

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Full Inspection

INSTITUTION: National University, Sudan

ADDRESS: P.O. Box 3783
Khartoum
Code 11111
Sudan

HEAD OF INSTITUTION: Prof. Qurashi M. Ali

DATE OF INSPECTION: 12 & 15 October 2015

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- ☒ Accreditation awarded for the full three-year period.
- ☐ Decision on accreditation deferred.
- ☐ Award of accreditation refused.

Date: 26 Nov 2015

1. Background to the institution

The institution was established in 2005 as the 'National College for Medical and Technical Studies'. From 2005 to 2013 it was a Private Limited Company, known as 'National College Company'. From 2013, the ownership status changed to a public registered company, known as the 'National Company for Advanced Educational Systems'. As a public company, it is controlled by national laws and is registered and monitored by the Khartoum Stock Market. In 2013 the institution was made a full University, known as the National University- Sudan (NUSU).

A Board of Trustees has operated since 2014 and hold two meetings a year.

The University owns its own premises, which will provide total space of about 25,000 m2 once the hospital is open, but currently is based in a single five story building (including basement) with a built area of about 1600 m2.

2. Brief description of the current provision

All teaching at NUSU is conducted in English, and any student requiring language support is identified at the outset and enrolled on English Language provision, facilitated by the British Council.

The student population and range of academic provision is growing rapidly. Currently the range of programmes embraces bachelor degrees in the following subject areas: medicine, pharmacy, dentistry, medical laboratory science, nursing and midwifery, radiography, physiotherapy, health informatics and administrative science. The latter includes business administration, accounting, marketing and business information systems. Health Informatics is relatively new, and has not yet reached the stage where external examiners operate. All the other provision has an associated external examiner. A masters degree in human clinical anatomy is in its second intake, and this is the only masters programme which is currently operational.

About 75% of academic staff are full time and the total number is about 220. The total student population is about 3100, although a rapid rise in this number is projected.

3. Inspection process

The inspection was undertaken by two inspectors. It was a four day visit, with all four days spent on the campus. On many programmes, students spend part of their study time undertaking internships at a range of local hospitals, etc. None of these linked learning support facilities were visited. A new teaching hospital has been constructed on the campus, but is not yet open until it receives full 'clearance' to operate from the various authorities. This facility will provide a significant additional resource in facilitating the practical skills required. Because the hospital is not yet operational, the resource it will provide has not been considered by the inspection team, although a tour of the facility was undertaken to witness the shape and scale of resource intended, including research facilities. Additionally, it is planned to develop engineering and associated programmes in the near future, and construction has commenced on a building to house that subject area.

Day 1 was primarily spent in a range of meetings with the senior academics and the head of the University; management and administration; staff responsible for systems and processes; student welfare; marketing and IT; and reviewing material provided by the University in support of their application.

Days 2 and 3 were spent inspecting the premises and facilities, and meeting teaching staff and students from across a range of Deanships. Additionally, teaching observations of twelve classes were undertaken, before reviewing additional material requested during the inspection.

Day 4 saw a review of additional material provided, meetings with identified staff for further discussion and formulation and initial drafting of the proposed decisions to the Accreditation Committee, plus feedback to the University.

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 - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The University has previously been successful in gaining ISO-9001-2008 certification, and as part of that certification demonstrated that the communication channels it used were effective. These channels are predominantly meetings (and related minutes), notice boards, e-mails and other informal mechanisms which can work effectively in a relatively small institution. Whilst the University is not intending to continue with the ISO certification, it intends to retain the principles, policies and procedures which previously secured that certification.

The University has a management structure which is effective and is led by a Board of Trustees, many members of which retain a vested interest in the success and development of the institution. Indeed the Board of Trustees provides the secure base upon which the University's governance is predicated. The organisational structure is clear, albeit quite granular in the context of the current size of institution. Equally, the committee structure is large, with 28 sub-committees of the Academic Council, placing more demands on the communication channels. The opportunity to rationalise the structure may assist the University in reducing the associated demands of operating this detailed arrangement and extended communication channels. However, it is a solid framework, and provides a platform for its current growth aspirations.

2. The administration of the institution is effective

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|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | 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 |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The evidence confirms that the University has a functioning administration, capable of supporting its operation. There is a wide range of documents which the University presented as its policies and procedures which helped it secure its ISO certification. The opportunity to further develop some of those procedures, (e.g. the Teaching, Learning and Assessment documentation), would enable a wider academic community to have a clearer concept of how it can operationally pursue the intended direction. However, what is distinctive is the extent to which the University has promoted its policies through extensive use of posters around the buildings, raising the awareness amongst the whole academic community.

