

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: Independent Institute of Education (Pty) Ltd

ADDRESS: ADVTECH House, Building 3, Block 7
Inanda Greens
54, Wierda Road West
Wierda Valley
Sandton
2196 South Africa

HEAD OF INSTITUTION: Dr Felicity Coughlan

DATE OF INSPECTION: 19-26 May 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 27 July 2017

1. Background to the institution

The Independent Institute of Education (Pty) Limited (The IIE Pty. Ltd.) is a wholly owned subsidiary of ADvTECH Ltd, which is a publicly listed company in South Africa. ADvTECH Ltd focuses on primary, secondary and tertiary education and resourcing and it has a second subsidiary, AdvTech Resourcing Pty Ltd. The headquarters of IIE Pty Ltd. are in Sandton, a district of north Johannesburg, South Africa. Its vision is to be a leader in providing high quality career focused higher education programmes. Consequently all curricula have a career and vocational focus.

The IIE Pty. Ltd. has two operating divisions, which are the Independent Institute of Education (IIE), which delivers further and higher education programmes as well as short courses in South Africa. IIE offers qualifications from higher certificate to Master's level and it is this division, which is the subject of the inspection. The second division is AdvTech Schools. The IIE is the largest provider of private education in South Africa. The Director of IIE (Pty) Ltd., who is the head of the institution, is a member of the group executive committee and is also the Group Academic Director with responsibility for quality assurance in both operating divisions.

There is a government imperative in South Africa to widen access to higher education with as few barriers as possible. This obliges South African higher education institutions to expand access, improve quality and increase diversity in the post-schooling environment.

South African legislation and regulation requires registration of private higher education providers as companies and then registration as a private higher education institution, of the company, 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 of its 93 higher education programmes, under authority from the Council for Higher Education (CHE), through its Higher Education Quality Committee (HEQC). It therefore confers all its own awards and all its campuses are registered with the DHET.

All the qualifications are registered on the Higher Education Qualifications Sub Framework of the National Qualifications Framework of the South Africa Qualifications Authority.

The IIE delivers its programmes through four primary brands, which are Varsity College, Rosebank College, Vega School of Brand Leadership (Vega) and Design School South Africa (DSSA). It is proposed to merge the DSSA and Vega brands from 2018. It currently has 20 physical campuses although the registered campuses, according to the DHET, is greater than this number. Those campuses in Pretoria, Johannesburg and Durban on which Vega and DSSA share premises are considered as separate entities. When these brands are merged, which is in progress, the physical and registered numbers will tally. Each primary brand has 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 programmes separately to potential students.

The IIE has a business management committee, which is made up of its Director, General Manager, Brand Managing Directors, the Systems and Innovation Manager, the Business Development Manager and the group Chief Information Officer. The IIE also has a separate academic governance structure with limited shared membership with the business management committee. In addition, the Central Academic Team (CAT) has a 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 teams on all of the campuses and in all of the brands and is disseminated to its campuses by the CAT. In addition, the CAT is charged with the audit of policy and procedure implementation and undertakes the quality assurance function. The IIE senior management believe this model enables the campuses to fully focus on the teaching and learning experience of students.

2. Brief description of the current provision

The IIE offers a range of higher education programmes, ranging from non-accredited short course provision to higher certificates, degrees, honours degrees and Master's degrees. It should be noted that in the South African system, first degrees are mostly of three years' duration, with some professional degrees, which are of four years' duration. Once a first degree is complete there is an option for students to undertake a one year bachelor honours degree, which is a postgraduate specialisation qualification considered to deepen and consolidate a student's knowledge and expertise in a given specialisation and also prepare a student for research orientated postgraduate studies. The honours degree as

well as Master's degree programmes are designated in South Africa as postgraduate.

Distance learning qualifications have also been offered since 2013 and are largely managed from the CAT. However, contact sessions, access to resources and student support are provided as necessary by the academic and operations teams on campuses or using the online platform. Some of the programmes offered by the IIE are generalist in nature and others are niched or focused. A minority of qualifications are offered on the campuses of more than one brand, while the majority of modules are shared across brands and qualifications.

