



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT AND SUPPLEMENTARY INSPECTION NEW PREMISES AND CHANGE OF PROVISION (Independent Higher Education with online provision)

INSTITUTION: Charisma University

ADDRESS: Queen's Landing Building
Suites 8, 9 and 10
Grace Bay
Providenciales
Turks and Caicos Islands
British West Indies

HEAD OF INSTITUTION: Dr. PeterChris Okpala

DATE OF INSPECTION: 6-7 July 2018

ACCREDITATION COMMITTEE DECISION ON ACCREDITATION: Accreditation placed in abeyance 27 September 2018

PART A - INTRODUCTION

1. Background to the institution

Charisma University (the University) was originally established in the Philippines in 2011 to deliver online higher education programmes to students around the world. In 2014, the University relocated to Providenciales Island, which is one of the Turks and Caicos Islands. It acquired recognition from the Turks and Caicos Ministry of Education to operate as a degree-awarding institution. Since then, it has been delivering online higher education programmes.

Charisma University is established as a private not-for-profit company. It has a governing body, which consists of a number of directors including the Chief Executive Officer (CEO). The CEO provides a link between the governing body and the academic management of the University. The CEO, who reports to the Chancellor, is part of a senior team, which includes Senior Vice Presidents responsible for human resources, student affairs and counselling, enrolment and quality. In addition, each of the University's six schools, which are Business, Education, Psychology and Religion, Psychology and Behavioural Sciences, Law and Health Sciences are led by a Dean to whom the academic staff report. A registrar and Information Technology (IT) support officer are available to the institution online.

The management and academic staff reside in locations around the world and communicate electronically on a day-to-day basis. Senior staff visit the University's offices periodically, as do other staff as required. All academic staff are contracted by the University for the modules they teach.

All communication with online students, learning support and access to learning resources is by online means. Communication with on-campus students is carried out on a face-to-face basis as well as online.

The University's mission confirms its commitment to training students to become highly skilled professionals in business and other industries, for which Charisma University provides relevant programmes. The University aims to ensure its graduates are competent, caring and qualified professionals.

The University has achieved recognition for its business programmes from the Accreditation Council for Business Schools and Programmes (ACBSP), which is based in the United States of America (USA). It has also secured articulation agreements with a number of universities in the USA and Mexico, which enable its students to progress to these institutions' programmes.

2. Brief description of the current provision

The University offers a wide range of undergraduate and postgraduate programmes in the areas of business, hospitality, health sciences, education, law, theology, religion and philosophy. In addition, it offers doctoral programmes in business administration, cyber security administration, theology, education, sacred music, psychology and public health. Not all the programmes in the school of religion and philosophy had students studying on them at the time of the inspection.

The University now provides on-campus tuition to some of its local online students. It has newly refurbished premises, which house the administrative offices and two classrooms. Each classroom can accommodate a maximum of 15 students.

At the time of the inspection, there were 271 students enrolled, with the majority undertaking full-time study. The majority of students were female. In the previous year, the University had an enrolment of 552 students, a small majority of whom were studying full-time. All students are over the age of 18 and are predominantly located in the Caribbean. Other geographical areas represented are Asia, the Middle East, Africa, the USA and Europe. There are currently 12 part-time on-campus students, the majority of whom are female.

There are six enrolment points annually and students can enrol for a minimum of one course, called a module and a maximum of two or three courses, over an eight-week semester.

3. Inspection visit process

The inspection was carried out over one and half days by one inspector. Interviews were held with the President and Chief Executive Officer, Chancellor and Founder, Dean of the College of Education, the Senior Vice President Internal Quality Systems, and the Vice President on campus. Interviews were also held with two members of academic staff and two students. A formal tour of the premises took place and one short teaching observation was carried out.

4. Inspection history

Full inspection:	21-22 October 2016
Supplementary inspection following a deferral:	27-28 February 2017
Supplementary inspection end of probation:	7 & 25 September 2017

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

The main change since the last inspection is that the University is now offering face-to-face tuition to some of its distance learning students.

