



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT (Independent Higher Education)**

**INSTITUTION:** National University, Sudan

**ADDRESS:** NUSU Campus  
Al Mujahdeen  
Khartoum  
Sudan

**HEAD OF INSTITUTION:** Dr Elamin Osman Sidahmed

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 22–23 November 2020

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation, 6 April 2021

## **PART A – INTRODUCTION**

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### **1. Background to the institution**

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The National University, Sudan (NUSU/the Institution) is a private university that operates as a public company registered and monitored by the Khartoum Stock Market. NUSU is approved and accredited by the Ministry of Higher Education in Sudan and runs undergraduate and postgraduate programmes across a range of medical and health-related areas, as well as in Engineering, Business, Accounting and Information Technology (IT). It also delivers doctorate programmes.

The Institution is based on a purpose-built campus in Khartoum, south-east of the city centre. The campus includes a teaching hospital which is called Al Raqi University Hospital and has been in operation since 2019 and is used for training NUSU students.

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

The Institution is led by a President, who reports to a Board of Trustees. The appointment of the President of the Institution is made by the President of Sudan. The NUSU President is supported by a Vice-President, a Secretary of Academic Affairs and a Principal. The Board of Trustees is responsible for the management of the company and does not have a role in the academic management and governance structure.

NUSU was founded as the National College for Medical and Technical Studies in 2005 and gained the status of university in 2013. A new building, principally for engineering, had just been opened, and a plot of land south of Khartoum has been purchased for development of a second campus, which includes Bagair Rural Hospital, which is nearly completed, and a nursing college to serve the rural population.

The Institution has grown significantly in student numbers since initial accreditation and continues to have aspirations for growth.

### **2. Brief description of the current provision**

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At the time of the inspection, 4,821 students were enrolled on programmes covering Medicine, Dentistry, Pharmacy, Physiotherapy, Radiography and Medical Imaging, Medical Laboratory Sciences, Nursing and Midwifery, Administrative Sciences, Computer and Health Informatics, International Relations and Diplomatic Studies, Engineering, and Architecture. Significant developments have been made to deliver blended learning programmes to students, including the recent implementation of a virtual learning environment (VLE). This offers students the opportunity to attend face-to-face classes and to access online learning. The majority of students are learning remotely.

The Institution offers programmes in Anatomy, Medical Laboratory Sciences, Radiography and Medical Science, Hospital Pharmacy and Business Administration. There were 4,211 students on programmes at the time of the inspection. The majority of students are on undergraduate programmes. Four hundred and seventy-five students are enrolled on master's programmes, 41 are enrolled on doctorate programmes and 94 students are enrolled on undergraduate and postgraduate diplomas.

The majority of the students are female and most are over the age of 18 years. There are a small number of students who are under the age of 18, representing a very small minority of the overall student body. A minority of the students are international and come mainly from Africa, including from Yemen, Somalia, Egypt and Nigeria. There are very small numbers from the United Kingdom (UK), United States of America (USA), Saudi Arabia, Denmark, Canada, Kenya and France.

Students are enrolled at the beginning of the academic year in August, with applications made through the Ministry of Higher Education of Sudan. Entry requirements include appropriate levels of prior education and English language attainment.

### **3. Inspection process**

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One inspector conducted the remote inspection over a day and a half. The inspection included a supplementary inspection of the governance and management standards. Meetings were held with the President and Vice-President and other members of the senior leadership team, the Deans of School, the Quality Manager, the Head of Student Affairs, the Administration Manager and the Information Technology Manager. Meetings also took place with a selection of undergraduate and postgraduate students, and with teachers delivering undergraduate and postgraduate programmes. Two observations of teaching and learning were conducted. A range of documentation was scrutinised in advance. A virtual tour of the Institution was provided, enabling effective scrutiny of premises and facilities. The organisation provided all information requested and co-operated extremely well with the inspection process.

