



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** The South African College of Applied Psychology

**ADDRESS:** Sunclare Building  
21 Dreyer Street  
Claremont  
Cape Town  
7708  
South Africa

**HEAD OF INSTITUTION:** Mrs Zerina Royeppen

**DATE OF INSPECTION:** 13, 15 & 16 September 2022

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 26 January 2023

## PART A – INTRODUCTION

### 1. Background to the institution

The South African College of Applied Psychology (SACAP/the Institution) is a proprietary limited company that offers a range of undergraduate, postgraduate and professional qualifications across a range of social sciences, management and education disciplines from Level 4 to Level 7, as well as short and micro-credential courses, including applied psychology, coaching, management and leadership, social work and community development, and education.

SACAP's head office is located on the fifth floor of a shared office building in central Cape Town, South Africa. In-person teaching takes place on four campuses in Cape Town, Johannesburg, Pretoria and Durban. Online-only courses are also provided.

The Institution aims to develop high-quality graduates and change-makers who blend skills, critical thinking and creativity to be responsive to the needs of society, leading to a positive impact.

Governance is provided by the Executive Committee, which is made up of the Managing Director, Business Development Director, Chief Finance Officer and the Academic Dean. The Executive Committee is accountable to SACAP's Business Board and the shareholders. The Academic Board is the senior committee with decision-making authority on academic matters. The senior managers are supported by administrators and learning co-ordinators.

SACAP was established in 1997, offering short courses in counselling and coaching. In 2005, SACAP was registered by the South African Department of Higher Education and Training as a private higher education institution, and in 2008, it began offering the Diploma in Counselling and Communication and the Graduate Diploma in Counselling and Communication, accredited by the Council on Higher Education. SACAP has more recently introduced a range of online micro-credential short courses in a range of subjects, including interpersonal communication, human behaviour and counselling skills.

### 2. Brief description of the current provision

SACAP currently offers a range of full- and part-time courses from Levels 4 to 7. Higher certificate programmes are available in human resources management, business management and counselling and communication skills. Undergraduate degree programmes are offered in social work, psychology and applied social sciences. The Bachelor of Social Work and Bachelor of Psychology lead to accreditation with the relevant professional body.

Postgraduate programmes include the Postgraduate Certificate in Education in Senior and Further Education and Training Teaching, the Postgraduate Diploma in Coaching and the Master of Social Science in Community Mental Health Promotion. Other accredited programmes include the Advanced Certificate in Counselling and Communication Skills. The Institution offers a range of study options for most courses, including on-campus teaching at one or more of the four campuses, plus part-time and online study for selected courses.

The Institution also offers a range of online, self-paced short courses that can be taken at any time. Short courses cover topics such as growth mindset and coaching skills for managers. Micro-credential courses are offered at set times throughout the year. Course content is released to students on a weekly basis, allowing them to work through the course material at a convenient time.

At the time of inspection, 2,856 students were enrolled, with 1,631 future bookings. All students are aged over 18 and most are female. SACAP has a capacity for around 3,500 students. Most students are South African, with a few international students from other countries. Most courses have three student intakes a year in February, May and September. Some professional and postgraduate programmes only have one intake a year in the first term of the academic year.

For most courses, students must meet the published entry criteria, which typically include a minimum level of qualification achievement and proficiency in the English language. Mature students aged 24 years and above who do not meet the minimum entrance requirements may be able to submit evidence demonstrating relevant formal and informal knowledge, training and work experience.

### **3. Inspection process**

The inspection was undertaken over three days by three inspectors, including a student inspector. The inspection was carried out using a hybrid methodology, with a mix of inspection activities carried out both on site and online. Inspectors held meetings with the Managing Director, Academic Dean, General Manager and other senior leaders. Meetings were held with students and with academic and administrative staff. Inspectors observed lessons and undertook a tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

**PART B – JUDGEMENT AND EVIDENCE**

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

**INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT**

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

1.1	The overall organisational structure, including the role and extent of the authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input 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**

SACAP is effectively and responsibly governed. The Institution has a clear, logical and well-documented organisational structure with appropriate lines of responsibility. Governance is provided by the Executive Committee, which reports to SACAP’s Business Board and shareholders. A range of highly experienced non-executive Board members provide expert advice and guidance to leaders and ensure there is effective overall oversight.

The Academic Board ensures that academic integrity is protected. The Academic Board includes a broad range of highly qualified and experienced academic experts who act as non-executive members. The Academic Board is chaired by the Academic Dean, who is also a member of the Executive Committee. This ensures that relevant academic matters are reported to senior leaders and governors.

The link between governance and management is clearly articulated and communicated to stakeholders through a range of policy and guidance documents. The Institution’s policies are effectively developed in collaboration with internal and external stakeholders and ratified by the relevant senior committee. Stakeholders include teaching staff who are known as educators within the Institution.

Leaders and managers review business risks regularly and complete an annual risk statement in line with the risk analysis and management strategy. This process is supplemented by a financial and Information Technology (IT) systems risk strategy. The Business Board discusses business risks regularly and takes effective action where required.

Leaders have recently established a new risk management committee to provide additional oversight of the already effective risk assessment process. The formal process of producing and monitoring an explicit risk register has not yet been fully implemented.

The Institution has a broad range of well-established, formally defined and highly effective relationships with other educational organisations and regulators.

The Institution has established clear channels of communication between internal and external stakeholders at all levels. This is supported by the formal meeting and committee structure, as well as more informal communications through the Institution's online learning and information management platforms.

## 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

SACAP has a clear strategic vision for the development of its higher education provision across Africa. The overall development strategy is supported by relevant implementation plans and financial forecasting. The strategy is suitably focused on providing an accessible, high-quality student experience.