The University has moved to new premises. These comprise three suites in a building which is currently undergoing refurbishment. The University took possession of the accommodation five days before the inspection. Lift access is not yet available but is planned for the building.

A new chair of the Board of Directors was appointed from 1 July 2018. He has experience of combining education with entrepreneurship having undertaken consultancy activities in various countries and successfully started and run a number of businesses.

2. Response to action points in last report

4.5 The University must indicate the specific committee where assessment decisions are approved / ratified and provide terms of reference and constitution for this committee.

The University clarified, in a paper dated 11 April 2018, that it is its Progression and Awards Board (PAB), which decides on students' results and academic performance, including progression. It also decides on students' eligibility to receive an award and the classification of the awards, all on the recommendations of internal and external examiners. The paper also sets out the PAB's roles, responsibilities and membership. In particular, the responsibilities of the chair and secretary are clearly set out. This board's role is clearly embedded within the quality assurance system in operation and is clearly referenced within the Internal Quality Assurance System (IQAS).

The IQAS document makes reference to the PAB having discretion regarding borderline performance and exceptional cases. There is no definition of when and on what grounds discretion can be exercised and, in practice, there is no discretion exercised for borderline students who fail to meet the relevant grade, other than for mitigating circumstances. The IQAS does not clearly set out in which circumstances students may be considered as exceptional cases by the PAB.

27.8 The University must articulate within its IQAS document its process for programme validation and revalidation.

The University has stated, within its IQAS document, that each programme will undergo periodic review every five or six years. Its procedures for periodic review are extensive. There is an addendum to the IQAS document, which deals with validation and re-validation of programmes. This addendum is unclear in its terminology, for example, referring to the Faculty Chief Academic Officer and Provost when there is only one post incorporating both these roles for the whole university. This post is not at faculty level.

The addendum includes a section entitled Instructional Planning, which is the term used for Periodic Review. It also contains a section entitled Program Discontinuance, which explains the purpose of instructional planning but does not indicate under what circumstances programmes may be discontinued or what the process of discontinuance will be. Despite its title referring to programme approval and re-approval, the addendum does not state under what circumstances, other than at the expiry of six years, a programme will be considered for re-approval, for example, if the effect of cumulative changes made over time affect its original design and operation. Nor does the addendum state that the programme re-approval process will include external input.

3. Response to recommended areas for improvement in previous reports

Ensure that staff have access to the University's policies and procedures through the provision of the Faculty and Staff Handbooks.

Members of staff sign to show that they have received the staff handbook, which includes the policies and procedures of the University. In addition, the policies and procedures are on the University's website.

Formalise the opportunities staff have to share their research interests and outputs.

The University publishes the research undertaken by its contracted academic staff and, in some cases, web links are provided so that the research can be accessed online.

Consider more varied and engaging visual learning resources within the online modules.

The learning material online has been updated and includes audio and video files and a stronger emphasis on visual material. The audio files are a powerful tool which enable students to pose questions, immediately during the learning session, to other members of the student group and the contracted academic staff member supervising the learning session.

In reviewing the website, consider enhancing the careers information provided as well as that relating to professional body exemptions.

The introduction to each of the University's programmes on the website provides details of careers which might be accessed following graduation. A new website is being launched in November 2018 which will provide links to professional bodies and organisations providing careers information.

Consider introducing a requirement on the application form for students to declare any specific learning needs.

There is now a requirement on the application form for students to declare any specific learning needs.

Consider enhancing the student induction process.

The induction process is comprehensive and gives clear guidance on the University's policies and procedures including advice on how to avoid plagiarism, which students are required to confirm they have accessed.

Ensure that students are routinely and formally informed of the outcomes of their feedback.

Feedback from students is sought by the University at the end of each module. The feedback is reviewed and action taken as necessary. Action of a general nature affecting all or a substantial number of students is set out on the website. One example of this is where many students explained that they were unclear as to what constituted plagiarism. This led to the facility for students to access a tutorial on plagiarism through the online library.

