

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: National University Sudan

ADDRESS: NUSU Campus
Alraqi District
South East of Dal Motors
Khartoum, Sudan

HEAD OF INSTITUTION: Professor Quarashi M. Ali

DATE OF INSPECTION: 14-17 October 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation withdrawn

DATE: 31 January 2019

PART A – INTRODUCTION

1. Background to the institution

The National University, Sudan (NUSU/the Institution) is a private university which operates as a public company registered and monitored by the Khartoum Stock Market. It was founded as the National College for Medical and Technical Studies in 2005. It gained the status of university in 2013. NUSU is approved and accredited by the Ministry of Higher Education in Sudan and runs undergraduate and postgraduate programmes across a range of medical and health related areas, engineering, business, accounting and information technology at both bachelor's and master's levels. It also delivers doctorate programmes.

The Institution is based on a purpose-built campus in Khartoum, south east of the city centre. At the time of the visit, the on-campus teaching hospital was about to open, having received the decree from the Ministry of Health to enable it to do so. A new building, principally for engineering, had also just been opened. A plot of land sixteen kilometres south of Khartoum had been purchased for the development of a second campus which includes the construction of a further hospital.

The vision of NUSU is to be a world-class leading provider of higher education in the Sudan. Its mission is to constantly strive to provide efficient and best-in-class professionals in their specialities, meet and exceed customer needs and expectations, and stay ahead of the competition by creating safe place facilities and innovating new quality output, services and relationships with international standards. There are clearly articulated values of equality and service to the community which are linked to the mission.

The Institution is led by a President who reports to a Board of Trustees. The appointment of President of the Institution is made by the President of Sudan. The NUSU President is supported by a team of senior managers who report directly to him. The Board of Directors is responsible for the management of the company and does not have a role in the academic management and governance structure.

The Institution has grown significantly in student numbers since initial accreditation. It continues to expand its range of provision and aims, for example, to develop an ambulance diploma, a mechatronics programme and degrees in law over a six-year time frame.

2. Brief description of the current provision

At the time of the inspection, 4092 students were enrolled on the undergraduate programmes covering medicine, dentistry, pharmacy, physiotherapy, radiography and medical imaging, medical laboratory sciences, nursing and midwifery, administrative sciences, computer and health informatics, international relations and diplomatic studies, engineering and architecture. There were 636 students on taught postgraduate awards in anatomy, medical laboratory sciences, radiography and medical science, hospital pharmacy and business administration, and 35 doctoral students. All students are full-time.

The majority of the students are female students and the vast majority are over the age of 18. There are a small number of students under the age of 18, representing a very small minority of the overall student body. A minority of the students are international and come mainly from Africa including from Eritrea, Somalia, Egypt, Ethiopia, Nigeria and South Sudan. There are very small numbers from Syria, Canada, Oman and Bangladesh.

Students are enrolled at the beginning of the academic year in August with applications made through the Ministry of Higher Education of Sudan.

3. Inspection process

The inspection was carried out over four days by a lead inspector, a team inspector and a student inspector. The team met with groups of administrative, managerial and academic staff, with two groups of students from across the provision and with a group of external stakeholders including the Chair of the board of trustees. The team observed thirteen teaching sessions at both undergraduate and postgraduate levels across a range of subjects and disciplines. The teaching sessions included lectures, seminars, tutorials, practical sessions and laboratory sessions. The team reviewed documentation sent in advance of the visit and further documentation on site. The Institution was responsive and helpful to the team in providing documentation and arranging additional meetings to enable the inspectors to address the standards fully.

4. Inspection History

Inspection Type	Date
Full Accreditation	12-15 October 2015
Interim	6 October 2016

PART B - JUDGMENT 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.

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clearly defined and described organisational structure that is well documented and understood by stakeholders. It conforms to the expectations of the Ministry of Higher Education (MoHE) and to relevant company law in Sudan. Sudanese law ensures that the Trustees do not become engaged in administrative issues which could impact on the integrity of the Institution's operations.