Data is collected and stored in a University-designed database, enabling reports to be generated on request. The opportunity to use the data more systematically so as to present decision making and performance monitoring information, would enhance the current use made of the data held.

3. The institution employs appropriate staff

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|-----|--|---|
| 3.1 | 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 |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The evidence indicates that staff are well qualified, and that effective staff recruitment policies operate. The recruitment strategy includes advertising, direct approaches by individuals and head-hunting. Combined, these strategies have enabled the University to keep a viable staff complement, in a field which is competitive for well qualified personnel. Although some checks are made, currently the University does not have a robust system in place systematically to ensure that all the experience and qualifications claimed are verified before employment.

Regular performance appraisals are conducted, including an appraisal of the President by the Chair of the Board of Trustees.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**
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- 4.1 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
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- 4.2 Information on the courses available is comprehensive, accurate and up to date. ☒ Yes ☐ No
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This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Publicity material seen by the inspectors was broadly current, and up to date. The opportunity could be taken to conduct a rigorous proof-reading of future publications to reduce occasional typographical and grammatical errors. It was explained that much of the graphic design is achieved through the use of external media organisations. Whilst this had produced attractive material, it had lost the benefit of a brand image being applied consistently across the range of publications, with multiple styles prevailing.

Students confirmed that the web site provided a reliable and accurate source of information.

5. **The institution takes reasonable care to recruit and enrol suitable learners for its courses**
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- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. ☒ Yes ☐ No
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- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified. ☒ Yes ☐ No ☐ NA
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- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. ☒ Yes ☐ No
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- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. ☐ Yes ☐ No ☒ NA
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- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. ☒ Yes ☐ No ☐ NA
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This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

A significant part of the student recruitment process occurs through applications via the Ministry of Education. The Ministry forwards to the University those applicants which meet the standards specified by the University, and which it requires the University to consider. The opportunity for some direct applications to the University exists, such as international student applications, and where the University wishes to make such applicants an offer, then it seeks approval by referral to the Ministry. Hence, the government retains significant control on the process and the University works within this structure, including the timing by which student registration or release of places is undertaken.

Learners' capabilities in English are carefully established at the outset, and where appropriate, language support is provided for the first two semesters with the support of the British Council.

6. **There is an appropriate policy on learner attendance and effective procedures and systems to enforce it**

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|-----|---|---|
| 6.1 | There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | Learner absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The combination of hard-copy and electronic class registration provides a secure approach the ensuring the 80% attendance requirement is met. Careful monitoring of the data collected enables the University to take prompt action whenever a shortfall is detected. The inspectors saw the detailed attendance records which are produced.

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

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|-----|--|---|
| 7.1 | The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner representation where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the learner body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Feedback from students is collected through course review surveys, student representative meetings, well structured student supervisor support and an effective open-door policy providing immediate access to the highest levels in the University. The values of the University clearly express the way in which all of the academic community is required to interact with each other, and the inspectors sensed that a very real supportive and collegial environment prevailed.

Reasonable consideration is given to all inputs, although the mechanisms to feedback the outcomes of such consideration were less evident, and the University may wish to reflect upon whether the production of a 'you said, we did' style notice board or a student newsletter to provide a more structured approach of delivering the response to student input.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

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|-----|---|---|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The University has procedures to monitor and review its performance. However, as noted in section 2.5, currently the data collected is not fully utilised in providing performance indicators. Hence the opportunity to systematically provide statistical performance data would be an enhancement. An example would be the production of performance data to provide statistical inputs (including trend analysis) to the course reporting process. This may help to reduce the wide variability in the quality (and hence the value) of the course reports. The University may also wish to consider if its oversight of course reports could be used to identify those reports which are currently less than fully effective, and use its CPD mechanisms to raise the quality of the reporting process. Equally, programme-level performance statistics (in addition to the data sets) in the monitoring process would provide an enhancement for reviews undertaken at Faculty and institutional level. Such an approach will become more helpful as the student population and range of programmes offered grows further.

The University has a strategic plan, which is thoughtful and appropriate for its needs. The development of Key Performance Indicators to help it periodically measure its progress in realising the strategic objectives would be a helpful development, although the inspectors recognise that less formal measurements are effectively deployed.

The inspectors would encourage the University to undertake an annual performance overview at institutional level, in the form of an annual performance review of the Academic Council, and this would be consistent with the practice adopted in many leading institutions.