It is recommended that the University provides clarity within its IQAS document about the process for the appointment of internal moderators.

The IQAS document sets out a clear process for appointing internal moderators which it refers to as second markers. However, it does not state that such moderators must have subject competence and be involved in all aspects of the assessment process including setting assessments as well as marking.

It is recommended that the University makes clear reference within its IQAS document as to how the key performance indicators for student performance are considered within its annual monitoring process.

The IQAS document specifies quality indicators relating to programme structure, content, mode of delivery, student learning and assessment and resources. It explains the process for collection of evidence and reporting, including external reporting mechanisms, and for the on-going monitoring of performance.

4. Compliance with BAC accreditation requirements – spot check

4.1 Governance, Strategy and Financial Management (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments <p>The policies of the University remain the same as when it was only offering online courses. This ensures consistency between the online and on-campus provision since the on-campus students follow the same programmes as their online colleagues, apart from the fact that some modules are offered on a face-to-face basis. There has been no change in governance other than the appointment of a new chair of the Board of Directors.</p> <p>The University seeks comments from stakeholders, by e-mail, every six months and takes account of these in its strategy development.</p> <p>A risk assessment was carried out in October 2016. It is appropriate that the University updates its risk assessment and ensures that risk assessment is included as a regular item on its Board of Directors agenda.</p>				

4.2 Academic Management and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be		✓		
Comments <p>Three committees were to be established following the supplementary inspection following deferral. These committees are the Internal Quality Assurance Committee, the Executive Leadership Committee and the Advisory Council. Their deliberations were to be recorded under the auspices of the Senior Management Meeting.</p> <p>At this inspection, there was no evidence that the three committees existed or were operating. In addition, action points from the Senior Management Meeting were not followed up in subsequent meetings. The dates of the senior management meetings were often inaccurate and one set of minutes, although indicating that it existed electronically, was not available. Therefore, the University has not provided adequate reports and follow-up actions of its meetings and, in particular, those of its Internal Quality Assurance Committee, Executive Leadership Committee and Advisory Council meetings. These are critical reports relating to the management and administration of the University and need to be carefully documented.</p> <p>The University has recently appointed a number of external examiners, some of whom cover a variety of programmes across different faculties. This is a new activity for the University and it will be beneficial if it reviews its external examiner reporting processes over time to ensure they function effectively.</p>				

4.3 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments Marked student work was reviewed and the feedback provided to the students by the tutor was satisfactory. External speakers are invited to contribute online and such invitations are expected to increase over time. The identity of external speakers is shown on the website.				

4.4 Student Recruitment, Support, Guidance and Progression (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments The online library has a video on plagiarism and students are required to sign to say that they have accessed it.				

4.5 Premises, Facilities and Learning Resources (spot check)

The numbers below refer to the standards as presented in the IHE scheme document and main full inspection report

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

21.1	The institution has secure tenure on its premises.	Yes
21.2	The institution has the legal right to use these premises for the delivery of higher education.	Yes
21.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments The lease on the new premises expires in January 2019. It contains the legal right to use the premises for business purposes, which includes the delivery of education. It is the University's goal in due course to move to larger premises as the on-campus provision grows.				

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

22.1	Access to the premises is appropriately restricted and secured.	Yes
22.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	Yes
22.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	NA
22.4	General guidance on health and safety is made available to students, staff and visitors.	Yes
22.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	Yes

22.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	Yes
22.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	Yes
22.8	There is adequate air conditioning, heating and ventilation in all rooms	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments <p>The premises are part of a complex of various shops and offices and are guarded by security staff. The University's suites are on the first floor and access is through a receptionist. Access to the University's premises is, therefore, secure. Currently the premises are undergoing refurbishment and suffered hurricane damage in September 2017. Some remedial work is on-going but the premises are adequate for the delivery of courses.</p> <p>The suites are all air conditioned and there is adequate circulation space and toilet facilities at present although some thought may need to be given to the adequacy of toilet facilities if there is a substantial increase in on-campus students.</p>				