The committees all have appropriate terms of reference and membership. These demonstrate the integrity of decision making authority on academic matters. The links between governance and management are clearly articulated. There are appropriate channels for eliciting stakeholder views on the strategic direction of the Institution.

NUSU has developed and is implementing a robust approach to risk assessment. The development of this has included training for staff at different levels to ensure that the understanding of risk, its assessment and management is embedded across the Institution.

1.5 1.6 The Institution has made significant progress in risk assessment and management since the last inspection. However, the process has not yet been completed and an overall risk register and tracker have not been developed.

Communication channels are effective in ensuring that Trustees, staff and students are well informed about the institution.

2. The institution has a clear and achievable strategy

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|-----|---|---|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

NUSU has a five-year strategic plan which has nine goals. These are to increase the campus size by one-third and upgrade services; to own a site outside the city; to be Sudan's leading university in experiential education; to increase worldwide impact and recognition of the Institution's research; to maintain leading-edge and outstanding academic programmes; to emphasise internationalisation and global presence; to enrich student-focused approach to university services; to establish effective employer-employee functional relationships and to increase commitment and contributions in social responsibility. Each goal is detailed and has appropriate Key Performance Indicators (KPIs) attached to it which are monitored on a regular basis. The strategy reflects the mission and vision and together these form an integral approach that is embedded throughout the institution. The strategic plan is underpinned by sound financial planning.

The strategic direction is informed by the needs of the local community in Sudan. It reflects stakeholder input which is gained through a range of channels, including through the board of trustees, faculty and staff meetings and feedback from questionnaires. Stakeholders were clear that they were able to contribute to the strategy of the Institution and were fully confident of the ability of the Institution's leadership and management to achieve the strategy.

The strategy is robustly developed and monitored and is both realistic and achievable.

3. Financial management is open, honest and effective

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|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Budgets are developed through an appropriate structured approach. Deans and heads of services identify their needs. The finance department creates a consolidated budget which is reviewed by the board of directors who have a full picture of the anticipated income and expenditure. The budget is signed off by the board of directors and reported to the board of trustees.

The budget sub-committee monitors progress on a regular basis and any irregularities are identified and appropriately reported.

There are sound, independent external audit reports.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly described in the organisation chart, which provides the structures at faculty and institutional level. The structure is clearly understood by all stakeholders. Reporting lines are clear and function well, enabling management to make well informed decisions. The committee structure is fully described and there are terms of reference and membership for each committee. Students are members of relevant committees, including of the board of trustees. Minutes are kept and action points noted and followed up.

Information is monitored at the appropriate level with responsibility for its accuracy delegated to the appropriate level.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

NUSU has a solid administrative resource. Each faculty has dedicated administration which is clearly linked to the relevant central administrative facility and fully meets the needs of management. Administrative policies and procedures are documented, kept together and issued as essential documents. These are widely available to staff and are comprehensive.

Undergraduate and postgraduate classes are appropriately timetabled. Timetabling takes full account of specialist needs of different subject areas including laboratories, dental surgeries and physiotherapy facilities.

Staff and student records are comprehensive and securely kept. Audits are carried out on a regular basis and evidence the robustness of the data collected. Access to staff and student records is by authorised personnel. Student identity is monitored appropriately.

Examination papers are kept in locked cupboards with controlled access. Online, oral and written assessments are carried out in appropriate spaces and monitored.

Pre-and post-moderation of assessment is carried out in some faculties. For example, in the department of architecture, staff meet on a regular basis to moderate the assessment and the outcomes.

5.12 However, this practice is not consistently implemented across the Institution.

Faculty teams meet to agree the end of year final examination which is approved by NUSU's Academic Director and by the deans.