### **4. Inspection history**

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| <b>Inspection type</b> | <b>Date</b>        |
|------------------------|--------------------|
| Full Accreditation     | 12-15 October 2015 |
| Interim                | 6 October 2016     |
| Re-accreditation       | 14-17 October 2018 |

## **PART B – JUDGEMENTS AND EVIDENCE**

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*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**

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There has been a change in senior leadership and management. The Institution has a new President and Vice-President. Five new Deans have been appointed. A new dental training clinic has been opened. The Faculty of Administration Science has been approved to award honours degrees rather than general degrees. This was approved by the Ministry of Higher Education, Sudan. A new VLE has been developed and is now available to all students.

A new engineering building has been opened. Land for an additional campus has been purchased for the development of Bagair rural hospital and a nursing college. The new campus will primarily serve the rural community.

### **2. Response to action points in last report**

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*1.5 1.6 NUSU must continue to implement the training and processes for risk management to meet its aims and objectives and to ensure that the Board of Trustees can fully discharge its accountabilities in the area of risk.*

The Institution has fully implemented a comprehensive and effective response to address improvements in risk management. This includes a well-developed risk policy, a risk committee and risk audits that inform a risk register, along with training of all staff. This allows the Board of Trustees to fully discharge its duties in being accountable for all risks, and results in effective risk management.

*5.12 NUSU must introduce consistency, across the Institution, to the internal moderation of pre- and post-assessment to ensure the equality of treatment of students and the consistency of standards.*

The Institution has developed and implemented a comprehensive and effective policy and set of procedures, which include robust processes for the internal moderation of pre- and post-assessment activities across all faculties. Training has been delivered to all staff, and scrutiny of a sample of programme moderation evidence clearly identifies improvements in standardisation and consistency, which will ensure equality of treatment of students.

*12.3 NUSU must develop grade descriptors in all the curricula that clearly demonstrate how grades are awarded in assessed work to enable students to understand what they need to do to achieve a particular grade.*

New, well-developed grade descriptors are available across all programmes. These include clear marking criteria to inform students as to how grades will be awarded. Students report that the use of grade descriptors provides comprehensive information on how to improve their grades and why particular marks have been awarded.

*27.2 NUSU must adopt a relevant and appropriate approach to the quality assurance of academic activities, including the expression of learning outcomes, the appropriateness of assessment tasks and the effectiveness of the marking criteria for the assessment task so that practice is consistent and transparent and fully supports students' learning.*

The Institution has developed and implemented a comprehensive and effective response to the quality assurance of academic activities. This includes an academic course policy setting out clear and effective principles and procedures. Course quality assurance reports are developed against a set of key criteria that includes course learning outcomes, assessment tasks and marking criteria. A course committee scrutinises the evidence and provides feedback. A course co-ordinator ensures that all reports are completed and is responsible for ensuring suggested changes are implemented.

*28.1 NUSU must develop formal mechanisms to ensure the effective dissemination of good practice for the benefit of teaching and learning across the Institution.*

The Institution has developed and implemented an effective good practice policy and a set of procedures. This includes a faculty proforma that formally records and identifies good practice and assesses its validity across a set of criteria. Strategies to disseminate good practice across all programmes have been implemented. Awareness training of what is good practice has been delivered to staff. Good practice is already being shared and will benefit teaching and learning across the Institution.

### **3. Response to recommended areas for improvement in last report**

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

Staff now receive a copy of their appraisal and observation forms, which they sign. Staff are given the opportunity to either agree or disagree with the evidence, supported by professional dialogue with managers. Staff are supported with additional training and support.

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

Additional needs for students with learning difficulties are now transparent and clear within course planning documents. This allows close monitoring at course committee meetings.

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

Training for teaching large groups and supporting student engagement has been included in the teaching and learning training plan, but it has not yet been implemented.

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

All large teaching areas now include two projectors and effectively allow for all students to see slideshow projections clearly. Plans have been made to review whether all students can see the whiteboard.

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

Effective dissemination of appropriate strategic performance indicators is now at course and faculty level. Performance indicators are shared in faculty course review documents and progress is recorded. Staff have now increased their ownership in supporting the strategic plan.

### **4. Compliance with BAC accreditation requirements**

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#### **4.1 Governance, Strategy and Financial Management (supplementary inspection)**

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*The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.*

#### **1. The institution is effectively and responsibly governed**

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution has a clearly defined, documented and well-communicated structure that is understood by all staff. This includes a clear demarcation of the authority and role with regard to the Board of Trustees and senior managers. The Institution has well-developed procedures and processes that support staff in key roles to manage the Institution effectively.

