

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## International Centre (IC) Re-accreditation Inspection

**NAME OF INSTITUTION:** Transnational Academic Group

**ADDRESS:** PO Box CT 9823  
Cantonments  
Accra  
Ghana

**HEAD OF INSTITUTION:** Professor Anthony Jarvis

**DATE OF INSPECTION:** 31 July-1 August 2019

**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- Award of accreditation to be withdrawn

DATE: 26 September 2019

### 1. Background to the institution

Transnational Academic Group (TAG/the Institution) is a privately-owned institution, which is part of Transnational Education Group, a company based in Dubai. TAG offers a one-year foundation programme, with three pathways. It is based in Accra, Ghana, and is located, together with Lancaster University (LU) Ghana, in a modern building, close to the city centre.

TAG's aim is to prepare learners for direct entry onto LU's undergraduate (UG) degree courses.

The Institution, established in 2013, is a private limited company with three main shareholders. The Chief Executive Officer (CEO) of TAG has oversight of the company in Ghana. The relationship between TAG and LU is set out in a Memorandum of Agreement (MoA), in which the responsibilities of both partners are specified. Management of the partnership at TAG lies with the Board of Directors, which includes the shareholders. It meets quarterly and is chaired by the CEO. At LU United Kingdom (UK), management responsibility for the relationship with TAG rests with the Partnership Management Group, chaired by the Pro-Vice Chancellor (International). LU UK has responsibility for the monitoring and reviewing of the programme.

TAG moved its premises to those of LU Ghana in 2018, with the aim of integrating the foundation learners with the undergraduates and having more space in higher quality premises. Since the last inspection, a new CEO has been appointed, as has a new Provost, who oversees the provision at both TAG and LU Ghana. He is temporarily filling the role of Foundation Programme Coordinator until a new appointee is found.

### 2. Brief description of the current provision

The Institution offers a one-year university foundation programme in Law, Business and Social Science or Science and Technology. It is delivered face-to-face. These full-time foundation courses allow learners to gain entry onto undergraduate programmes at LU Ghana or LU UK.

At the time of the inspection, there were 37 learners enrolled on the different foundation courses. The total capacity is 200. The majority are from Ghana. Other countries represented include Nigeria, Togo, and the Ivory Coast. Ages range from 17 to 50. A small minority are under the age of 18 years. There are approximately equal numbers of male and female learners.

Learners can start courses on a specified date in either October or January. Courses run for three terms, but learners have the option of completing a fourth term if sufficient progress has not been made.

### 3. Inspection process

The inspection was undertaken by two inspectors over two days. The inspectors reviewed documentation, scrutinised the website, met with management and staff, observed five lessons and met with learners. A tour of the new premises at LU Ghana was carried out. The staff co-operated fully with the inspectors throughout the inspection.

#### 4. Inspection History

Inspection Type	Date
Full Accreditation	19-20 August 2015
Interim	31 August 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 - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

- |     |  |   |  |
|-----|--|---|--|
| 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 type="checkbox"/> Yes            | <input checked="" type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No            |
| 1.3 | There are clear channels of communication between the management and staff.  | <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 defined.

1.1 However, the structure is not clearly documented in the organisational chart as the vast majority of postholders are not named. This limits an understanding of which managers hold particular posts.

The CEO has substantial experience of working within LU. The Provost has substantial experience of working within education, particularly foundation programmes. Both are suitably qualified for their positions.

There are clear and regular channels of communication between management and staff, allowing staff to be kept up to date with developments in the provision.

#### 2. The administration of the institution is effective

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

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

#### Comments

The vast majority of the administrators work on both the foundation and LU undergraduate programmes. They are suitably experienced and qualified and understand their defined roles. This allows them to carry out their duties effectively.

The size of the administrative function is suitable for the day-to-day running of the provision.

The administrative support available to management is clearly defined and understood and is effective.

The majority of appropriate policies and procedures are provided in the staff and learner handbooks.

2.4 However, some key policies are omitted from the handbooks and staff are not aware of the existence of some policies. The policies are not systematically reviewed for relevance. Consequently, staff and learners are not fully informed.

Data collection systems are sufficient and allow for the relevant collection and storage of staff and learner information. This meets institutional needs effectively.