The policy on the collection and refund of fees is clearly set out, accessible to students and equitable. The amount refunded is linked to the point at which the student withdraws.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The job descriptions of staff, including the grading and key requirements of the post, are published in a dedicated handbook ensuring full transparency to all stakeholders. Recruitment is conducted by human resources staff working together with the relevant service or faculty head. Staff are interviewed and checks are made which ensure that those appointed meet the needs of the specific post and conform to institutional requirements.

Staff induction is well documented and soundly conducted. Staff are required to sign the induction checklist to confirm that they have completed all the required steps of induction. The human resources department retains a copy of the signed induction form.

There is a strong ethos of equality and diversity which is outlined in the published policies. The complaints and appeals procedures are well disseminated in the staff handbook and included in the essential documents and policies publication.

Staff appraisal is carried out regularly and is fully documented. The process is clear and the outcomes of appraisal are reported to the Continuing Professional Development (CPD) department and to the deans. The reports are kept with the individual staff record in the human resources department. This process enables development needs to be identified and met either through the CPD department or by the department or faculty. Teaching staff are observed on a regular basis, a process which is fully documented. Currently, staff do not receive a signed-off copy of their appraisal form or teaching observation form.

The support and development for staff teaching skills contributes to the quality of the student learning experience.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Both undergraduate and postgraduate programmes are subject to approval and validation by the MoHE. Faculty teams design the curriculum, with input from staff and students, in line with the requirements laid down by the MoHE. The overall programme learning outcomes and the individual course learning outcomes are clearly articulated and fully understood by students and staff. They are published in the Undergraduate and Graduate Prospectus published by the Institution.

In addition to validation by the MoHE, the medical, dental and pharmacy faculties are accredited by the Sudan Medical Council. Students graduating from programmes in medical laboratory sciences, nursing and radiography are recognised by the National Council for Medical and Health Professionals in Sudan which demonstrates that the programmes are designed to meet the requirements of the professions they serve.

Minuted faculty meetings are held once a month and there are detailed discussions of the performance of individual courses. Action is taken, where appropriate, to address findings.

Deans prepare the resource requirements for their faculty and these are provided to the librarian, the Information Communication Technology (ICT) manager or, for technical equipment, to the Dean of Academic Affairs. It was clear that resource requests are met both for student learning and staff research.

Student views are sought and responded to through the class representative system and through student membership of the faculty committees and the quality and standards committee.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Threshold entry requirements for higher education are set by the MoHE. NUSU is permitted to have requirements over and above the minimum stated by the MoHE. Entry requirements are clearly published and include the level of English required.

8.4 The formal application process is undertaken by the MoHE which includes the verification of formal entry requirements. Therefore, this key indicator does not apply in the context of NUSU as the MoHE receives student applications.

All students undergo a fitness interview before being admitted to the Institution. During this process language skills are tested and where necessary students receive additional language tuition.

Prospective students can attend an open day where they are provided with advice and information about the programmes. NUSU's processes provide the basis for a successful learning experience for students.

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

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|-----|--|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship which informs their teaching. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

In line with the third strategic goal, to increase worldwide impact and recognition of the Institution's research, NUSU has policies, processes and mechanisms to support and promote research. Progress towards the achievement of the goal is reported to the research committee.

The recruitment process for teaching staff, requires applicants to demonstrate both teaching and research capability. Staff research activity is supported by the provision of time for research, funding attendance at national and international conferences and courses, including support for staff to undertake doctoral studies. The mechanisms for seeking support are clear and equitable.

The CPD department delivers workshops on the development of research skills. NUSU also organises specialist training for staff, for example, in the writing of grant applications. There is a Research Institute, which has recently acquired Centre of Excellence Status from the MoHE which makes NUSU eligible to apply for grants from the Ministry.

There is a clear commitment for staff to link research to teaching. Students are engaged in some research projects in the Research Institute. The Institution has organised a student research conference, called Student Research Power, which has enhanced the status and recognition of student research in NUSU.

10. 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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|------|---|---|-----------------------------|
| 10.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Electronic and hard copy publicity material is up-to-date and presents an accurate description of the Institution and of its curriculum. Students confirmed the accuracy of the information provided.

