



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

END OF PROBATION REVIEW (Independent Higher Education)

INSTITUTION: Unicaf University

ADDRESS: Unicaf Building
Old International Airport
7130 Larnaca
Cyprus

HEAD OF INSTITUTION: Dr Nicos Nicolaou

ACCREDITATION STATUS: Probation Accreditation

DATE OF INSPECTION: 16 December 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Full accreditation, February 2021

PART A – INTRODUCTION

1. Background to the institution

Unicaf University (the Institution) is a privately owned, independent university offering Bachelor's, Master's and Doctorate degrees through online and blended learning. The Institution has teaching campuses in Malawi and Zambia. It also has learning centres in Egypt, Ghana, Kenya, Uganda, Morocco, Nigeria and South Africa. These centres offer enrolment advice as well as access to computer laboratories, the internet and other student services. A further campus is being developed in Uganda. A new university licence has been awarded in Zimbabwe to support online and blended learning developments for 2021. The various campuses form part of the Unicaf University Federal (UUF) structure. The UUF's administrative office is based in Cyprus. British Accreditation Council (BAC) accreditation applies to the teaching provision in Malawi and Zambia only.

The vision of Unicaf University is to become a lead provider of higher education, combining e-learning with face-to-face instruction, and to contribute to relevant scientific research that serves the interests of local countries and communities across sub-Saharan Africa. The Institution aims to contribute to the educational and sustainable economic development of communities through the provision of accessible, internationally recognised education programmes that focus on the development of professional and digital skills. Programmes are made accessible and affordable to low-income groups through a scholarship scheme.

Oversight of standards and the administrative functions of the Institution lies with UUF. The staff at the UUF administrative office include academic programme development teams, finance and administration departments, online library management staff, and student support and welfare services.

The Chief Executive Officer (CEO) of the Institution is based in Cyprus, and is supported by the heads of the academic, support and finance departments, and the Vice-Chancellor of UUF. The CEO reports to the Unicaf Board of Directors. The Senate is the senior academic body and the University Council has oversight of administration and budgets across all centres. Governance and management are clearly articulated within the organisation's structure and committees' terms of reference. The Malawi and Zambia campuses each have their own Vice-Chancellors, who operate in line with their local regulatory authority requirements.

Two new Pro-Vice-Chancellors have recently been recruited to UUF and a new research centre has been established in Zambia.

2. Brief description of the current provision

All Unicaf University programmes are offered online, with a blended learning option available for students enrolled on registered or accredited programmes from Unicaf University in Malawi and Unicaf University in Zambia. The blended learning option includes face-to-face tutorials and subject-based classes to support students' understanding of the module content.

In Malawi, seven undergraduate programmes are offered. These are a Bachelor of Arts (BA) in Business Administration, BA in Hospitality Management, BA in Economics and Business, and a Bachelor of Science (BSc) in Computer Science, BSc in Supply Chain Management and Logistics, BSc in Accounting and BSc in Finance. The postgraduate provision includes Master's degrees in Business Administration with seven specialisation streams. These streams are General, Management Information Systems, Oil, Gas and Energy Management, Management, Health Management, Finance, and Marketing. The provision also includes Master's degrees in Education, Organisational Psychology, and Public Administration. Doctor of Business Administration (DBA), Doctor of Education (EdD) and Doctor of Philosophy (PhD) programmes are also offered. PhD study is available in Marketing Management, Information Technology (IT), Education, Business Administration, and Accounting and Finance.

Unicaf University in Zambia offers Bachelor's degrees in Accounting and Finance, Hospitality Management, English Language and Literature, Law, and Business Administration. Postgraduate Master's programmes are offered in a wide range of subject areas including Business Administration, Business Administration in

Management, Business Administration in Finance, Business Administration in Oil, Gas and Energy Management, Business Administration in Health Management, Business Administration in Management Information Systems, Law, Managerial Psychology, Public Administration, Healthcare Management, Education, Educational Leadership and Management, English Language and Literature, and Web Design and Development. Three Doctoral degrees are offered in Philosophy (PhD), Business Administration (DBA), and Education (EdD).