The senior committee structure has clear terms of reference, including decision-making authority on academic matters. Committee members carry out their responsibilities effectively.

There is a clear understanding of the links between governance and management which are appropriately documented and clearly articulated by managers.

Internal stakeholders are effectively involved in policy development and implementation. This is facilitated by committee and faculty structures. A range of appropriate external stakeholders support academic and institutional policy development.

The Institution has a comprehensive and effective risk assessment policy and set of procedures that are regularly reviewed. This includes a risk committee and risk audits that inform a risk register, along with appropriate training of all staff. This allows the Board of Trustees to fully discharge its duties to oversee all risks and results in effective risk management.

The Board of Trustees and managers apply risk assessment procedures effectively and appropriate actions are taken. This has resulted in comprehensive and timely responses to external risks.

Formal, transparent and well-defined relationships with the Ministry of Health and external accreditation bodies are well developed and embedded.

Communication channels are clear, varied and effective between staff at all levels of the organisation.

**2. The institution has a clear and achievable strategy**

|     |   |   |                             |
|-----|---|---|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|-----|---|---|-----------------------------|

|     |   |   |                             |
|-----|---|---|-----------------------------|
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The strategic plan focuses appropriately on the quality of the student experience. The plan is supported by well-developed action plans that are informed by financial costings and are well managed.

The strategic plan is enhanced effectively by contributions from the Board of Trustees, academic and operational management, staff and students, who contribute to the strategic direction of the Institution.

The strategy is effectively communicated to all internal and external stakeholders, resulting in a clear understanding of the mission and vision of the Institution.

A highly effective, regular and systematic review of the Institution's performance is monitored against clear and achievable strategic targets, supported by performance indicators. This results in improvements in the student experience and a continuous drive to meet strategic goals in a timely way.

**3. Financial management is open, honest and effective**

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Robust budgets are developed in partnership with Deans and Heads of Service, and reflect the needs of each department.

Budgets are well monitored, resulting in a clear understanding of the management of resources to deliver and develop programmes effectively and the support structures to meet the needs of students.

Regular, independent external audits are used to ensure appropriate, independent auditing of the accounts.

**4.2 General and Academic Management and Administration (supplementary inspection)**

*The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.*

**4. The institution is effectively managed**

|     |   |   |                             |
|-----|---|---|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.                     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

|     |   |   |                             |
|-----|---|---|-----------------------------|
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.5 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The management structure is clearly identified in the organisational chart, including at faculty and institutional level. The structure is understood by all staff, resulting in good lines of communication.

There are clear, delineated responsibilities and reporting arrangements at all levels that result in the very effective management of programmes of learning at all levels.

There is an appropriate committee structure, including reporting procedures, which enables very effective communication with managers to inform decision-making. Staff feel appropriately involved and engaged in the decision-making process.

Committees have clear terms of reference and meet regularly. Focused actions and decisions are formally recorded in minutes and well communicated.

Internal and external information is monitored at the appropriate level, including responsibility for its accuracy.

**5. The institution is administered effectively**

|      |   |   |                             |
|------|---|---|-----------------------------|
| 5.1  | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2  | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3  | Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4  | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.5  | Data collection and collation systems are well documented, accurate and effectively disseminated.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.6  | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7  | Students' records are sufficient, accurately maintained and up to date.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.8  | Staff records are sufficient, accurately maintained and up to date.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.9  | The institution has a robust security system and policies in place for protecting the data of its students and staff.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.10 | The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.11 | There are secure and efficient procedures for the administration of examinations and other means of assessment.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.12 | There are effective procedures for internal and external moderation at pre- and post-assessment stages.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.13 | The institution makes student records and transcripts available to its students in a timely manner.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.14 | There is a policy on the collection of and refund of students' fees that implemented effectively.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |



This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Administration is effective and sufficient for the size of the organisation. The administrative support is clearly defined and understood.

A wide range of appropriate administrative policies, procedures and systems is well communicated and supports the effective administration of the Institution. Effective class timetabling ensures that appropriate staff are allocated to courses.

Data collection is effective and used well to inform managers and staff.