Most of the programme offerings are brand specific, whether they are generalist or specialist. The academics based at the CAT, develop or contract for development and package all the teaching materials and assessments. In the case of specialist programmes, the staff in the brand, in which such programmes are located, own the modules in the programme that are specialist in nature, in that they take a strong lead in the teaching materials and assessment production. All administration of the academic processes related to teaching materials and assessments is centrally managed by the CAT.

Both approaches 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.

The four brands each have a different focus. Vega is concerned with creating, building and managing healthy brands, DSSA is focused on interior, graphic and fashion design and Varsity College and Rosebank is concerned with academic tertiary programmes within the discipline areas of commerce, humanities, information and communications technology and social sciences. Varsity College and Rosebank College have differing programmes within these discipline areas and also market their programmes to different socio-economic groups within South Africa. The student ethnicity at the Rosebank College brand varies significantly from those at other brands. Students at the Rosebank College campuses are comprised almost entirely of what are described by the IIE, in line with South African equity legislation terms, as black and coloured, while the race profile in the other brands is more varied. The students at Rosebank College also generally have more limited financial resources when compared with the other brands. The IIE has four faculties through which its academic provision is organised. These are Commerce, Humanities, Social Sciences and Information and Communications Technology.

At the time of the inspection there were 32,554 students enrolled on programmes across all the brands. A small minority of the total students study at DSSA and Vega. Varsity College and Rosebank College, together, enrol 92 per cent of the total student enrolments and distance learning courses have a very small minority of enrolments.

Most students enrol for courses in January at the beginning of the academic year. The gender mix at the time of the inspection was 46 per cent male to 54 per cent female. There are 578 students enrolled who were 17 on entry, but whose birthdays fall during the first academic year. Students under the age of 18 represent a very small minority of the total student enrolments. The large majority of the IIE's student population are South African. The international students, representing a small minority of the total student enrolments, originate from 74 countries from around the world. The vast majority of the international students were from countries which neighbour South Africa.

3. Inspection process

The inspection team consisted of two inspectors and a student inspector and the whole inspection was undertaken over six inspection days. The team spent one and a half days concentrating on the institution's strategy, policies, procedures, structures, academic management, student support and quality assurance at Sandton. The team carried out five site visits to the brand campuses in order to review teaching, learning, student support, premises, facilities and learning resources and to review whether the student learning experience was aligned with central policy and direction. Each of the inspections at the brand campuses comprised a single day's duration. Two inspections were each carried out at Vega and Varsity College brand campuses, in Durban and Cape Town. One inspection was carried out at each of a Vega and DSSA combined campus in Durban and a Rosebank brand campus, in Braamfoentein near Johannesburg city centre respectively. A final session was then held to provide informal feedback on the inspection overall and clarify issues of detail.

During the inspections, interviews were held with senior staff at the CAT. Interviews were held at the campuses with senior academic staff responsible for teaching and learning and quality assurance as well as with administrative, library and estates staff. Meetings were also held with teaching staff and students at each of the campuses inspected.

The IIE staff ensured that relevant information was made available to the inspectors and co-operated fully with the inspection.

4. Inspection history:

Inspection type	Date
Full Accreditation	10-15 March 2014
Interim	17-18 March 2016

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 organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The IIE has a strong senior academic team, which communicates effectively across the institution. It is well supported by its parent company. The organisational structure is clearly understood by IIE staff. Its effectiveness is demonstrated by student performance, which at least matches and, in most cases, exceeds national averages as well as student growth and programme development.

It has robust centralised procedures which includes effectively addressing the management of risk.

2. The institution has a clear and achievable strategy

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

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

Comments

The IIE has a clear set of values and vision for the future placing students at the core. There is a clear focus on the work readiness of its graduates.

The academic team has a clear and decisive strategy for institutional development. Currently a very small minority of the total student intake is on distance learning programmes and the intention is to increase this to about 40 percent over the next ten years.

3. Financial management is open, honest and effective

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

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

Comments

The IIE has a sound financial basis and its financial affairs are well managed.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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

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

Comments

The organisational structure is of a matrix style. It operates successfully across its clear well understood brands with an effective faculty structure supported by the CAT. Staff fully understand their role within the structure and to whom they report. The CAT staff operate an open door policy, which builds mutual trust and excellent working relationships with

brand and campus staff. Students confirm that there is a culture of support from all staff.