At the time of the inspection, 10,481 students were enrolled, with 3,138 studying at Unicaf University in Malawi and 7,343 registered with Unicaf University in Zambia. The majority of students are enrolled on postgraduate programmes. The majority of students are male, and students are drawn from a wide range of countries, including Nigeria, Zambia, Malawi, Kenya, Ghana, Jamaica, Botswana, South Africa and Egypt. Students from Europe, Asia, the Caribbean and South America are also represented. No students under 18 years old are accepted.

Students are enrolled on a continuous basis for all provision, and the large majority of students are in employment. The entry requirements for all programmes are published on the Institution's website and are included in programme descriptors, along with the English language requirements for both undergraduate and postgraduate provision.

3. Inspection process

The inspection was conducted remotely over one day by one inspector. Meetings were held with senior managers, academic staff, students, and administrative and student services staff. A demonstration of the virtual learning environment (VLE) was provided. Virtual tours of the offices in Cyprus and the campuses in Malawi and Zambia were provided and a meeting was held to discuss facilities and health and safety. A range of documentation was scrutinised. The Institution co-operated very positively with the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	7, 9 & 11 October 2019
Mid-way Probation Review	3 September 2020
Supplementary	3 September 2020

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

A Pro-Vice-Chancellor International and a Pro-Vice-Chancellor for Academic Innovation have been appointed to UUF to support the development of UUF's pan-African provision. A Deputy Vice-Chancellor has been appointed to the senior management team in Zambia. A Dean of Academics and an Assistant Registrar have also been appointed.

A registered Research Centre has been established in Unicaf University in Zambia. The centre is approved by the Republic of Zambia's National Science and Technology Council.

2. Response to action points in last report

There were no action points identified in the last inspection report.

3. Response to recommended areas for improvement in last report

It is recommended that the federal committee diagram is supported by information about the terms of reference of individual committees to enhance the transparency of the decision-making processes.

The federal committee structure includes a diagram of committees supported by clear summaries of each key committee's terms of reference. This enhances the transparency of responsibilities for all stakeholders.

It is recommended that the outcomes of performance review and appraisal systems are shared and used to inform professional development themes, as well as individual needs.

A central electronic performance review and appraisal system will be introduced across all Unicaf University campuses, study centres and offices. The Human Resources (HR) department will be responsible for using the outcomes of appraisals and reviews to inform wider professional development themes and to monitor the training delivered to meet individual needs.

The Institution should continue to develop systems for sharing research outcomes, including research forums to promote a research culture and collaborative initiatives.

Information about online research training, seminars and conferences is available to all staff, along with details of broader research opportunities that are both internally and externally funded. The establishment of the Research Centre in Zambia offers enhanced opportunities for Unicaf University staff to participate in collaborative research projects, including with other universities. Staff are encouraged to share their research through the Unicaf webinar lecture series. Additional opportunities for publishing papers are to be provided through a Unicaf online journal. The development of these new systems serves to promote a research culture across the Institution.

The Institution should continue to develop the online library platform to support broader access to material and resources from all modules for all students.

The enhanced online library platform is under development with the aim of all resources being made available to all students, and to expand and enhance the range of resources for all levels of study. The enhanced system will aim to ensure that all module resources remain accessible to students throughout their programme of study.

It is recommended that information on the dangers of radicalisation and extremism be developed and included in student material to raise awareness of the risks.

A clear message to students on the risks associated with radicalisation and extremism has been produced by the Institution and sent to students by e-mail. Students confirmed that the information is clear and inspection findings support this view. Information on radicalisation and extremism is also being incorporated into the induction programme and will raise students' awareness of the risks effectively.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has a clearly documented organisational structure that includes the roles and responsibilities of senior staff and a transparent committee structure, supported by a summary of committee remits. This is made available to all stakeholders through the website. Appropriate job descriptions are provided for all staff.

The Senate is the senior body within the Institution, with oversight of academic matters. It receives regular reports from the Teaching and Learning Committee (TLC), the Unicaf Teaching Approval Committee (UTAC), and the Research Degree and Research Ethics Committees. The committee structure effectively supports the academic integrity of all provision.

The links between governance and management are clearly articulated through both the organisational chart and the remits of committees. Annual performance reports are submitted to the University Council and the Board of Directors by senior management, ensuring effective oversight of the Institution.

Consultation with internal and external stakeholders, including country-based advisory boards, professional bodies and regional skills audits, appropriately inform the review and development of policies and procedures. The consultation process ensures that policies comply with regional regulatory authority requirements.