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

23.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	Yes
23.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	Yes
23.3	There are facilities suitable for conducting assessments such as examinations.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments <p>The classrooms are adequate in size to accommodate the number of students enrolled on campus. They are equipped with adequate furniture for teaching purposes and the inspector was informed that projection facilities will be installed in the near future.</p> <p>The University had only recently taken possession of the new accommodation before the inspection and was still in the process of equipping it.</p>				

24. There are appropriate additional facilities for students and staff

24.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	Yes
24.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	Yes
24.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	Yes
24.4	Students and staff have access to secure storage for personal possessions where appropriate.	NA
24.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	Yes

24.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	Yes
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	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments All students are part-time and, therefore, there will be limited demand for space to undertake private study. There is a room available for such activities but this is currently designated as common space, which staff can also use. A board room is available, which can also be used for private study purposes as well as for meetings. There is no need for facilities for relaxation and consumption of food and drink as there are more than adequate facilities nearby off-campus. The administrative offices are adequate and suitably resourced for the administration of the on-campus provision. 24.4 The students and on-site staff bring their personal laptops which they keep with them at all times. Therefore, this key indicator is not applicable.				

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

25.1	The library is adequately staffed with appropriately qualified and experienced staff.	Yes
25.2	The library has sufficient space for student independent study and group working.	NA
25.3	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	Yes
25.4	There is a well-organised lending policy.	NA
25.5	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	Yes
25.6	Library opening times are sufficient to encourage and support student independent learning.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments The library is completely online and is, therefore, fully accessible. On-campus students have access to it as do online students. The library is well stocked with appropriate course materials, which are automatically updated through the library information resource network. The online librarian is based in Trinidad and is able to manage the library effectively.				

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

26.1	There are sufficient computers of the necessary specification to meet student and staff needs.	NA
26.2	There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.	Yes
26.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments There is online access for all students. The on-campus students use their own devices but if necessary there is a computer terminal available for their use. It is made clear to students, from the outset of their enrolment, what software they will need to have installed on their devices in order to access the University's course material.				

4.6 Quality Management, Assurance and Enhancement (spot check)

	Met	Partially met	Not met	
The standards are judged to be		✓		
Comments 27.8 The University's IQAS addendum on program approval and re-approval is not consistent in its terminology with the main IQAS document. In addition, it does not include the circumstances in which a programme must be re-approved or discontinued other than at the expiry of six years of operation nor does it state that the re-approval process must include external input. The inspector was informed that periodic review of the University's programmes had not yet taken place. As the University has been running its programmes for at least five years, it now needs to follow through its own procedures of periodic review and determine whether any of its programmes need to be subject to a revalidation or re-approval process. The IQAS document articulates that external examiners have a three-year tenure and are required to present quarterly reports. At this inspection, the external examiners had not yet been appointed. Two weeks after the inspection, the University had appointed 15 external examiners as shown on the website. One external examiner has been appointed across three schools, which are business, psychology and behavioural science and health science. One external examiner has been appointed across two schools, which are business and law and two have been appointed for two other schools, which are education and psychology and behavioural science.				

5. Supplementary Inspection – face to face provision

Academic Management and Administration

The numbers below refer to the standards as presented in the IHE scheme document and main full inspection report

5. Academic management is effective

5.5	Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.	No
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	Met	Partially met	Not met	
This standard is judged to be			✓	
Comments New contracting academic staff are interviewed, their qualifications reviewed and references are taken up at the commencement of their engagement. 5.5 There is no formal appraisal mechanism for staff or for contracted academic staff. Contracted academic				

staff are asked to complete a self-evaluation each year but this is not followed through in a systematic way and there is no formal consideration of staff development. There is also no classroom observation carried out.