Campus staff have strong communication networks for feedback and for making suggestions to staff at the CAT. CAT staff make regular visits to the campuses. Students recognise the names of the Director and General Manager and confirm that they have seen or met them on campus.

There is a strong committee structure in place. The senior academic governance body is the Senate, which is separated from the business management committee, known as the Tertiary Management Committee.

There is a comprehensive staff appraisal and development system, which is made up of three meetings with senior staff or line managers annually. The IIE is not permitted to formally appraise its independent contractors as they are not legally employees. However, each employee is required to produce or update his or her portfolio of teaching delivery each year. The portfolios are comprehensive and lecturing staff confirm that the portfolio process and follow up discussions, which they generate, are beneficial to their development.

The IIE continues to provide central control over its publications and ensures their accuracy. The policies and procedures are comprehensive.

The effective tracking of scholarship on the Research Activity Database and encouragement of research and scholarship through the Teaching and Learning and Postgraduate Studies Committees is excellent and to be commended.

5. Academic management is effective

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

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

Comments

There are appropriate procedures for the identification and design of programmes of study, which align with the IIE's brand strategy. Emphasis is placed on the ability to deliver the programmes.

Only programmes accredited by HEQC and registered with DHET are offered. Professional bodies accredit the programme content and offer credits where their own programme content matches that provided by the IIE's courses.

There is a regular review of academic programmes, which is conducted by the Programme Coordination Committee. This includes external commentary and recommendations for improvement.

Lecturers at the campuses receive module guides and resource packs as well as online resources to assist them in preparing their teaching materials. Teaching staff are highly satisfied with the support they receive.

Peer observation of each member of teaching staff normally takes place each semester. Teaching and administrative staff confirm that the opportunity for continuing professional development is made available to them. Support for continuing professional development is provided where appropriate.

Independent contractors, as well as most full-time lecturers, have current industry experience, which they are able to bring in to their teaching.

Annual teaching awards are made to an outstanding lecturer from each brand, who is then invited to disseminate aspects of their teaching on which the award was based to the rest of the staff. This is done through the biennial Celebrate Teaching and Learning conferences.

6. **The institution is effectively administered**

- | | | |
|-----|---|---|
| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The IIE has efficient administrative teams, which handle the demands made by 20 campuses, over 30,000 students and almost 4,000 staff very well. This is supported by state of the art Information Technology (IT) systems, in particular the student management information system. Administrative records are efficiently organised, stored and easily retrieved for external scrutiny.

Wide use of bespoke IT based administrative systems is made to plan and administer the courses and classes. This includes security rights to restrict access to confidential information. In particular, the integration of the student administration system (SAM) with the virtual learning and course management system is excellent as it enables both administration and the teaching and learning functions to operate from the same consistent database and provide reports for senior management's review.

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

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

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

Comments

There are robust procedures in place for the appointment of all staff. The qualifications claimed by staff are appropriately verified.

Contracts of employment are satisfactory.

The IIE provides an effective induction for all its staff and there are robust policies in place relating to fair treatment of staff, employment and the handling of grievances.

The IIE publishes its equality and diversity policy.

There are clear job specifications in place for all staff.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

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

- | | | | |
|------|--|--------------------------------------|---|
| 8.1 | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.2 | The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.3 | Learning outcomes for all programmes are articulated and are publicly available. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.4 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.5 | Academic staff ensure the active participation of all students in class activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.6 | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.7 | Academic staff supply students with access to any additional learning materials as appropriate to support student learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.8 | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.9 | Academic staff draw upon current research in their teaching. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.10 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Courses and modules are well designed and take good account of professional and subject-specific environmental demands and influences. Staff make good use of recent research in their teaching. Students are encouraged to develop skills, which are relevant to the needs of prospective employers particularly in the area of design.

The outline curriculum and assessment guides are very comprehensive, well thought through and professionally produced. They provide good guidance to students. However, not all lecturing staff use the materials available and some of the lecturing could be improved and be more interactive.

Independent learning is encouraged through the interactive online Learn facility, which also enables the effective monitoring of individual student progress. However, while module guides are widely available, they could be enhanced to provide more detail to support a variety of teaching methods, which are aimed at fully engaging all students in classes.