Clear and effective risk management procedures have been developed. Senior managers review risks and evaluate responses on an ongoing basis and provide regular updates to the University Council and the Board of Directors. Required actions identified by senior management are reviewed and ratified by the Board of Directors. The proactive and responsive management of internal and external risk factors represents good practice.

All relationships with regulatory authorities and partner universities are formally documented. The documentation clearly articulates responsibilities for programme management, development and delivery.

Channels of communication across all levels of the Institution are clear. Minutes of meetings are shared between committees, and the Board of Directors receives updates on key developments through management team reports. Staff and students receive information through newsletters and updates on the Institution communication systems. External stakeholders are informed of events and developments through announcements on the website and news bulletins.

A clear institutional five-year strategy has been developed and approved by senior committees and the Board of Directors, and a summary of key strategic aims is published on the website. The strategy is informed by the views of all stakeholders, including students, staff and country-based advisory boards, to ensure that objectives are informed by national and international priorities.

Regular and effective institutional performance reviews are conducted, informed by outcomes from programme-, departmental and faculty-level performance evaluations. The Institution ensures that

performance is appropriately measured against clear key indicators linked to strategic targets agreed by the Board of Directors.

Financial management responsibilities are clearly defined, with the Chief Finance Officer having oversight of income and expenditure. All major budgets are approved by the University Council and the Board of Directors. Annual accounts are externally audited and reports sent to the Board of Directors.

The governance, strategic and financial management responsibilities are clearly articulated and robust, and effectively support the effective management of the Institution.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The clearly documented management responsibilities and committee structure are made available to all stakeholders on the website. All postholders have detailed job descriptions that clearly show reporting lines.

The outcomes of all committee meetings are appropriately minuted and actions followed up at subsequent meetings. The committee structure supports the decision-making process of the Institution effectively, and links between the committees are clearly defined.

All information provided internally and externally to stakeholders is regularly checked and updated. Whenever new or updated information on programmes, policies or procedures is produced, the documentation is reviewed at departmental and faculty level before being approved by the senior management and made available on the website or through the Institution's communication systems. The frequency of checks ensures that information remains accurate and fit for purpose.

The administrative support available centrally and on campus supports the management of the Institution effectively. The administrative structure, including student admissions, enrolment, student services and management of staff and student records, is clearly set out in the organisational chart and understood by staff and students.

The quality assurance department ensures that all policies and procedures concerning teaching and learning, including updates, are uploaded and accessible through a central document repository and made available to staff. Staff are alerted to updates and additions via e-mail.

Timetabling of provision is effectively coordinated centrally by the scheduling team in Cyprus for both online and blended learning. The scheduling team communicates with campus staff in Malawi and Zambia to ensure that timetables fit with the availability of tutors, and that rooms of an appropriate size are allocated.

Data collection and management information systems are robust and secure and supported by detailed policies and procedures. Data collected is processed and stored centrally and used to inform programme, departmental, faculty and management reports. Student and staff records are updated regularly and securely stored centrally.

The systems for the administration of assessments are effectively managed by the quality assurance team, which works with faculty staff to co-ordinate the scheduling of assessments. The quality assurance department is responsible for the co-ordination of marking and moderation of assessments. Assessed work is internally moderated to ensure that grades are supported by appropriate feedback, and external assessors are employed to examine dissertations at the doctoral level.

Students are able to access their marked assessments through the VLE, normally within two weeks of submission, in line with the assessment policy. Students may also request a transcript of all their grades.

The policy on the collection and refund of students' fees is clear. Fees and payment information is clearly set out on the website and accessible to all stakeholders.

The Institution has clear and effective policies and procedures for the recruitment of suitably qualified and experienced staff. Qualifications and references are checked prior to any offer of employment, and criminal record checks with appropriate regional authorities are carried out to ensure student safety.

The management of staff is conducted in accordance with the Institution's equality and diversity policy, available through the HR department or the Institution's communication systems, along with a clear complaints and appeals procedure.

Currently, a paper-based appraisal procedure, which includes teaching observations for academic staff, is managed on each site. Individual development needs are identified and training or support provided as appropriate. An electronic appraisal system is being introduced and will be managed by the HR department. This will allow centralised oversight of performance outcomes and will facilitate the identification of broader professional development needs to inform the staff development programme.