The relevant dean or head of service is responsible for signing off information about the programme or the service which ensures accountability for the accuracy of the information.

Students expressed full satisfaction with the information they receive about their programmes.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers are very well qualified and are allocated appropriate timetables that ensure students receive good quality teaching. Regular observations enable the quality of teaching and learning to be monitored and improvements made.

Programmes are well planned and cover all learning objectives to support achievement and success in formative and summative examinations. Teachers are aware of students' individual learning needs. However, evidence of this is not always visible in lesson planning documents.

Teachers effectively use a variety of group work and pair work. The use of group work in large classes is not always as effective in promoting the engagement of all students as it might be. Planning for the development of independent learning skills is effective and integrated into the students' learning experience. Teachers and students have good access to a range of appropriate resources that support effective teaching and learning.

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

12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Assessment schedules are clearly identified in student timetables and include formative and summative examination dates. Most assessment strategies are relevant to the courses delivered and measure achievement and progress. Assessment tasks are clear and well developed and some include level descriptors that inform grades. Good use is made of model answers in summative assessment.

12.3 However, improvement is needed in developing level descriptors that inform grades across all the curricula to ensure consistency across all assessment tasks.

Students receive verbal and written feedback that is comprehensive and clearly targeted at performance improvement. Academic progress is regularly monitored and effective support is given where appropriate.

There is a comprehensive policy on academic standards of behaviour that is well communicated and understood. Penalties are clearly identified for plagiarism and other forms of academic misconduct. There are widely published and clear policies with staged procedures for claiming mitigating circumstances and to appeal against marks.

13. Student materials are appropriate to the medium of delivery and are effective

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Course materials align well with the level of study, are appropriate for the students and of good quality. Materials are well developed and comprehensive. The regular review of materials is embedded in course and faculty review processes.

Feedback from stakeholders, exchanged through international links and conference attendance, are used to inform the content of courses and thus ensure knowledge and skills within the courses are fully current.

Programmes are very well designed and make use of a wide range of available resources to support achievement and progress. For example, access to patients in a purpose-built hospital and in the dental surgery enable students to develop fully the skills required. The well-equipped architecture and engineering work spaces offer an industry-standard learning experience for students.

All resources are accessible to students with ramps providing wheelchair access.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

Student needs are effectively identified post admission in an introductory interview. Students are directed to the appropriate Institution service which offers relevant support. The support includes independent counselling and language support.

There is a two-day induction programme for all new students during which the President addresses all students. Members of the senior management team are also introduced ensuring students awareness of the overall institutional structure. Induction covers information on Institution policies and extramural activities. Academic information about individual programmes of study is given by the relevant faculty members. Students also receive induction packs which include information on facilities within the Institution, information about Khartoum and emergency contact numbers.

The clear policy on non-discrimination values and harassment is included in the student handbook and highlighted in posters displayed across the campus.

Students have access to an internal mobile telephone messaging group, for information relating to courses and extra-mural activities. Both staff and class co-ordinators are able to access and share the information on the messaging group. Students may also contact tutors by e-mail.

There is good welfare provision which includes a trained counsellor and a male and a female student supervisor. All students are assigned to an academic supervisor who may also identify welfare needs and refer students to the appropriate support service. The pastoral support facilitates the safe and secure environment students enjoy enabling them to focus fully on their learning.

Students under the age of 18 are assigned a supervisor and contact is maintained with the parent or guardian.

The NUSU President addresses all students at the start of each year about the risks of extremism. Appropriate measures are in place to ensure a safe environment. Students reported that they feel safe and secure and are able to focus fully on their education.

15. Students receive appropriate academic support and guidance

- | | | | |
|------|--|---|-----------------------------|
| 15.1 | Students have appropriate access to teaching staff outside teaching and learning sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.2 | Students have access to appropriate support to enable the regular review of their academic progress. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.3 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.4 | Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.5 | Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.6 | The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.7 | Students are advised of BAC's complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.8 | Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.9 | Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Teaching staff are available to students out of class time through advertised office hours and also via messaging groups and e-mail. The academic supervisors monitor student progress, including attendance, and meet students to review progress at least once a semester. If appropriate, the supervisor will initiate additional support.