### 3. The institution employs appropriate staff

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The staff recruitment policy clearly identifies the appropriate process to ensure consistency in staff recruitment. Although there is a stable pool of staff, if new staff are needed, advertisements are placed in the local press. A panel interview takes place, and teaching staff are required to teach a session before appointment to ensure they are suitable. This supports the recruitment of appropriate staff.

An independent agency verifies qualifications before employment. Experience is verified through TAG staff following up references. As a result of the processes and procedures followed, staff are appropriately matched to the specified job.

Performance appraisals are conducted twice a year when goals are set and reviewed. This effectively supports staff development.

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

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The website is easy to navigate and offers appropriate and accurate information about the Institution and its services.

Information on the courses is detailed and up to date. As a result, prospective learners are able to make informed choices about their course.

<b>5.</b>	<b>The institution takes reasonable care to recruit and enrol suitable learners for its courses</b>	
5.1	Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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.	<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**

Entry requirements are set out clearly in the course information so prospective learners are well informed about whether they are eligible to follow the programme.

A formal application process is in place to ensure learners are suitable for the course. The Institution checks on learners' reasons for wanting to do the course. The West African Examination Council verifies qualifications for learners from West African countries. Staff at TAG have access to Advanced Level (A-Level) and International Baccalaureate databases to check related qualifications. Consequently, learners are well-matched to their course.

Learners are briefed in detail on the course either in a face-to-face interview or through e-mail. Enquiries are responded to within five working days. These measures are effective in supporting learners at the application stage.

TAG has agents in various Francophone African countries, with whom they have constant communication, and who they visit from time to time. New contracts are currently being put in place for the agents. These include targets which, if not met, will result in the contract not being renewed. As a result, the agents suitably meet the requirements of TAG.

The entry qualifications required for the foundation course are success in final year school examinations, which is the same as for entry to a Ghanaian university. In addition, applicants from Francophone Africa have a special interview to determine their level of understanding of the English language to allow them to follow the courses which are delivered in English.

Applicants' school examination results show their overall aptitude and, if this is not appropriate, a special course is on offer prior to the commencement of the foundation course to support the learners in meeting the required standard. They are then required to have a score of 5.5 in the International English Language Testing System (IELTS) examination. In these ways, the initial assessment effectively determines a learner's capability to complete the foundation course successfully.

<b>6.</b>	<b>There is an appropriate policy on learner attendance and effective procedures and systems to enforce it</b>	
6.1	There is an appropriate, clear and published policy on learner attendance and punctuality.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No
6.3	Learner absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

A clear policy on attendance and punctuality is made known to learners in the learner handbook and during orientation. The policy requires a minimum of 70 per cent attendance. However, attendance is very high at 93 percent.

A new online system for recording attendance and punctuality was introduced last year and allows for an easy analysis of attendance levels by the staff.

A system of colour coding, which triggers a colour change when attendance falls below a given level, is effective in keeping staff up to date with attendance levels. Any absence is followed up promptly and action is taken to support the student to ensure appropriate attendance. The effective procedures support the high attendance rates.

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

- |     |  |   |  |
|-----|--|---|--|
| 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 type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No                             |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No                             |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the learner body.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There is a survey to obtain feedback from both learners and staff. The staff survey is appropriately wide ranging and is completed by the vast majority of staff.

7.1 The online mechanism in place is not effective in gaining feedback from learners. A very small minority complete the survey. The survey does not cover all aspects of the provision.

7.2 The feedback from the learner satisfaction survey is not collated or analysed.

Data from the staff satisfaction survey is collated and appropriate action is taken as a result. Managers from different departments review the limited feedback that is available from learners. Action is taken if necessary to support improvement.

7.4 A system for reporting the Institution's response to the learner body is not in place. This reduces opportunities for effective communication and for promoting confidence in the feedback system.

The Quality Assurance (QA) Manager is not involved in these processes. The lack of involvement of the QA Manager, as well as the inconsistencies in the approach to gaining feedback, contribute to inadequate processes and outputs regarding feedback.

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

- |     |   |                              |  |
|-----|---|------------------------------|--|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.   | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> 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 type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management.  | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

8.1 Consistent and effective monitoring and reviewing of all aspects of the Institution's performance does not take place.