Clear and appropriate procedures are in place for the development and validation of new programmes in line with the Institution's aim of enabling students to develop professional skills. A range of stakeholders are consulted as part of the programme development process, including country-based advisory boards, professional bodies and external academics, and informed by the outcomes of national skills audits. Programmes are subject to approval and accreditation by local Higher Education regional authorities. The extensive use of stakeholder information and consultation ensures that programmes meet local skills development needs and represents good practice. However, at present, Unicaf University does not support students to undertake internships and work-based learning to develop their professional skills.

Appropriate programme descriptors that include learning outcomes are published on the website and accessible to all stakeholders. More detailed module information is available to staff and students through the VLE, including details of assessment strategies and grading schemes.

All modules are subject to regular review to ensure that they remain current and fit for purpose. On completion of a full cycle of delivery, every programme is formally reviewed in accordance with the prescribed procedures in the relevant jurisdiction. These can include conversations with stakeholders such as teaching staff, industry professionals, external academics and students, and any meetings are formally recorded. Clear procedures are in place for the commissioning of course materials and the acquisition of academic resources.

Students provide regular, formal feedback through end-of-module surveys, as well as informal feedback through their student union and through tutors. Feedback informs module reviews and programme development, and supports student-centred learning effectively.

Policies and procedures for the recruitment of students are clear and appropriate. Entry requirements are documented as part of programme descriptors on the website, along with the English language proficiency requirements. Students complete a formal appropriate application process. Students confirm that the support provided by student advisors and enrolment advisors is friendly and professional and informs their programme choices effectively, and supports the completion of applications. Inspection findings confirm this. The pre-enrolment advice and support provided to students represent good practice.

The Institution has a clear policy for the accreditation of academic prior learning, which is available to prospective students. The policy also includes prior experiential learning, which may be needed for study at postgraduate level.

Clear information is provided to recruitment agents on programme requirements. Recruitment agents are monitored by the central admissions staff. All applications are made through the online applications system, with applicants supported by Unicaf University enrolment advisors.

Information produced on the Institution's provision, premises and facilities is clear and accurate. Programme descriptors offer concise and accurate information on the content, assessment strategies, level of programme and awarding body. All fees are clearly set out on the website. All information is regularly reviewed and updated to reflect the outcomes of programme reviews and developments.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

All lecturers are appropriately qualified and experienced. All allocation of staff is approved by the University Teaching Approvals Committee, which reviews prior qualifications and sector expertise. All lecturers' performance is monitored through teaching observations and analysis of student feedback for each module to ensure that standards are maintained.

Students are made aware of assessment schedules and requirements in the module descriptors. A variety of formative and summative assessments are appropriately used to support students in developing their knowledge and understanding, and teaching is structured to meet the intended learning outcomes. Students are encouraged to take part in group discussions and group work online, and receive formative feedback to support their learning needs effectively.

Staff are trained in recognising and supporting students with learning difficulties or disabilities and to refer them for additional support as appropriate. All students are required to engage with assessments, which develop their independent learning skills. Access to a wide range of study materials and resources is provided through the VLE and the online library.

Schemes of work ensure that teaching covers learning outcomes. Assessment strategies are aligned to the intended learning outcomes and measure student achievement effectively. Clear assessment briefs and grading criteria help students to understand what is required for each level of achievement.

Effective guidance on providing students with good-quality feedback is available to staff. Feedback and grading decisions are checked as part of the internal moderation process at programme level. However, no standardisation of marking across the provision is undertaken to further confirm the consistency of marking within and across programmes. Students confirm that the feedback they receive is clear and constructive, and inspection findings confirm this. Tutors and programme teams monitor student performance and records are kept by the quality assurance team as well as the Office of the Registrar, which ensures that all progress is effectively monitored.

Students are made aware of the clear anti-plagiarism policy as part of their induction, along with policies and procedures for mitigating circumstances and appeals against marks awarded. All assessments are submitted through online software to assure the originality of work.

Course materials are centrally designed by programme teams to ensure that they are of an appropriate level for each module and made available to students on the VLE. All modules are supported by clear and appropriate reading lists that are regularly updated as part of module reviews. Formative tasks, activities and course materials support students effectively in achieving the learning outcomes.