Action plans arise and are reported in the minutes of the many committee meetings which occur, and this approach was clearly working for the University.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of tutors to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Academic management is well organised and timetabling is effective. Each Course Committee initially considers and proposes its timetable and this is checked and signed off by the Course Coordinator and countersigned by the Dean. The Academic Secretary then reviews timetables across the institution.

Teacher allocation is undertaken by each Faculty Dean. About 75% of the teaching staff are employed on a full time basis.

The process for providing academic resources operates adequately, but may require review as the University expands and diversifies its range of programmes.

10. **The courses are planned and delivered in ways that enable learners to succeed**

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|------|---|--|
| 10.1 | Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required to achieve stated learning outcomes or for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.7 | The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Courses focus appropriately upon meeting stated learning outcomes, which are made clear to students at induction/ orientation. A commendable feature is a defined procedure on formative assessment and each course is required to incorporate regular formative assessment opportunities, using a variety of assessment tools, to support student learning.

An enhanced focus upon the development of student independent learning skills is desirable, although there is currently a good level of support for students who struggle with any aspects of their programmes.

The inspectors sampled 12 teaching sessions, ranging in type from formal lectures to practical and clinical skills development sessions. The range of teaching styles was quite varied, ranging from engaging at one end of the spectrum to a rather didactic approach at the other end of the spectrum. The University's CPD activities, some of which are aimed at supporting staff in their teaching, will need target those staff who will most benefit from such a development opportunity, and should follow the teaching observations which are conducted annually.

11. **Tutors are suitable for the courses to which they are allocated and effective in delivering them**

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| 11.1 | Tutors are appropriately qualified and experienced. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

Comments

There is a formal teacher observation process which highlights shortcomings and enables action to be taken at Faculty level. However, it would be desirable if all teacher observation forms were completed more fully, with additional comments about any problems or strengths identified. The forms at present require observers to tick a number of boxes in judgement about aspects of the teaching session, with judgements ranging from 'completely' to 'not at all'. The inspectors reviewed a large sample of completed forms and found only a tiny proportion that included any comments to clarify or amplify the judgements. Communicating overall conclusions on a periodic basis from the teacher observation process at Faculty level to CPD would be a helpful development.

Practical skills development sessions are well-presented and effective but some formal lectures do not demonstrate flexible, engaging and innovative approaches to teaching and learning. Involvement of learners is a considerable challenge when group sizes are very large, but the inspectors consider that a renewed effort to enhance pedagogic skills across all Faculties is desirable. In addition, some closer attention to the basic skills of whiteboard and PowerPoint use would be helpful.

There is a well-organised and highly effective CPD function, which has already had considerable success in providing training and development activities across the university and is valued and supported at the highest level. The strategic objective that all members of staff should undertake structured CPD is a laudable one, which should be pursued vigorously in the coming years, particularly in view of the comments above about pedagogic skills and in the light of the University's expansion agenda.

12. **The institution provides learners and tutors with access to appropriate resources and materials for study**

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

Comments

There is a spacious library, although it may not be large enough to cater for the planned expansion of programmes over the coming two years. At present, books are loaned to students, and loans are renewed by means of the Librarian maintaining a handwritten record sheet and telephoning students to remind them if a book is overdue. This simple arrangement might be appropriate for a very small library facility, but it is relatively slow and cumbersome and cannot provide an easy method of identifying the use which is made of individual library texts. Thus the system may not work very efficiently in a fast-expanding University and it would be desirable for the University to consider a modern library loan system.

Currency and reliability of texts is critically important, particularly in the context of new subject areas being introduced, and the University may wish to review the publication dates of its existing book stock so as to remove and replace texts which are old or outdated.

The University does not support a virtual learning environment at present and the development of such a facility would provide enhanced learning support for students, together with clear benefits to staff.

There is WiFi provision throughout the university and students confirmed that this is stable and that online access enhances their learning.

13. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- | | | | | |
|------|--|--------------------------------------|--------------------------|--------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.2 | Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.3 | Learners are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.6 | Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 13.7 | Learners have appropriate access outside class time to tutors for academic support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

As noted before, where English language support is needed by students, this is provided through the British Council.