There are comprehensive administrative records that are very efficiently stored and easily accessible. The resulting Information is used well to enhance the effective administration of the Institution. Student and staff records are regularly updated and maintained effectively. Access to data is by authorised staff only. As a result, data management is effective and ensures the security of data management for staff and students.

There are robust procedures to ensure the effective administration of student examination and assessment activities. There are effective processes that support the verification of student identity. This results in secure and appropriate means to guarantee the validity of examination and assessment results.

The Institution has a comprehensive and effective policy and set of procedures for the internal and external moderation of pre- and post-assessment activities across all faculties. Students are provided with timely access to their results and transcripts.

There is a clear and equitable collection and refund of fees policy that is well communicated to all students. This results in students being fairly treated.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 6.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | There are clear and appropriate job specifications for all staff.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.4 | There are effective procedures for the induction of all staff.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.5 | All staff are treated fairly and according to a published equality and diversity policy.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.6 | Staff have access to an appropriate complaints and appeals procedure.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.7 | Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

There are appropriate and effective policies and procedures for the recruitment of staff. Qualifications and experience are verified prior to appointment.

All staff are well qualified and are effective in carrying out their role and responsibilities. Staff receive well-developed job descriptions that are regularly reviewed. All staff receive an appropriate job specification that accurately informs their role and responsibilities.

An effective induction ensures that all staff are well supported and settle into their job roles quickly.

There is a strong culture of equality and diversity and a range of appropriate policies and procedures, including a complaints procedure, ensures that all staff feel valued and treated fairly.

A highly effective appraisal process, including classroom observations, results in the development of focused action plans that are regularly monitored and effectively support improvement.

Training needs from appraisals are appropriately identified and met by a variety of professional development activities, including opportunities to obtain additional qualifications where appropriate.

## 7. Academic management is effective

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

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

The programmes are validated by the Sudan Ministry of Health. The Sudan Medical Council and the National Council for Medical and Health Professionals accredit undergraduate and postgraduate degree programmes within these subject areas. Non-medical degree programmes are validated by the Ministry of Higher Education.

Regular reviews and revalidation of non-medical programmes include external examiners and the Ministry of Higher Education.

Learning outcomes are clearly articulated on the website, in course handbooks and in presentations. Students confirm that they understand the expected learning outcomes of their programme of study.

A comprehensive framework of academic meetings includes the regular review of courses and programmes, resulting in a robust review and evaluation process.

There is a clear policy and set of procedures for the acquisition of academic resources. The commissioning of course materials is effective and includes a robust standardisation process.

Students are encouraged to play an active role in contributing to the development of a clear and focused approach to student-centered learning, including blended learning. Student views are sought and responded

to through the class representative system and through student membership of the faculty committees and the quality and standards committee.

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

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

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

**Comments**

Entry requirements are set at the appropriate level and are well communicated to prospective students. This includes the English language requirement. This results in students being very well informed of the prior skills and knowledge needed to enter each degree programme.

Students have to complete an application form, and qualifications are verified prior to acceptance on the course. All applications and enquiries are responded to promptly.

Students are offered access to advice and guidance prior to application, which results in students being well informed on their choice of degree programme.

An effective initial assessment process, including English language skills, confirms that students have the skills and knowledge to complete their programme of study and are provided with appropriate support.

Students confirm that they are responsible for ensuring they have the skills and knowledge at the appropriate level to join the programme.

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

|     |   |   |                             |                             |
|-----|---|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
|-----|---|---|-----------------------------|-----------------------------|

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

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

#### Comments

The staff recruitment process is clear on the expectation that staff are expected to have conducted research and to continue with research activities as part of their role.

Staff are encouraged to conduct research activities effectively, which includes allocated time and financial support if appropriate.

Professional development opportunities are available to support the enhancement of research skills, and staff are actively encouraged to attend conferences.

There is a fair and transparent procedure to apply for financial support for research or other professional activities.

Staff have allocated time to discuss their research activities. External speakers are invited and staff regularly share research outcomes at external conferences.

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

|      |   |   |                             |
|------|---|---|-----------------------------|
| 10.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.                              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

#### Comments

Electronic and hard-copy publicity materials are accurate and up to date. This includes programme descriptors and fees.