6. The institution is effectively administered

6.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	Yes
6.7	Classes are timetabled and rooms allocated appropriately for the courses offered.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments Given the small numbers of part-time students on campus, the administrative arrangements are adequate and classes and rooms are appropriately timetabled.				

Teaching, Learning and Assessment

The numbers below refer to the standards as presented in the IHE scheme document and main full inspection report

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.	Yes
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.	Yes
8.3	Learning outcomes for all programmes are articulated and are publicly available.	Yes
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	Yes
8.5	Academic staff ensure the active participation of all students in class activities.	Yes
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	Yes
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	Yes
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	Yes
8.9	Academic staff draw upon current research in their teaching.	Yes
8.10	Students are encouraged and enabled to develop independent learning skills.	Yes
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	Yes
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.	Yes
8.14	There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the academic staff	Yes

8.15	The institution has a robust academic staff recruitment system which is designed to ensure the safety of the learners. The recruitment process for academic staff working remotely includes a face-to-face (i.e. Skype) interview.	Yes
8.16	The allocation of academic staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency	Yes
8.17	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional academic staff support, issuing extra study materials or offering face-to-face learning sessions.	Yes
8.18	Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.	Yes
8.19	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments <p>All on-campus students have registered for online courses and it is certain modules of their online courses that are offered on campus. Therefore, the programmes offered on campus, including learning outcomes, schemes of work, lesson plans and teaching material are identical to those studied online.</p> <p>The content of the teaching session observed was accurate and delivered in a clear way. The students confirmed that they had fully understood the content. The teacher posed questions to the students and sought to ensure that the students understood the material which was delivered. The students also confirmed that the academic staff member was accessible outside class hours and were positive about the teacher's enthusiasm and teaching ability. Inspection findings confirm this view.</p> <p>The University employs a robust staff recruitment system incorporating online video interview, review of academic qualifications claimed and curriculum vitae and taking up of references. The system could be enhanced by the University requesting that prospective staff provide a sample of their teaching for example, by video.</p> <p>There is no reference point to determine the rigour of the programmes offered by the University. A benchmarking exercise, with one or more comparable institutions, would help to establish the level and rigour of the programmes offered and also enable the University to use the outcomes of such an exercise in its marketing.</p>				

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.	Yes
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.	Yes
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	Yes
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	Yes
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	Yes
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	No
9.7	There are clear policies and procedures for students to claim mitigating circumstances	Yes

	and to appeal against marks awarded.	
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	Yes
9.9	The institution makes student records and transcripts available to its students in a timely manner.	Yes

	Met	Partially met	Not met	
This standard is judged to be		✓		
Comments <p>External examiners have been appointed to cover the University's on-campus provision.</p> <p>The assessment processes are identical to those offered for the online programmes. The facilities for the efficient administration of examinations are adequate for the on-campus students.</p> <p>9.6 Online students are able to select the time at which they will take their examinations. This provides them with the opportunity to reveal to other students the contents of the examinations and, as a result, render them compromised. The University needs to review the assessment methods and procedures employed for modules which contain examinations.</p>				

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
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	Yes
10.3	The institution encourages and supports staff to obtain additional qualifications.	Yes
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	Yes
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
10.6	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments <p>Academic contracting staff are encouraged to undertake research and each faculty member has a target to produce eight hours' worth of research or scholarly activity each year.</p> <p>The University encourages staff to undertake additional qualifications and is prepared to meet reasonable fees and expenses where appropriate.</p> <p>Online discussions take place between academic staff on matters of research and they are regularly updated on policies and procedures. Instructional approaches are determined by the academic delivering the session although the effective sharing of new and different practices takes place online.</p>				