The block style of teaching ensures that regular and supportive feedback is provided in terms of credit hours achieved.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body. ☐ Yes ☐ No ☒ NA
- 14.2 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. ☐ Yes ☐ No ☒ NA
- 14.3 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. ☐ Yes ☐ No ☒ NA
- 14.4 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. ☐ Yes ☐ No ☒ NA

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

Comments

NUSU is an institution with its own degree awarding powers which is applying for International Centre accreditation.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed and evidence that learners who receive the award meet the stated requirements for that level. ☐ Yes ☐ No ☒ NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. ☐ Yes ☐ No ☒ NA
- 15.3 External moderators are involved in the assessment process where appropriate. ☐ Yes ☐ No ☒ NA

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

Comments

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. ☐ Yes ☐ No ☒ NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. ☒ Yes ☐ No ☐ NA

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

Comments

17. **There is appropriate provision of advice for learners intending to proceed to employment or higher/further education**

- 17.1 Learners have access to advice from appropriate staff member on further study and career opportunities. ☒ Yes ☐ No
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. ☐ Yes ☐ No ☒ NA

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

Comments

Medical and medically-related programmes all have clearly defined career routes. However, as a wider range of provision develops, more support in terms of employment opportunities may be needed.

INSPECTION AREA - LEARNER WELFARE

18. **Learners receive pastoral support appropriate to their age, background and circumstances**

- 18.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. ☒ Yes ☐ No
- 18.2 Learners receive appropriate advice before arrival. ☒ Yes ☐ No
- 18.3 Learners receive an appropriate induction and relevant information upon arrival. ☒ Yes ☐ No
- 18.4 Learners are issued with a contact number for out-of-hours and emergency support. ☒ Yes ☐ No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. ☒ Yes ☐ No

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

Comments

The stated values of the University encourage and support the development of a collegial academic community. The policy on avoiding discrimination is clear and robust and is communicated via the student handbook and on framed wall posters.

The Student Affairs function is well-resourced and conveniently sited so that students can drop in to discuss any personal issues or problems. A formal counselling service has been approved and is under development. There is a planned programme of cultural and sporting activities and staff provide friendly support and encouragement to all students who participate.

Students confirmed that the induction/orientation process is helpful in providing an introduction to the University. Formal evaluation of its value and effectiveness would be appropriate.

The University has not yet fully addressed the issue of access to the main building for physically disabled students, nor considered how best to address other forms of disability, including dyslexia, partial sightedness, hearing loss, etc.

19. **International learners are provided with specific advice and assistance**

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|------|--|---|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Information and advice specific to international learners continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, learners 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

At the time of the inspection there were about 250 international students, 100 of whom were from Nigeria. There is a dedicated member of Student Affairs staff who supports international students.

20. **The fair treatment of learners is ensured**

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|------|---|---|
| 20.1 | Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.2 | Learners have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The University has at least two versions of policy statements relating to complaints and appeals and there is some inconsistency between them. It would be helpful if a review was conducted to ensure there is consistency across published/displayed copies and extracts of policy statements.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

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|------|--|---|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. | <input type="radio"/> Yes <input type="radio"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 21.3 | A level of supervision is provided appropriate to the needs of learners. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments

The University has long term plans to develop its own residential accommodation adjacent to the campus, but at present students either use government-regulated hostels or stay with family or friends.

22. **Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed**

- | | | |
|------|--|--|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and learners before and during the placement. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments

23. **The institution provides an appropriate social programme for learners and information on leisure activities in the area**

- | | | |
|------|--|--|
| 23.1 | Learners 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 |
| 23.2 | The social programme is responsive to the needs and wishes of learners. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 23.4 | 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 <input type="radio"/> NA |

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

Comments

A variety of social, cultural and sporting activities is provided and Student Affairs is seeking to develop and diversify the range. Some sporting activities are arranged at sites external to the University, although football and basketball facilities are on campus.

INSPECTION AREA - PREMISES AND FACILITIES

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

- 24.1 The institution has secure tenure on its premises. ☒ Yes ☐ No ☐ NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. ☒ Yes ☐ No ☐ NA

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

Comments

The University is housed in modern accommodation. It has also constructed a teaching hospital on the campus, but is waiting for final approval by various external authorities before it can utilise the facilities. A building is under construction to house the programmes developed in engineering. Proposals to purchase buildings adjacent to the campus for purposes such as student accommodation have not progressed significantly, as external authorities have raised a series of issues. Hence all student accommodation is external to the University.

There are a number facilities which are hired for activities such as sport (e.g. swimming), and students undertake their internships in a range of organisations in the region.

25. The premises provide a safe, secure and clean environment for learners and staff

- 25.1 Access to the premises is appropriately restricted and secured. ☒ Yes ☐ No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. ☒ Yes ☐ No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. ☒ Yes ☐ No ☐ NA
- 25.4 General guidance on health and safety is made available to learners, staff and visitors. ☒ Yes ☐ No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. ☒ Yes ☐ No
- 25.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. ☒ Yes ☐ No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. ☒ Yes ☐ No
- 25.8 There is adequate temperature control and ventilation in all rooms. ☒ Yes ☐ No

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

Comments

The modern campus houses a range of facilities, from class rooms through to laboratories and clinics. The laboratories and clinics had appropriate signage to alert people to hazardous areas or substances, and students are fully briefed at regular points in their studies on their responsibilities whilst working in these areas.