There is a careers advisor who sees students on a one-to-one basis and runs some group sessions. Sessions on career readiness are part of the programme content for final year students, which also includes research skills.

The complaints policy outlines an appropriate phased procedure, which starts by seeking resolution within the faculty. If not resolved at that level, it is escalated within NUSU.

The policy outlines access to the BAC complaints procedure. Information on the procedure is included in the student handbook and on the website.

Students with special educational needs are identified during the admissions process. Information is fed through to the academic supervisors, who advise what is needed to address the specific needs. For example, the assessment officer will be informed where students need extra time in examinations.

16. International students are provided with specific advice and assistance

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.2 | On arrival, international students receive an appropriate induction on issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.3 | Information and advice, which is specific to international students, continues to be available throughout their time at the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.5 | Where possible, students have access to speakers of their own first language. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

There is a dedicated international relations office to work with and support international students. The international relations officer holds regular meetings with the international students. There is also a student coordinator for each nationality who is able to communicate in that group's first language.

Good support and advice are offered on visas, travel and appropriate accommodation, prior to admission.

International students receive an induction pack which includes local information. International students reported that they felt fully supported at NUSU.

17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a published attendance policy which clearly outlines the requirement of 80 per cent attendance and the consequences of non-attendance.

Attendance is recorded electronically at the start of each lecture and records are collated centrally. Academic supervisors review attendance during their regular meetings with students. Where absence in any course reaches 15 per cent, students receive a warning. Final checks are made 72 hours before the end of the course to verify whether students are allowed to sit the final examination.

The design and implementation of the policy ensure that it is equitable and transparent.

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

- | | | | | |
|------|---|---|-----------------------------|--|
| 18.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 18.3 | A level of supervision is provided, that is appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

NUSU does not provide residential accommodation. The Institution does, however, provide guidance for international students on safe accommodation.

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

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.4 | Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The student affairs department offers a wide range of social, cultural and sporting activities, some of which take place off campus. Football, basketball and student break out facilities are available on campus. Wednesday afternoons are dedicated to these social and community activities and students are encouraged to attend. Activities are supported and appropriately supervised.

The student association, which receives funding from the Institution, provides a platform for student-led societies.

The support for extra curricula activities facilitates the development of a sense of community in the Institution.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution owns the land and buildings on the purpose-built campus. The campus includes the hospital building which, at the time of the inspection, was about to open as a teaching hospital after permission was granted by the Ministry of Health. The hospital is fully owned by the Institution. Overall the premises offer a safe and appropriate environment for students and staff.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The campus is fenced with secure entry points which have security guards. The campus is well supplied with security cameras. There is a separate entrance to the hospital for patients, which ensures that patients cannot access the Institution campus beyond the hospital premises.

Laboratories are secure with hazardous substances kept in locked cabinets. Laboratories have clearly visible signs and rules for usage on the walls. Fire extinguishers are visible and sited in accessible places and emergency exits clearly signed. Signage in other spaces fully meets the needs of the Institution.

There is very good internal and external circulation space. Visitors are received in the appropriate area, for example there is appropriate space by the President's office to receive senior visitors.

Rooms are air conditioned. Students cited the provision of air conditioning as a positive aspect of the premises.

22. Classrooms and other learning areas are appropriate for the programmes offered

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.2 | 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments such as examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Classrooms, which provide adequate seating for the number of students, are spacious, clean and have good ventilation as well as air conditioning. There is a range of classroom sizes, facilitating the different teaching sessions including lectures, tutorials, laboratory work as well as patient assessment and treatment.

Some lecture rooms are very large and the students' view of the whiteboards may sometimes be limited.