The cyclical graduate tracking programme, which was developed to assist in curriculum design, is a helpful innovation in

keeping and ensuring programmes contribute effectively to graduate employment. Work placements are offered and students undertake specific projects for firms. This has proved particularly successful in the Rosebank colleges with employers actively seeking students to undertake placements.

The Work Integrated Learning (WIL) programme offers students a real work environment, in which they can gain valuable experience in industry. It is well supported by the Work Integrated Lecturer in programmes that have a WIL component.

The development and extensive use of the virtual learning and course management system provides students with much information to help them navigate the modules and guide them through the assessments.

The CAT staff undertake some teaching but only as guest lecturers.

The IIE Research and Development Manager is the Managing Editor of the Independent Journal of Teaching and Learning. This is a peer-reviewed journal, which is included on the Department of Higher Education and Training's approved list of South African accredited journals.

9. Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

- | | | |
|-----|--|---|
| 9.1 | Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.5 | There are secure and efficient procedures for the administration of examinations and other means of assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are effective procedures for internal and external moderation at pre- and post-assessment stages. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | The institution makes student records and transcripts available to its students in a timely manner. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Assessment processes and procedures are good with prompt feedback provided to students. Robust arrangements ensure the integrity and security of examinations. Assessments are internally moderated and those relating to the final course assessment are externally moderated. While staff at all levels of The IIE are engaged in assessment construction or moderation, they are all administered by the CAT. As there are multiple versions of the same assessment, lecturers are not able to predict which assessment the students he or she has taught will take. Blind marking and internal and external moderation is employed. Past assessments going back to 2014 are available online for student use.

Students are well supported and made aware of their progress. They are clear about what they must achieve in formative assessments before being able to progress to the final assessments in each module. Cheating and plagiarism are discouraged. Extensive use is made of an online system designed to identify original source material by students and staff.

Campus staff have the opportunity to comment on assessments, to the CAT, after they have been undertaken by students.

The Integrated Curriculum Engagement (ICE) programme is integral to each module since it comprises ten per cent of the module assessment and five per cent for distance learning modules. It is to be commended as it encourages students to apply their learning and view their assessment scores so that they can assess their own progress. The programme enhances the students' educational experience and it also assists lecturers to form a judgment on each student's progress in the module.

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

- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings. Yes No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties. Yes No
- 10.3 The institution encourages and supports staff to obtain additional qualifications. Yes No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No

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

Comments

The IIE encourages staff to undertake research, higher level qualifications and continuing professional development in teaching. Various types of support are provided. These include a contribution to the funding. However, this has not been the main focus of the IIE and academic staff contracts do not require academic staff to engage in research activity.

Staff in the CAT have research and scholarly activity included within their job descriptions and are engaged in supervising and encouraging research by other academic staff. The IIE is not able to include a requirement for its contracting lecturers to undertake research since they are not employees and it would be difficult for them to fulfil such a requirement as their contracted time is taken up with teaching delivery. Nevertheless, research related activity is encouraged by the IIE. It should continue to develop the research interests of its teaching staff through appropriate means.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

- 11.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 11.2 Information on the programmes available is comprehensive, accurate and up-to-date. Yes No
- 11.3 There are effective procedures to update information on a regular basis. Yes No
- 11.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No
- 11.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available. Yes No
- 11.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials. Yes No
- 11.7 Students are informed as to the necessary English language requirements for entry on to programmes. Yes No
- 11.8 The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students. Yes No

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

Comments

Publicity material is accurate. It is centrally controlled to ensure consistency and accuracy. Students confirmed that the information made available to them, before the commencement of a course, was accurate. However, The IIE does not seek feedback from students on the accuracy of the material contained in the literature or on the website after they have joined their course.

Students are made aware of any additional costs, in addition to the fees, during induction. This information is not

systematically provided prior to enrolment.

There is a policy of accrediting prior learning and prior experiential learning, which the students confirm is brought to their attention before enrolment.

While advice on such issues as health and safety, grievance procedures and appropriate behaviour is available on the student portal, this is not explicitly brought to students' attention in all campuses before arrival or during the orientation week. There are no posters on display, on every campus, relating to these matters.