Teaching, learning and assessment are managed effectively by well-qualified and experienced staff who support student learning with a range of learning materials, teaching activities and clear assessments and feedback.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Students have access to a good range of pastoral and welfare support, including counselling, through the online student services support staff. The comprehensive online induction modules, which students must complete successfully before they can access programme modules, develop students' digital literacy skills effectively and their confidence to undertake online learning.

The students studying through Unicaf University in Malawi and Unicaf University in Zambia are provided with contact numbers for country-based staff. Students confirmed that the University staff respond promptly to all messages.

Clear policies are in place to address issues of discrimination and abusive behaviour and students are made aware of the penalties for breaching the student code of conduct.

Staff are provided with guidance on the risks associated with radicalisation and extremism and are also provided with links to additional information. A letter alerting students to the risks has also been introduced and sent out to all students via e-mail, and the induction module is being revised to include information on radicalisation and extremism. However, no specific risk assessments are conducted.

Students are provided with contact details for all their tutors, who can be contacted outside teaching sessions for additional support. Student advisors are available to offer advice and guidance to students on alternative programmes or modes of study. Advisors and staff with professional-sector knowledge and experience are available to provide careers guidance and advice on further studies.

A clear and appropriate complaints procedure is available on the VLE to students. A central register of complaints is compiled and reviewed by senior management. Students are also provided with access to the BAC complaints procedure.

Clear and detailed study guidance is provided through the comprehensive student induction module, and staff are trained in providing additional support to students with identified learning difficulties or disabilities.

A clear guide for international students to study in Malawi or Zambia is available on the website, which includes useful information about living costs and local facilities. For international students studying through blended learning, a campus orientation programme is provided. As most learning is online, students can study flexibly to allow for prayer time or other cultural considerations. Where appropriate, students are provided with access to speakers of their first language through the international support staff.

Attendance is effectively recorded and monitored by tutors and administrative staff, and students are made aware of the attendance requirements as part of induction. Attendance data is centrally stored, and where low attendance is identified, the information is passed to academic managers, who follow this up with the students concerned.

Clear information about social events, sports activities, open lectures and broader leisure activities is provided to students through the VLE or by e-mail. Students are also able to suggest or organise their own activities and use the online platform to alert fellow students. The social activities are appropriately supervised. Students are encouraged to make use of online forums and social-media platforms to enable peers to engage in discussions and relevant activities.

The pastoral, welfare and academic support policies and procedures of the Institution are clear and appropriate and ensure that students receive timely advice and guidance.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Unicaf University has appropriate lease agreements on all its premises, including the UUF administrative office in Cyprus, and the campus premises in Malawi and Zambia. The leases comply with local regulatory and statutory requirements and are approved for educational use. No additional external premises are required.

Access to all premises is controlled by security, and visitors are logged in by reception staff. All premises are well maintained and cleaned daily.

Health and safety notices are clearly displayed in circulation areas and classrooms, and students and staff are made aware of health and safety regulations as part of induction. The signage and notices displayed provide clear information to visitors, staff and students.

All premises provide sufficient circulation space for staff and students and include refreshment facilities.

Sufficient toilets and handwashing facilities are provided for the number of staff and students and are kept clean. All areas are well lit and ventilated.

Classrooms and study areas for students studying through blended learning are spacious and appropriate to the class sizes. Students have access to areas for group work on both the Malawi and Zambia campuses. All staff, including part-time lecturers, have access to sufficient office space, and staff working in the UUF administrative office have comfortable offices.

Both the Malawi and Zambia campuses and the UUF administrative office in Cyprus provide staff and students with suitable space to relax, and access to café facilities is provided on all sites. Staff rooms and offices provide suitable space for the storage of personal possessions. Students are advised to keep their possessions with them at all times.

Meeting rooms are available for holding larger and smaller meetings in Cyprus, Malawi and Zambia. Online meetings can also be held.

The administration staff on all sites are provided with sufficient office space and access to networked computers for the exchange of information between campuses and the UUF administrative office in Cyprus.

All library resources are provided through the Institution's online library, which houses a wide collection of journals, e-books and other resources and publications. Resources are regularly reviewed and updated based on module and programme reviews and feedback from students. The online library is accessible at all times and provides sufficient resources to support students' independent learning.

The VLE provides students with good access to online learning and resources and supports flexible study effectively. Students are able to engage with formative and summative online assessments and to undertake group work, supported by access to a wide range of module-focused resources.