There are excellent specialist learning areas, including for dentistry, medicine, nursing, physiotherapy, architecture and engineering. These are equipped to the standards expected of the relevant profession or industry and provide excellent learning spaces for students.

23. There are appropriate additional facilities for students and staff

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.5 | There are individual offices or rooms, in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Both students and staff have sufficient space for private study and for group work. There are faculty offices where staff are able to work and there are spaces to meet students. Administrative and meeting spaces fully meet the needs of staff and the Institution as a whole.

There is a canteen on campus and ample circulation space.

There are lockers for both staff and students where possessions can be stored securely. For example, there are lockers within specialist spaces in the hospital for students to store belongings.

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

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a well-stocked library which includes multiple copies of standard textbooks. The library offers a wide range of services including user guidance, reference works, loans and photocopying facilities. There is an electronic library accessible to staff and students on and off campus. It provides access to electronic resources including journals, e-books and a range of electronic databases.

There is an online public access catalogue which can be accessed at the library or remotely. There is a separate room, adjacent to the library which is equipped with computer terminals where students can work and access the electronic library.

There is a collection development policy which is informed by programme reviews held at the beginning of each course.

The library manager and librarian are well qualified and experienced. Both have master's degrees in library science.

Students have access to sufficient private study areas and discussions rooms.

The library has a clear and effective borrowing policy. Opening hours reflect student needs.

25.	The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body			
25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is appropriate technological access and good connectivity. Students have access to free wireless connection and remote access to library resources and services. All students are provided with access to a laptop.

The use of messaging groups and e-mail ensures that students have good communication links with the Institution.

The regular programme reviews identify software requirements and inform developments in the use and application of a virtual learning environment. The Institution is currently developing an online learning management platform.

There is an effective process for reviewing and renewing hardware and software that ensures the currency and the efficiency of resources.

A well-qualified technician ensures operational efficiency and supports the needs of staff and students, both on and off the campus.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26.	The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary			
26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are feedback processes that are comprehensive and very effective in recording and analysing outcomes, including a fast response time to improvements.

Student representation is included in, for example, faculty boards and the quality and standards committee.

Feedback mechanisms, including posters, monthly student meetings, stakeholder meetings and the use of messaging groups are very effective in communicating improvements. Students reported a high level of satisfaction with the Institution's feedback and response mechanisms.

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

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are clear quality management policies and procedures that are well communicated to staff and students at induction and in staff and student handbooks.

27.2 NUSU has adopted ISO 9001-2008 for its quality management system. However, this is not fully appropriate for the context of higher education. Whilst it supports the extensive and rigorous audits that NUSU carries out, for example, on student performance and progression, it does not address particular academic needs relating to the consistency of the expression of learning outcomes, the appropriateness of some assessment tasks, and the

effectiveness of the marking criteria for that assessment. Thus, management is not as fully informed as it could be on areas for improvement and enhancement.

There is a strong ethos of student-centred continuous improvement which is evident at all levels of the Institution and which results in a self-critical, non-complacent organisation that is committed to improving all aspects of student achievement and progression, as well as the wider student experience. NUSU has robust and systematic monitoring mechanisms. However, the dissemination of strategic performance indicators is not yet fully developed at course and faculty level. There are regular reports that consider comprehensive reviews of performance with well-developed action plans that include accountable and responsible staff members and deadlines for completion. The reports pay attention to the quality of the student learning experience, including the fair treatment of all students.

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

- | | | | |
|------|--|---|--|
| 28.1 | Good practice is effectively identified and disseminated across the institution. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 28.2 | End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

There are meetings at faculty and course level where good practice is effectively identified and shared.

28.1 There are no formal mechanisms to ensure the consistent sharing of good practice across and between faculties. As a result, the good practice is not capitalised on as fully as it might be.