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

- | | | | | |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 12.3 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 12.4 | All application enquiries are responded to promptly and appropriately. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 12.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 12.7 | Students with special needs are identified so that appropriate support can be provided. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

Fact sheets, open days and meetings with student advisers are helpful in providing initial advice and guidance to students, to ensure that they are properly briefed before they commence their course. In order to share best practice in the process of assessing learner strengths and weaknesses prior to entry, the National Benchmark Test (NBT) has been rolled out on some courses in 2016 and its implementation is continuing in 2017. At the time of this inspection, it is too early to judge its effectiveness.

The IIE employs built-in interventions to help measure students' command of English and where appropriate, numeracy. These include a course on introducing students to scholarship with the main purpose of ensuring academic literacy to acquire the necessary knowledge, skills, values and attitudes for success in higher education studies. In addition, all first-year students complete a development assignment with the aim of providing an opportunity to engage with intellectual integrity, referencing and argumentation. This helps lecturers establish what on-going support may be needed by individual students.

Students are assessed on language and numerical ability, by means of the NBT. Currently, undergraduate students who have either received an unsatisfactory score or have not undertaken the test are required to take two internal introductory modules on developing learning and writing skills. They are prerequisite modules prior to graduation. However, this requirement has been abandoned as it is not considered viable because, if the student has progressed to graduation without having passed the two modules, then the modules are considered to be unnecessary.

The application form does not ask students to declare any special educational needs.

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

- | | | |
|------|---|---|
| 13.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Good arrangements for student pastoral support are in place at each campus. This was confirmed by the students. The support includes the input of the counselling staff and wellness co-ordinators, whose work is greatly appreciated by the students.

Students are issued with an out-of-hours emergency contact number as well as a portal which enables them to gain access to the main appropriate emergency services.

Students receive appropriate information prior to enrolment. An induction session, during the orientation week, is used to make students aware of the institution's policy on discrimination and abusive behaviour. Handbooks are available to students either online or in hard copy form. Extensive online guidance is available to students through their portal. However the code of conduct is not explicitly brought to the attention of students in all campuses.

A student Hub, which was established in February 2017, has received over 12,500 student queries. Students appreciate this facility.

14. Students receive appropriate guidance

- | | | |
|------|--|---|
| 14.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students receive a comprehensive induction programme at the start of their course.

An appropriate complaints procedure exists and students are recruited under fair and transparent terms. However, the complaints procedure sets a deadline of three months for complaints to be registered. Although this deadline can be extended, at the discretion of the Registrar, it may disadvantage students.

The student handbooks vary in their readability and are not always sufficiently user friendly.

The Enterprise Data Warehouse project has enabled a dashboard to be established, which provides an early warning of those students who may not achieve satisfactory completion of their modules, known as throughput. The system enables

the user to drill down to the individual student level and to set throughput targets. The system shows current year expected throughput against target and provides relevant information for senior management so that appropriate corrective action can be taken.

The development of a work readiness programme, which comprises of six two-hour engaging sessions, is to be commended. The IIE has also developed an online system, on which full details of each student's qualification are stored and communicated, including outcomes at the modular level.

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

- | | | |
|------|---|---|
| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Student attendance is not a requirement under South African law. Therefore, attendance registers are not taken in all campuses.

15.2 There is no requirement under South African law for an attendance policy to be published. Indeed it could possibly be subject to legal challenge if such a policy were published. However, the standard is judged to be met overall because there are other effective ways that are used to ensure that students are actively engaged in their programmes.

A robust system is used to record marks on assignments in order to accurately track progress. In addition, there are other appropriate mechanisms, through which students who are not actively participating in their programme of study and are, therefore, at risk are identified and supported.

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 the country or location. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.2 | On arrival, international students receive an appropriate induction in issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.3 | Information and advice specific to international students continue to be available throughout their time at the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The IIE provides relevant information to ensure international students are well integrated and supported prior to arrival. However, the International Student Handbook could focus on better helping students integrate into the locality and campus.

Most international students are fluent in English. However, there is no minimum English language requirement set for international students. A student advisor provides support for international students in campuses and also helps identify students' weak English language skills. This enables extra support to be appropriately targeted.

Students with different faiths and backgrounds are effectively supported including, as far as possible, with speakers of their

native language.

All tuition is in English.