8.2 Reports are not compiled annually to present results of reviews and no formal action planning is in place to monitor the effectiveness of elements of the provision such as learner satisfaction levels, learners' achievement and examination results.

Action points are noted as a result of staff meetings.

8.3 Action planning, as part of a process to review and improve the Institution's performance, is not implemented, so reducing the opportunities to raise standards.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of tutors to classes provides for a consistent learning experience.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Academic managers are suitably qualified and effective in ensuring that courses are delivered to meet the learners' needs.

The premises are shared with the staff running the LU undergraduate programmes. Effective arrangements, which utilise specialist systems for managing classrooms and timetabling, are in place to ensure efficiency.

There are sufficient tutors available to cover absences and consequently very few classes are cancelled or rescheduled. All tutors are subject specialists, so learners have a consistent experience in terms of levels of knowledge gained. Peer observations support a sharing of teaching techniques to help with consistency of approach.

The acquisition and allocation of resources is undertaken through the tutors' annual appraisal process. Tutors are able to request specific or specialist academic resources. Consumable items are available on demand and tutors confirm they consider they have more than sufficient resources to support their lessons and curriculum planning. The process in place is effective in ensuring adequate academic resources.

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

- |      |   |   |   |
|------|---|---|---|
| 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |



10.4	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.6	The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Course design is undertaken closely with LU to ensure the programme continues to support learner progression. Staff from LU monitor the programme regularly to ensure its suitability. The vast majority of learners progress to the LU undergraduate programmes.

Lessons and assessments are clearly linked to the curriculum. The course programme is shared with learners. The curriculum is designed to meet the programme requirements.

Formative assessment is undertaken as tests and quizzes and successfully supports tutors to identify areas for reinforcement or consolidation. Feedback is suitable and states what learners have to do to improve.

Learners are encouraged and supported to develop a good range of independent learning skills including academic writing and presentation skills, examination preparation and revision and independent research and evaluation techniques. These measures support effective learning and enable learners to succeed.

Revision periods, tests and examinations are scheduled as part of the programme and made known to learners at the start of the course in the learner handbook. In this way everyone is well informed.

The programmes support learners to develop academic skills and teaching methods are effective in supporting individual and collective learner needs. Tutors know their learners very well and as a result, class delivery is highly effective in meeting learner needs.

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

11.1	Tutors are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.4	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Tutors are well qualified and experienced and consequently they are able to deliver lessons that support successful learning.

Tutors demonstrate high levels of subject knowledge and appropriate teaching skills. This gives rise to high progression rates onto the UG programmes.

All teaching staff have two appraisals a year, at which time development goals are set. Informal peer class observations are undertaken.

11.3 Appraisals do not include formal classroom observation, so reducing opportunities for improvement in the standard of teaching and learning.

Tutors identify their training needs as part of the appraisal process. Tutors review and evaluate the impact of their training and outline their training requirements for the following year, so promoting effective development.

Lessons are delivered using a good range of teaching styles and methods, which target individual and collective learning needs. Teachers check learning well through asking questions and actively involving learners. These methods successfully support learner engagement and progress.

**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**

Appropriate materials are provided to learners and tutors to support effective teaching and 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Learners are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	
13.7	Learners have appropriate access outside class time to tutors for academic support.	<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**

All courses are well planned and are effectively communicated in the learner handbook. Learners therefore clearly understand what they will cover in their classes.

An excellent system for tracking learner progress allows for the early identification of learners who are at risk of not meeting the required grades to progress to the next level. Prompt action is taken to support these learners.

Feedback on tests and examinations indicates to learners how their progress relates to the targeted level of achievement, so supporting their understanding.

There is a clear policy for what constitutes cheating and/or academic misdemeanours. The penalties are clear and this information is shared with learners at orientation and in the learner handbook.

The early identification of learners who are not making sufficient progress allows tutors and specialist welfare staff to offer advice to ensure these learners are moved to another more appropriate programme.

Oral feedback is given in lessons and written feedback is provided individually to learners via the online learning platform. This constructive feedback ensures that learners know what they are doing well and what they need to do to improve.

Tutors are available after class and an appointment can be made with them if required. In these ways, learners are well supported to successfully achieve good results.

