓ | | | |
| Comments | | | | |
| The provision of Open Lectures will offer students the opportunity to access a wide range of learning opportunities across a range of disciplines. | | | | |
| The twenty-four-hour access arrangements to the library and study areas offers students access to physical and online resources on demand and enhances capacity for independent learning. | | | | |

4.3 Learner Welfare (spot check)

| | Met | Partially met | Not met | NA |
|--------------------------------|-----|---------------|---------|----|
| The standards are judged to be | ✓ | | | |
| Comments | | | | |

4.4 Premises and Facilities (spot check)

| | Met | Partially met | Not met | NA |
|--------------------------------|-----|---------------|---------|----|
| The standards are judged to be | ✓ | | | |
| Comments | | | | |

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

| STRENGTHS |
|--|
| The introduction of an Innovation Centre, which allows students from all the schools to apply their knowledge in ‘real world’ scenarios, will offer students opportunities to apply theoretical knowledge. |
| Twenty-four-hour access to learning facilities enhances provision and the capacity for independent study. |

| ACTIONS REQUIRED | Priority H/M/L |
|-------------------------|-----------------------|
| None | |

| RECOMMENDED AREAS FOR IMPROVEMENT |
|--|
| <p>The following recommendations were not addressed during the inspection visit and therefore continue as recommendations:</p> <p>The accountability of management should be enhanced through approaches such as the cascading of measurable targets such as Key Performance Indicators (KPIs) to individuals or areas, so that oversight of progress against the strategic plan is clearer.</p> <p>University policies should be reviewed regularly and monitored to ensure consistent and effective implementation. In particular, the Teaching, Learning and Assessment policy was noted as not being widely understood by all members of the academic community. This review approach would naturally be assisted through the adoption of a policy register.</p> <p>Policies should have a version control mechanism to indicate the current status of the policy.</p> <p>All policy documents should be titled in both English and Mongolian (e.g. the ‘blue’ and ‘brown’ policy books).</p> <p>Whilst evidence of action plans has been seen, the university should further develop its action plans with SMART objectives/ actions to enhance the management process.</p> |

| COMPLIANCE WITH STATUTORY REQUIREMENTS | |
|---|------------|
| Declaration of compliance has been signed and dated. | YES |
| Further comments, if applicable | |
| None | |