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

- | | | | | |
|------|---|---------------------------|--------------------------|--------------------------|
| 17.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input type="radio"/> Yes | <input type="radio"/> No | |
| 17.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.3 | A level of supervision is provided appropriate to the needs of students. | <input type="radio"/> Yes | <input type="radio"/> No | |
| 17.4 | Students are provided with advice on suitable private accommodation. | <input type="radio"/> Yes | <input type="radio"/> No | |

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

Comments

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

- | | | | |
|------|--|--------------------------------------|--------------------------|
| 18.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.3 | Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

There is a range of appropriate social activities available to students, which include thriving student societies and clubs. In addition, some campuses engage students in projects designed to provide social support in the community such as litter collection and painting walls in residential areas.

Students were very supportive of the Brand Challenge activities, in the Vega brand, which are industry simulations based on a client brief that students fulfil and present to the selected clients as a live exercise. Students find this to be very engaging and stimulating.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

19.1 The institution has secure tenure on its premises. Yes No

19.2 The institution has the legal right to use these premises for the delivery of higher education. Yes No

19.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments

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

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

20.1 Access to the premises is appropriately restricted and secured. Yes No

20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

20.3 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

20.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No

20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No

20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No

20.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

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

Comments

Premises are secure with clear sighted reception desks and good signage. They are maintained in a good state of repair and are clean. The venues have suitable air conditioning, heating and, despite the high volume of student numbers, the circulation space is adequate.

The decoration, artwork and use of notice boards to display colourful information is commended.

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

- 21.1 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
- 21.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 21.3 There are facilities suitable for conducting assessments such as examinations. Yes No

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

Comments

Teaching rooms are satisfactory for their use and appropriately equipped. The venues have suitable accommodation for conducting examinations.

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

- 22.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No
- 22.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No
- 22.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No
- 22.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No
- 22.5 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
- 22.5 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

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

Comments

There is sufficient space for students to undertake private individual study. This is mainly provided in the library, except in periods leading up to assessments. There are also excellent facilities for students to relax.

All premises inspected have good facilities to hold meetings.

Academic staff have access to personal space although much of the preparation work is done by staff off campus, bearing in mind most academic staff are employed as independent contractors.

The administration is mainly carried out centrally at the IIE headquarters where working space is adequate.

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

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

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

Comments

The library facilities are sufficient for the needs of the academic courses offered with much information now available online rather than in printed form. The library staff are highly qualified.

There is an effective means of ensuring adequacy and currency of library stock although individual student requests are not facilitated.

Library opening times are displayed and the inspectors confirmed extensive use of the library facilities by students across all brands. Extending the opening hours of libraries in periods leading up to assessments would be beneficial.

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

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

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

Comments

There is strong provision of networked IT resources with good investment in data redundancy and disaster recovery planning.

The IIE has invested heavily in its wireless expansion programme to support its virtual learning environment platform. Access to computers can be problematic as laboratories are only accessible during certain times and there are insufficient computers in the library to accommodate demand when the computer laboratories are in use. Demand tends to peak as assessment deadlines draw near. On the other hand, most students have access to their own computers.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

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

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

Comments

All programmes are subject to annual review, which includes commentary from external assessors. The annual review includes end-of-year reports on completion rates and achievement. Good use is made of data and key performance indicators to judge performance. The annual review process requires the CAT to respond to comments made by external assessors.

External moderation is appropriately employed. Regulation requires moderation from external public institutions or independent reviewers. No internal marking is undertaken on Masters-level modules.

The IIE conducts regular surveys of student opinion and commentary on the courses and services provided, the results of which are also fed back through the annual review process. However, the student response rate is generally low.

All programmes are subject to periodic review, normally every four or five years. This review includes commentary from external assessors and other stakeholders, such as representatives from industry. In addition, all programmes are subject to periodic review by the CHE, which includes site visits and a requirement for The IIE to undertake a self-evaluation exercise.

The bi-annual Programme Co-ordination Committee does not compare progression statistics and brand results with targets in a formal way so that action plans can be established if the targets are not being met.

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

- | | | |
|------|---|---|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The IIE conducts regular surveys of student satisfaction as part of its annual review process. Brand managers hold student focus groups and meet on a regular basis with class representatives. These processes also facilitate feedback on issues raised.

Key performance indicators, in terms of year-on-year performance, are also included within the annual review process.

IIE should share the good communication practice, which is employed in one of its brands, of informing students of the action taken in response to their feedback, queries and suggestions.