**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.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.3 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <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**

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.                             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <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**

All the courses have clear statements for the level, as well as the pass criteria, so accurate judgements can be made concerning pass levels.

There is a specified pass rate for learners wishing to progress to the UG programmes. Those who pass are accepted onto the relevant LU Ghana and UK undergraduate programmes.

All the programmes are moderated by LU to ensure they are of the required standard.

- 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**

There is a clear policy on the requirements for administering the internal examinations that is communicated to tutors, learners and invigilators.

16.2 There are no procedures for learners to appeal against their marks, so reducing the effectiveness of assessment procedures.

**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 an 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**

A highly supportive team is in place to assist learners in making choices concerning their undergraduate study options. As a result, the vast majority of learners progress to the undergraduate programmes at LU Ghana, or in a minority of cases, at LU UK.

A wide range of supportive resources available on the LU website effectively support learners to make informed choices about career or study pathways. As a result, learners are well supported in making their choices for the future.

**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
- 18.6 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.  Yes  No

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

**Comments**

The Provost is the designated member of staff for learner welfare. He, as well as other staff members, are able to provide helpful advice. Counselling is also available through the Institution's counsellor.

A wide range of information is sent to learners prior to their arrival, including travel information and statutory documentation requirements, accommodation options and TAG contact details.

The comprehensive and informative orientation programme provides a great deal of information, including how to keep safe and well in Accra.

All learners are given an emergency contact number prior to their arrival and it is reiterated during orientation.

Policies and procedures to monitor and manage discrimination or abusive behaviour are discussed during orientation and detailed in the learner handbook.

A clear policy statement regarding the prevention of abuse and to support the wellbeing of those under 18 years old is in place. The guidelines outlined are transparent and well considered and specify accountability and procedural requirements. Consequently, the safety of those under 18 is ensured.

As a result of these measures, learners are extremely well supported.

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

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international learners continues to be available throughout the course of study.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met  NA

### Comments

Learners receive a good range of helpful and informative advice and guidance prior to travelling to, and arriving in, Ghana.

Orientation provides learners with an excellent overview of the local area, and information about what to do if they need help or support. As a result, learners settle quickly into their studies.

Information and advice continue to be available throughout the course, so ensuring the needs of international learners are met well.

As the vast majority of learners are from West Africa, there is a high level of cultural and religious mutual understanding. Staff members who speak French have been appointed to further support the Francophone African learners. These high levels of support add value to the learners' time at TAG.

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

- |      |   |   |  |
|------|---|---|--|
| 20.1 | Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 20.3 | Learners are advised of BAC's complaints procedure.   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Learners are enrolled under fair and transparent Terms and Conditions, which are specified on the application form and in the learner handbook.

There is an appropriate complaints procedure.

20.2 However, it is not widely disseminated and is not included in the learner handbook. As a result, many learners are unaware of its existence.

20.3 Learners are not advised of BAC's complaints procedure.

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

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

**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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
22.4	Appropriate advice and support is given to both hosts and learners before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The social programme is responsive to the needs and wishes of learners.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	<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**

A programme of activities for foundation and UG learners is in place and is made known to the learners.

23.2 The social programme is based on the needs and wishes of the undergraduate students rather than on those of the learners on the Foundation programmes. Consequently, it is not well attended by those learners.

Learners are given a great deal of information on activities in the local area during orientation and a great many of these are free or low cost. This information is shared at the start of the programme and at the beginning of each term to try and engage the learners in these local activities.

All activities are well organised and are led by a member of staff. Appropriate risk assessments are used by the activity leader to mitigate the risk of accidents or injury.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<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 signed a ten-year lease on its premises in October 2018, giving it security of tenure.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

25.4	General guidance on health and safety is made available to learners, staff and visitors.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
25.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate temperature control 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

#### Comments

Security staff operate on each of the two floors of the premises, so keeping the premises safe.

The Premises are well maintained and decorated to a suitable standard. Therefore, they provide a comfortable working and learning environment.

Guidance on health and safety is available to staff and learners.

25.4 Visitors are not routinely provided with any appropriate guidance on what to do in the event of an emergency.

A small number of noticeboards are available, but not generally used. Opportunities are therefore missed to clearly signpost different aspects of the provision.

The premises provide sufficient circulation space for staff and learners.

Toilet facilities are appropriate and levels of ventilation are adequate.