Comprehensive information on the programmes is available, including on assessment and progression, and is well communicated.

The regular review of electronic and written information ensures information is accurate and up to date.

Students are well informed about the status of their qualification, including regarding the awarding bodies and level.

Students are informed of the full cost of their programmes prior to enrolment.

#### 4.3 Teaching, Learning and Assessment (spot check)

**The standards are judged to be:**

Met

Partially Met

Not Met

#### **Comments**

Teaching staff are very well qualified and experienced and are allocated timetables that reflect their academic expertise. This results in students receiving high-quality teaching and supports students' development of the required knowledge and skills to meet learning outcomes.

Teachers are observed and provided with effective feedback that supports improvements in teaching and learning. This includes blended learning. Teachers have access to observation reports and can discuss outcomes with managers.

Module descriptors and well-developed learning outcomes inform the effective delivery of teaching and learning activities.

Students with individual needs are evidenced in course planning materials to ensure effective monitoring of progress.

Teachers use a variety of individual, group work and pair work effectively. Delivery of blended learning opportunities has added value to the development of independent learning and research skills. Training has been identified to improve the promotion of engagement in large classes. Teaching is supported by a wide range of study materials, including through the VLE.

Well-planned and regular assessments are effective in ensuring students acquire the skills and knowledge to succeed in final examinations.

Assessment schedules are clearly identified in student timetables and include formative and summative examination dates.

Assessment strategies ensure assessment is relevant, and clearly focus on intended learning outcomes to support progress and achievement.

Assessment tasks are clearly written and effective in supporting student achievement. Well-developed grade descriptors are available across all programmes, including clear marking criteria to inform how grades will be awarded. Students feel well informed about what they need to do to achieve.

Effective written and oral feedback supports improvements in the performance of students effectively. Student progress is regularly monitored, with effective support provided where appropriate.

A comprehensive, well-communicated policy on academic standards results in students being very aware of the expected standards of academic behaviour and of the penalties that will be applied if these standards are not met.

A well-communicated and understood policy on mitigating circumstances for academic performance ensures students are aware of the circumstances for any academic appeals.

Course materials are well developed and comprehensive, and align well with the level and type of study, for example classroom-based or online learning. Materials are regularly reviewed as part of the course- and faculty-review process, including those used for online learning.

Programme and course designers use a variety of materials and resources effectively to support the development of up-to-date skills and knowledge.

Feedback from stakeholders is used effectively to ensure course content and materials are up to date and current.

All resources are accessible to students, including library resources through the use of ramps to provide wheelchair access. Students are provided with training and technical support to ensure they can access resources remotely.

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

**The standards are judged to be:**

Met

Partially Met

Not Met

**Comments**

There are appropriately qualified and experienced members of staff who are accessible to all students and offer a variety of support functions, including advice and counselling.

Students are given a comprehensive induction, which includes academic and support information.

Students receive comprehensive information on the range of pastoral services.

The Institution has an effective and comprehensive policy on discrimination and abusive behaviour. Students report that they feel they are treated fairly and feel safe.

Support staff offer a comprehensive range of support for students, including technological support.

There are effective communication channels for students outside class hours.

Effective safeguarding arrangements are in place, particularly for students aged under 18 years. The Student Support Manager has overall responsibility for safeguarding.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism, including e-safety.

Students' progress is monitored regularly, and a formal review allows for the student to be informed of their overall progress and to receive appropriate support as needed. Students have good access to staff outside teaching hours. This includes through e-mail, messaging and one-to-one appointments.

The student careers service is well managed and provides a range of advice and guidance on opportunities for further study and careers.

The complaints procedure is fair and appropriate. The procedures include information on the British Accreditation Council (BAC) complaints procedure.

Students have access to a range of effective study skills support materials, including for online learning.

Students with special needs are identified at admission, and support needs are met effectively and in a timely way. Student information is shared with faculty teams and is included in course profiles and planning documents to enable effective monitoring of the support provided.

A dedicated international students office is effective in supporting the needs of international students.

There is an effective attendance policy that is well implemented and results in high levels of attendance. Accurate and up-to-date records are kept. Academic supervisors review attendance at regular meetings with students and follow up any absence concerns.