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

- | | | |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The robust annual staff appraisal and development process enables the identification of where The IIE's educational provision could be enhanced and what support may be necessary to achieve this.

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

Robust leadership is supported by a strong academic leadership team with clear direction for strategic development and the ability to communicate effectively across the institution.

Financially sound with strong support from the parent company.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Efficient administrative management is well supported by effective management information systems. Administrative staff are clear as to their roles and responsibilities.

The tracking of scholarship on the Research Activity Database and the encouragement of research and scholarship through the Teaching and Learning and Postgraduate Studies Committees.

Use of lecturers who have industry experience enhancing the teaching delivered.

Wide use made of bespoke information technology based systems to assist in the planning and administration of courses and classes across the different brands.

The integration of the student administration system (SAM) with the virtual learning and course management system enables both the administration and teaching and learning functions to operate from the same consistent data and provide reports for senior management review.

Staff at the campuses have the facility to contribute to the development of policies and procedures with an open-door policy existing throughout The IIE.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Robust links within the higher education industry in South Africa including managing editorship of the Independent Journal of Teaching and Learning.

Comprehensive outline curriculum and assessment guides provide excellent guidance to students.

Operation of a cyclical graduate tracking programme.

Development of the Work Integrated Learning programme provides real work experience to students.

Development of the Integrated Curriculum Engagement programme aims to support student learning and develop specific skills to help students to engage with their studies.

The development and use of the virtual learning and course management system provides students with an excellent facility to help them navigate their modules.

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

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Strong support from the student body and very strong pastoral and academic support.

Excellent use of student counselling and wellness support staff.

Development of a work readiness programme comprising six sessions which are fun and engaging for students and assist them in preparing for the world of work.

The development of The IIE Marque providing an online record of achievement to help students in their goal of obtaining employment.

The provision of information, which enables corrective action to be taken in modules where the throughput of successful students is not meeting targets.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The decoration, artwork and use of notice boards are used very well to display colourful information in some campuses.

High investment in effective IT services across an extensive national network which provides real-time information for administration and management.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

All The IIE qualifications are accredited by the Council of Higher Education and are registered with the Department of Higher Education and Training and the South African Qualifications Authority.

A robust annual review process is in place to monitor programme quality.

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

RECOMMENDED AREAS FOR IMPROVEMENT

All staff should be encouraged to make use of the teaching materials, which are provided to lecturing staff and further support should be provided to lecturers whose teaching falls short of the high standards set.

Consideration should be given to enhancing the module guides, in order to provide more detail to support the use of a variety of teaching methods, which are aimed at fully engaging all students in classes.

It is recommended that consideration be given to CAT staff having time set aside in their timetables to undertake some teaching to remain current with teaching methods.

The IIE should continue to develop the research interests of its teaching staff, including research and scholarly activity in job descriptions and colloquia to disseminate research activities.

The IIE should consider obtaining feedback, from students, on the accuracy of published material after they have joined their course.

Consideration should be given to providing students with information regarding any additional costs that they will incur, in addition to fees, prior to enrolment.

It is recommended that consideration is given to providing advice and guidance to students before arrival and during the Orientation week on matters relating to health and safety, grievance procedures, code of conduct and the role of the BAC. The IIE should ensure that posters relating to these matters are displayed on every campus.

It is recommended that the application form seeks information from students on their requirements for special educational needs facilities.

The three month deadline for students to put in a complaint should be reviewed and consideration given to a longer deadline, for example 12 months, in order that students are not disadvantaged.

The student handbooks should be made user friendly, across all brands.

It is recommended that the International Student Handbook focuses on assisting students to integrate into the locality and campus in addition to the information it currently provides.

The IIE should consider introducing a minimum English language requirement for international students to enrol on its courses.

Student requests for library provision should be considered on a case-by-case basis.

Consideration should be given to extending the opening hours of libraries in periods leading up to assessments.

It is recommended that a higher response rate with regard to the return of student feedback questionnaires is encouraged.

The cohort statistics and brand results should be compared with targets and formally recorded with action plans established

where the targets are not met.

Good practice in the communication of the actions taken as a result of student feedback should be shared across all the brands.

COMPLIANCE WITH STATUTORY REQUIREMENTS