At the weekends, the ventilation system in the library is not used, so reducing learners' comfort when using the library.

#### 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="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Training rooms and/or 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="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

#### Comments

Classrooms are large with sufficient space for learners. They are well equipped with overhead projectors.

Classrooms are appropriate for conducting assessments. Overall, the classrooms provide suitable space for the effective delivery of classes.

#### 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
27.4	Learners and staff have access to storage for personal possessions where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	
27.6	Administrative offices are adequate in size and resources 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

The library is available for use by learners.

27.1 A large number of computers in the computer laboratory do not operate at a level that allows learners to undertake necessary work. This does not promote effective private study.

Teaching staff have their own departmental rooms, where they are able to prepare lessons and mark work.

Learners have a rooftop area where they can relax and eat. Staff make use of a kitchen. Consequently, both staff and learners have access to adequate spaces for relaxation.

Rooms are available for private or staff meetings providing good facilities for staff.

Administrative staff are based in rooms in their different teams to allow for the effective administration of the Institution.

### 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

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's Strengths

Systems for verifying learner qualifications and experience to ensure the learner is appropriate for the course.	
Sound briefing of learners on the nature and requirements of the course for which they apply so they have a full understanding of the course.	
Very high learner attendance rates, supporting successful learning.	
Actions Required	Priority H/M/L
1.1 The organisation chart must be sufficiently detailed to support a clear understanding of the structure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.4 All policies must be communicated to staff and learners to support a shared understanding and they must be regularly reviewed for relevance.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.1 The system for obtaining learner feedback must be reviewed so that it is effective in terms of the level of response and the aspects of the provision that it measures.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.2 Feedback must be recorded and analysed systematically in order to gain a full understanding of learners' views.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 A mechanism must be devised to report to the learners on the response made to their feedback to demonstrate quality improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.1 A system for monitoring and reviewing all aspects of the Institution's performance must be devised to drive up standards.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 8.3 The Institution must use the full range of information available on its performance to produce an annual report and appropriate action plans.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

A well-designed curriculum, that successfully meets learners' needs.	
High learner achievement levels, allowing progression onto their chosen course.	
Tutors who are very knowledgeable, so supporting the quality of class delivery.	
Actions Required	Priority H/M/L
11.3 Lesson observations must be carried out systematically and incorporated into the tutors' appraisal to further support improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
16.2 A procedure for learners to appeal against their marks must be devised and made known so that an appeal can be made, if necessary.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### LEARNER WELFARE

#### Institution's Strengths

Excellent advice offered to learners prior to arrival to ensure they settle quickly into their new environment.	
Effective consideration of learners' cultural and religious backgrounds, so meeting individual needs.	
High levels of support and counselling offered to learners to ensure their well-being.	

Actions Required	Priority H/M/L
20.2 Learners must be informed of a fair complaints policy in writing at the start of the course, so they are clear on the procedure to follow if necessary.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
20.3 Learners must be advised of BAC's complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
23.2 The social programme must be responsive to the needs and wishes of the foundation students to support their attendance and enrich their experience.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES AND FACILITIES

### Institution's Strengths

The spacious, modern premises provide a comfortable working and studying environment.

Actions Required	Priority H/M/L
25.4 Guidance on health and safety must be made routinely available to visitors.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.1 Facilities and resources in the library and computer laboratory must be maintained to suitable levels to effectively support private study.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution should review the role of the QA Manager and associated responsibilities to promote effective quality assurance procedures.

It is recommended that the complaints procedure is included in the staff and learner handbooks to assist with its effective dissemination.

The Institution should consider how to better integrate foundation students into the social programme.

The Institution is recommended to make better use of the noticeboards so that different aspects of the provision are more clearly communicated to the learners.

At the weekends, the ventilation system in the library should be used so that learners are comfortable when using the library.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

In a recent emergency evacuation, a report details that the alarm did not sound in the washrooms nor on the roof where learners eat. The report states that learners would not leave the rooms they were in as they did not understand the importance of the evacuation. Consequently, health and safety procedures are insufficient and do not provide sufficient safeguards for learners.

There is inadequate signage for emergency exits. This was highlighted in the recent emergency evacuation report when staff and learners did not know how to leave the building.