The IT system is supported and maintained by a VLE development team and IT specialists. The servers are maintained by an external specialist online service provider, who ensures consistent access for staff and students.

The premises provide good-quality teaching and learning spaces.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Feedback is systematically gathered from students through end-of-module surveys and through the student union representatives on each campus. Staff, students and external academic and industry professionals sit on programme review and development committees and local advisory groups, and their feedback appropriately informs the development of existing and new provision.

Elected student unions on each campus meet with senior managers and provide feedback on programmes, resources and other local issues. End-of-module feedback informs programme monitoring and evaluation and the identification of areas for enhancement effectively.

Students and other stakeholders are made aware of actions taken in response to their feedback through a range of appropriate media, including e-mail, newsletters and information placed on the website and the VLE.

Clear quality management policies and procedures are made available to staff and students as part of the comprehensive induction programmes.

The quality assurance department at the UUF administrative office in Cyprus effectively maintains oversight of standards. Regular reports are provided to senior management based on the evaluation of student performance data and linked to key performance and strategic indicators.

Annual monitoring reports are produced at programme-, faculty- and institution level and reviewed by senior managers and committees, including the Senate and the University Council. Minutes of meetings include discussion of institutional performance. Appropriate action plans are compiled to record and monitor areas for further development.

Clear end-of-module surveys are completed by students and the results are centrally collated by the administrative team at the UUF administrative office in Cyprus and shared with senior management. Results of surveys inform end-of-course reports and annual monitoring reports and allow staff at all levels to evaluate the quality of the students' learning experience effectively. Programme and annual monitoring report requirements are well understood and include student retention and achievement data. Year-on-year data tables are evaluated as part of management reports against key performance indicators.

Programmes are regularly reviewed, with full periodic reviews taking place in accordance with the prescribed procedures in the relevant jurisdiction. These can include consultation with relevant stakeholders, including external academics and local industry and sector professionals, to ensure that provision remains fit for purpose.

Senior managers on the Malawi and Zambia campuses work closely with the senior management in Cyprus to consider programme reports and to identify key priorities, which are incorporated into clear regional and federal action plans. Action plans and priority recommendations are discussed at committee meetings and reviewed and approved by the Board of Directors.

Module reports, programme monitoring reports and peer review of teaching are effectively used to identify good practice and areas for enhancement. Good practice is shared through the VLE and, with the identified key areas for improvement, inform the staff development programme. Monitoring reports are reviewed by the Teaching and Learning Committee and senior management, and action plans are developed as appropriate and progress is regularly reviewed.

The Institution has a strong commitment to the quality management and enhancement of its provision, supported by effective policies and ongoing monitoring procedures.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

All academic staff receive mandatory training on the delivery of online learning through the comprehensive tutor orientation course that forms part of their induction. All lecturers are required to pass the tutor orientation course, which includes tests on Unicaf University policies and regulations, and supporting students.

A meeting with the training course co-ordinator takes place prior to new staff being allocated any teaching. The robust tutor orientation course supports new lecturers to develop their knowledge of online delivery effectively, and represents good practice.

Students receive a comprehensive online induction that provides them with information and practical training to support the development of digital literacy skills and the requirements of online study. Students are required to pass the induction module prior to being provided with access to their programme modules. Students are also able to access online support through student services and through online tutorials. Module guides provide clear and effective information on learning outcomes, material to be studied, and the formative and summative assessments to be completed within set timescales.

The well-structured and comprehensive training provided to staff and students effectively supports the development of the online learning provision.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF FINDINGS

FURTHER WORK TO MEET OUTSTANDING ACTIONS

None

High Medium Low

FURTHER WORK TO MEET OUTSTANDING RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the online performance review and appraisal system is fully implemented to enhance the identification of staff development priorities.

The Institution should continue to develop its online library platform to enhance the availability of materials and resources for all students.

ADDITIONAL ACTIONS REQUIRED

The Institution must develop a policy, risk assessment and staff training on the dangers of radicalisation and extremism to ensure that staff and students are protected.

High Medium Low

ADDITIONAL RECOMMENDED AREAS FOR IMPROVEMENT (*to be reviewed at the next inspection*)

The Institution should develop opportunities for internships and work-based learning to enhance the development of students' sector-based knowledge and employability skills.

It is recommended that standardisation of marking is introduced to ensure the consistency of marking across programmes and faculties as part of the quality assurance of academic standards.