Students are provided with information on local accommodation.

The social programme provided for students is broad ranged and reflects the interests of students. Activities are supervised by staff.

Students are encouraged to use a range of digital media to enable peer interaction.

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#### 4.5 Premises, Facilities and Learning Resources (spot check)

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**The standards are judged to be:**

Met

Partially Met

Not Met

**Comments**

The Institution owns the land and buildings on the purpose-built campus and has government approval for its use in the delivery of higher education.

Premises are safe and secure. The campus is fenced and has specific entry points and security guards.

Health and safety signage is comprehensive, visible and appropriate, and visible to staff, students and visitors.

The premises are well maintained and clean.

There is sufficient circulation space for all staff. Toilet facilities are sufficient.

Classrooms and laboratories are appropriate for the learning delivered. Not all workshops and specialist teaching areas were available on the virtual tour.

All large teaching areas include two projectors and effectively allow all students to see slideshow projections clearly. Plans have been made to review whether all students can see the whiteboard.

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

There is a canteen on campus with ample circulation space.

There is a well-stocked library that includes multiple copies of standard textbooks. There is an electronic library accessible to staff and students on and off campus. It provides access to electronic resources, including journals, e-books and a range of electronic databases.

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

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

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#### 4.6 Quality Management, Assurance and Enhancement (spot check)

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**The standards are judged to be:**

Met

Partially Met

Not Met

**Comments**

Internal and external feedback from students and stakeholders is comprehensive, analysed regularly and results in timely actions for improvement. The Institution informs stakeholders of actions taken in response to feedback via posters, messaging and class representatives. Staff and other stakeholders are informed at meetings.

The Institution has a comprehensive and effective quality assurance framework to quality assure all academic activities. This includes an academic course policy setting out clear and effective principles and procedures. Course quality assurance reports are developed against a set of key criteria that include course learning outcomes, assessment tasks and marking criteria. This results in a comprehensive and effective framework that leads to the continuous quality enhancement of the student experience.

Course and programme reporting systems are regular and rigorous. An annual programme report includes progression outcomes and year-on-year performance data and student feedback analysis. This results in all managers and teachers being well informed about areas needing to improve and good practice that can be shared.

A comprehensive institutional annual report includes data from programme reports, data on staff performance, including research activities, and a review of resources to inform budget discussions. This results in senior managers having a clear and well-informed picture of the overall performance of the Institution. Key strategic performance indicators have been disseminated at course and faculty level, which has resulted in staff having an improved sense of ownership.

Programme reviews and revalidation reports are positive, and improvements inform faculty action-planning.

Course, programme and annual institutional action plans focus very effectively on improving the student experience. There are effective mechanisms to identify and disseminate good practice across the Institution. This results in effective enhancement of the student experience.

All reports result in well-developed action plans that are routinely monitored.

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#### 4.7 Online, Distance and Blended Learning (spot check)

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**The standards are judged to be:**  Met  Partially Met  Not Met  NA  
**Comments**

Staff training has resulted in a good understanding of how to support and deliver online and blended learning.

A newly developed VLE supports the delivery of high-quality blended learning opportunities for students and staff. Effective staff training and support have resulted in staff confidence and skills in delivering online and blended learning.

Tutors respond well to the challenges of online and blended learning and student satisfaction is high. Students are made aware of the required digital skills to engage effectively with online learning in the course requirements.

Students have been provided with effective support to develop digital literacy skills and to access online and blended learning materials.

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#### 4.8 Compliance Declaration

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**Declaration of compliance has been signed and dated.**  Yes  No



**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

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**STRENGTHS**

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Highly effective and well-managed leadership change has resulted in a continuation of high standards and commitment to student-focused improvements and a harmonious and supportive culture, which is driving continuous improvement.

Strong leadership and management of enhanced quality improvement activities have resulted in student-focused improvements.

Prompt and effective development of blended learning has resulted in a high-quality experience and high levels of student satisfaction.

**ACTIONS REQUIRED**

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None

High     Medium     Low

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

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The Institution is recommended to implement improvements in large-group teaching to ensure enhancement of the student experience.

The Institution is recommended to implement findings from the review to ensure clear sight of whiteboards for all students.

**COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE**

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