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

11.1	Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.	Yes
11.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.	Yes
11.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	Yes
11.4	Programme designers make effective use of appropriate teaching aids and learning resources.	Yes
11.5	The institution makes effective provisions for students to access conventional and online resources	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments <p>The materials available for online delivery are used by the on-campus students. The students reported that they felt the course materials met their needs and were sufficiently comprehensive to meet the programme objectives.</p> <p>There were no contrary indicators to show that the materials were not regularly reviewed and revised. They provide appropriate support activities to embed learning.</p>				

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

12.1	The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services.	Yes
12.2	The institution has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to students, academic staff and staff working remotely.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments <p>The University provides readily accessible technology to enable effective interaction with the academic contracting staff and the students.</p> <p>The services of an experienced IT technician are available to the University. As a result, there is effective on-going support for the IT systems, which facilitates their operation.</p>				

Student Recruitment, Support, Guidance and Progression

The numbers below refer to the standards as presented in the IHE scheme document and main full inspection report

18. International students are provided with specific advice and assistance

18.1	Before their arrival, international students receive appropriate advice on travelling to and living in the country or location.	NA
18.2	On arrival, international students receive an appropriate induction in issues specific to the local area.	NA

18.3	Information and advice specific to international students continue to be available throughout their time at the institution	NA
18.4	Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.	Yes

	Met	Partially met	Not met	
This standard is judged to be	✓			
Comments 18.1 18.2 18.3 The University does not recruit any international students for its on-campus teaching and, therefore, these key indicators are not applicable. The provision takes good account of different cultural and religious considerations in scheduling teaching sessions for the on-campus students.				

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

19.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	NA
19.2	Any residential accommodation is open to inspection by the appropriate authorities.	NA
19.3	A level of supervision is provided appropriate to the needs of students.	NA
19.4	Students are provided with advice on suitable private accommodation	NA

	Met	Partially met	Not met	
This standard is judged to be				
Comments				

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

20.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	NA
20.2	The social programme is responsive to the needs and wishes of students.	NA
20.3	Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.	NA
20.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	NA
20.5	Students are encouraged to develop and participate in extra-mural activities.	NA

	Met	Partially met	Not met	
This standard is judged to be				
Comments				

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

INSTITUTION'S STRENGTHS
<p>The University is well established.</p> <p>The University employs well qualified contracted academic staff on its programmes.</p>

ACTIONS REQUIRED	Priority H/M/L
27.8 The University must review its IQAS addendum on programme approval and re-approval and make its terminology consistent with the main IQAS document, correct inconsistencies within the addendum itself, ensure that it includes the circumstances in which a programme must be re-approved or discontinued other than at the expiry of six years of operation and ensure that the re-approval process includes external input.	H
The University must provide adequate reports and follow-up actions of its meetings, in particular, the meetings relating to its Internal Quality Assurance Committee, Executive Leadership Committee and Advisory Council meetings.	H
The University must implement its procedures for periodic review, as stated within its IQAS document, and determine whether its existing programmes need to be subject to revalidation/re-approval in accordance with section 4.3 of its IQAS document.	M
5.5 A formal process of staff appraisal including provision for staff development and classroom observation must be implemented.	M
9.6 The University must review its procedures for the provision of examinations online to avoid the possibility of them being compromised.	H

RECOMMENDED AREAS FOR IMPROVEMENT
It is recommended that the institution clearly sets out, within its IQAS document, when students may be considered by the PAB as exceptional cases.
The University is recommended to ensure that its IQAS document sets out clearly that its internal moderators must have subject competence and be involved in all aspects of the assessment process including setting as well as second marking.
The University should update its risk assessment regularly and include it as a regular item on its Board of Directors meeting agenda.
It is recommended that the University reviews its external examiner reporting processes over time to ensure they are operating effectively.
It is recommended that the University enhances its recruitment processes by asking prospective academic contracted staff to provide a video sample of their teaching.
It is recommended that the University carries out a benchmarking exercise on the content and rigour of its course provision with appropriate comparable institutions.

COMPLIANCE WITH STATUTORY REQUIREMENTS	
Declaration of compliance has been signed and dated.	Yes
Further comments, if applicable	