There is no central reception desk at the campus, so visitors are not automatically alerted to some of the health and safety procedures that prevail, such as action to be taken in the event of fire.

Signage is a strong feature, with displays and notice boards all hosting material which is current.

Only male toilet facilities were inspected, and they were adequate.

26. **Training rooms and other learning areas are appropriate for the courses offered**

- | | | |
|------|---|---|
| 26.1 | Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Rooms are generally well ventilated or air conditioned, with only minor observations recorded of such facilities showing signs of wear and tear, such as a noisy air conditioning unit or 'wobbly' ceiling fans. The overwhelming impression is that the facilities are effectively maintained and appropriate action taken when issues are identified.

The teaching rooms are equipped with a varying levels of equipment to support presentations. In some cases, the equipment provided makes visibility from more distant parts of the room quite challenging (e.g. the bottom of whiteboards cannot always be seen from the other side of a room).

The University conducts a significant part of the student assessment using multiple-choice questions (MCQs). These examinations are typically held in one of two IT laboratories. The current space per user in this IT facility is small, and would be a potential constraint on users seeking to use the facilities under other circumstances and needing to make reference to documents, etc.

27. **There are appropriate additional facilities for learners and staff**

- | | | |
|------|---|--|
| 27.1 | Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 27.4 | Learners and staff have access to storage for personal possessions where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 27.5 | 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The students have access to private study and group discussion areas, and there is a catering facility and external seating area provided on the campus. Provision is made in each laboratory for storage of personal possessions, so that any danger of contamination is reduced.

Office and meeting spaces are appropriate and the teaching hospital will provide research space once it becomes operational.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. ☐ Yes ☐ No ☐ NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

The University has a set of values which are evident in the supportive, friendly and collegial environment that has resulted. The open-door policy and the approachability of staff is a distinctive feature of the NUSU.

Actions required	Priority H/M/L
3.2 - The University must strengthen the process by which it verifies the experience and qualifications claimed during the staff appointment process.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

There is a well-managed and effective CPD function and the strategic aim that all members of staff should undertake continuous professional development activities is commendable.

Actions required	Priority H/M/L
11.4 - Priority must be given to the development of pedagogic skills across all the University's teaching teams.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

LEARNER WELFARE

Institution's strengths

18 The Student Affairs department is well resourced and has committed staff who provide a range of social, cultural and sporting services that are appreciated by the student body.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

The premises are modern in construction, are being developed to keep pace with the growth in student population, and are also being developed to support research activity in addition to providing access to hospital facilities.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

- 1.3 The University should review the committee structure, with a view to optimising the effectiveness of communication channels and efficiency of the institution.
- 2.5 The University should further develop the systematic use of data collected to present decision-making and performance monitoring information.
- 4.1 The University should introduce a procedure for proof-reading its proposed publications to reduce typographical and grammatical errors.

7.4 The University should consider ways in which it can enhance the approach it takes to communicating its response to the feedback obtained from students.

8.1 The University should review the performance of Academic Council on a regular basis.

8.2 The University should further develop its performance review capability through greater use of centrally generated statistical information and KPI measurements.

8.2 The University should use its existing oversight processes which reflect on the course monitoring reports, with a view to identifying those reports which are not at a level to make an effective contribution, and introducing mechanism (such as CPD training) to eliminate poor quality reporting.

10.4 The University should place a greater focus upon the development of students' independent learning skills.

11.3 The University should review the utility and effectiveness of the teacher observation process, ensure that report forms are completed with appropriate detail and ensure that feedback is provided to the CPD function so as to facilitate development activities

12 The University should consider the introduction of an automated book loan process for the library.

12 The University should review its library book stock to remove old and outdated copies of texts.

17.2 The University should review the nature of its advice and guidance provision as new subject areas come on stream.

18.5 The University should consider the arrangements for access to the buildings for physically disabled students and review procedures relating to all forms of disability.

20.2 The University should review the policy documentation on complaints and appeals to ensure consistency.

25.4 The University should review its procedures on how it may advise visitors at reception on its basic health and safety procedures.

26.2 The University should review its use and positioning of visual-aid or presentation equipment, thus enabling student learning to be better facilitated.

COMPLIANCE WITH STATUTORY REQUIREMENTS