There are robust and regular course and programme reporting systems which include all aspects of the student experience, including use of feedback data, completion rates, achievement levels and progression data over a three-year period. Annual reports are produced and used well to inform strategic management decisions. There is evidence of analysing results against strategic performance indicators and significant variations are highlighted. The Institution produces an overall report that clearly identifies all aspects of Institution and faculty performance, including resources, retention, achievement and progression and actions to be taken. Staff performance is captured, with attention to research. Information is also provided on changes in staffing, infrastructure, the board of trustees, student participation in socio-cultural events, staff CPD activities and key outcomes of committee decision making.

Regular reviews and revalidation of programmes include external examiners, the Ministry of Higher Education and the Sudan Medical Council. The committee structure, including the academic board, operates effectively to ensure the regular consideration of programme reports. Considerations within the committee result in effective and well-monitored action plans which ensure planning for improvement.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29. The institution has suitable staff to ensure the successful delivery of online and distance learning

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 29.1 | Staff have an understanding of the specific requirements of online, distance and blended learning. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
|------|--|------------------------------|-----------------------------|-----------------------------|

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 29.2 | Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.3 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.4 | Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 29.5 | Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's Strengths

The overall structure for governance and management which is transparent, well documented and serves the Institution effectively.

The way that NUSU's values are clearly reflected and espoused throughout the Institution to deliver a safe environment which is highly valued by staff and students.

The openness and visibility of the leadership which promotes the values of the Institution.

Actions Required	Priority H/M/L
1.5 1.6 NUSU must continue to implement the training and processes for risk management to meet their aims and objects and to ensure that the Board of Trustees can fully discharge its accountabilities in the area of risk.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

The transparency and openness of administration and management which reflect the ethos of equality and support the security of the learning environment.

The way that the administration fully supports and serves the needs of management and student learning.

The approach to developing the research capacity for both staff and students and the excellence of the Research Institute.

Actions Required	Priority H/M/L
5.12 NUSU must introduce consistency, across the Institution, to the internal moderation of pre-and post-assessment to ensure the equality of treatment of students and the consistency of standards.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Well qualified and committed teaching staff whose development is supported by effective appraisal and observations.

The effective feedback mechanisms that inform improvement in student performance.

Well-developed and comprehensive materials that are appropriate to the level of study and support student achievement and progression.

Actions Required	Priority H/M/L
12.3 NUSU must develop grade descriptors in all the curricula that clearly demonstrate how grades are awarded in assessed work to enable students to understand what they need to do to achieve a particular grade.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

The safe, secure and supported environment which promotes the values of diversity and equality and enables students to focus fully on their education.

The range of support mechanisms which ensures that student support needs are met with a demonstrable impact on student satisfaction.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The comprehensive and accessible resources, in particular the specialist learning spaces, which provide an excellent basis for learning and teaching.

The skilled and qualified staff who are able to support the needs of staff and students in the library and with technology.

The safe and secure campus which provides students with confidence to focus on their learning.

The use of digital technology to promote effective communication channels between staff and students.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

The highly effective and responsive feedback mechanisms which result in high levels of student satisfaction.

The clear commitment to developing quality across the Institution.

Actions Required	Priority H/M/L
27.2 NUSU must adopt a relevant and appropriate approach to the quality assurance of academic activities, including the expression of learning outcomes, the appropriateness of assessment tasks and the effectiveness of the marking criteria for the assessment task so that practice is consistent, transparent and fully supports students' learning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.1 NUSU must develop formal mechanisms to ensure the effective dissemination of good practice for the benefit of teaching and learning across the Institution.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

Not applicable	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that NUSU provides staff with a copy of their appraisal and observation forms to enable staff members to track their own development and to support transparency.

NUSU is recommended to make planning for individual student needs clearer in planning documents.

It is recommended that NUSU develops teaching staff’s knowledge and skills for teaching large groups which engage more students in active learning in large classes.

NUSU should ensure staff review whether all students in the large classes can see the whiteboard and slideshow projections clearly.

The Institution should develop methods to ensure the effective dissemination of strategic performance indicators at course and faculty level.

COMPLIANCE WITH STATUTORY REQUIREMENTS