Staff, students and other stakeholders have regular opportunities to contribute to SACAP's strategic direction through termly staff briefing events, departmental meetings and the collection and analysis of feedback from students and educators.

The Institution's strategic direction is communicated internally through regular briefing events and team meetings, and a formal five-year strategic overview document is shared with staff. Externally, external Academic Board members are involved in the review of the strategy and contribute their expertise and experience. A concise strategic intent statement is shared with those outside the Institution via the website. Therefore, the essential elements of the strategy are communicated to all stakeholders within and outside the Institution. More detailed information on the strategic plans, specifically for development, is not currently shared outside the Institution to enhance the provision of strategic related information.

The Executive Committee, Business Board and Strategic Committee regularly review performance against clear strategic goals and performance benchmarks, for example on levels of student recruitment, student achievements and revenue. This helps to ensure the Institution is meeting its strategic targets.

## 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

The Institution has clear, professional and transparent mechanisms for financial management and budgeting with effective oversight from the Business Board.

The Institution's finances are subject to annual independent audit.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution has a very clear, documented and published management structure that is understood by all stakeholders. Senior managers have developed clearly delineated responsibilities and reporting arrangements at all levels. Arrangements are well established and effective.

A well-developed range of committees has been successfully established. Each committee has an appropriate and clearly documented structure and reporting lines that inform management decision-making.

Committees meet regularly and have clear and appropriate terms of reference. The meetings are accurately recorded, with clear action-planning.

Senior leaders effectively ensure that the information released internally and externally is accurate and fit for purpose. Documents reviewed during the inspection confirm that information is up to date and reflects the current operations of the Institution.

### 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 is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution employs a sufficient number of administrators and learning co-ordinators to ensure the efficient running of the Institution and to meet the needs of current students and staff. The administrative support available is clearly defined and documented. As a result, the administration of the Institution's activities is focused and highly organised.

Administrative policies are clear and professional. These are effectively disseminated to staff and educators through meetings and online platforms. Classes are systematically scheduled, and timetables are published and effectively communicated to all students.

The Institution has effective mechanisms in place to collect and collate key data, including data related to revenue and finance, academic results and outcomes, and staff and student feedback. Data systems are appropriately documented in relevant policies and handbooks and understood by the necessary users and stakeholders.

The Institution has recently undertaken a significant reorganisation of its administrative records, moving to a secure online system. As a result, records are systematically organised, easily accessible and stored efficiently.

Student records are clear, sufficient and accurately maintained using an appropriate range of professional and secure online systems. Staff records for both permanently employed staff and for contracted lecturers are up to date, accurate and well maintained. These are shared with relevant staff in secure shared folders.

Leaders and managers ensure that the Institution has relevant data protection policies in place and that these are effectively implemented. IT managers have implemented effective data protection systems and contingencies. Most systems are securely stored and backed up using online systems.

Student identification is checked through application and enrolment. Students log into personal accounts to complete and submit their assessments using their user identification and password. Students carry identification cards.

Coursework assignments are submitted through the Virtual Learning Environment (VLE) and are subject to relevant originality software screening checks. Open-book examinations are completed online within a strict timeframe. Students are required to use their secure, personal login details to access online systems when completing their formal assessments. However, students are not required to authenticate their identity in any other way during an assessment. Managers accept that the arrangements to confirm the identity of online students completing assessments could be more secure and robust.

The Institution implements effective procedures for internal and external moderation at the pre- and post-assessment stages. Programme design managers review module assessments to ensure that these are fully aligned with the module outcomes and are fit for purpose. A process of internal educator peer review ensures the validity and reliability of selected module assessment outcomes.

Student feedback is also reviewed, with relevant guidance and constructive feedback provided where necessary. Quality assurance managers complete systematic reviews of assessment data and trends to identify possible anomalies for further investigation. External examiners moderate module assessments at the programme exit level, and for all new programmes, to ensure these meet relevant benchmarking standards.

Student records and transcripts are made available at the end of the programme, and interim transcripts are provided on request. These are processed promptly by student administrators.

The refund arrangements are clearly outlined in the finance policy, which is published in the student handbook.

**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 are designed to ensure the safety of the students.	<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 are 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**

A wide range of appropriate recruitment policies and procedures ensures that staff are well qualified and suitable to undertake the demands of their roles. Selection procedures are robust and are designed to protect the safety of students. Procedures include taking up references and checks on previous employment history. As a result, all staff are suitably qualified and experienced, understand their specific responsibilities, and are effective in carrying these out. There are clear and appropriate job specifications for all staff.

There is a comprehensive and effective induction process for all staff that helps them fully understand and settle into their new roles quickly. A wide range of policies and the underlying culture of the Institution ensure that all staff are treated fairly and in accordance with the Institution's published equality and diversity policy. Staff have access to an appropriate complaints and appeals procedure.

The performance of all staff is effectively monitored through a well-documented and transparent staff performance system, which includes regular classroom observations for educators. Staff development needs are successfully identified through these processes, along with the outcomes of the review process and analysis of student feedback.

Leaders and managers take effective measures to develop and support all staff to meet their identified development needs. For example, educators contracted to lead a module are supported by the team of teaching and learning co-ordinators available at each campus. Co-ordinators provide personalised support and guidance to improve educators' lesson-planning skills and to help them understand the Institution's teaching and learning philosophy and its focus on applied learning. The Institution provides opportunities for staff to share best practice, undertake research projects and gain appropriate additional qualifications where relevant.

**7. Academic management is effective**

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that 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-centred 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 Institution has very detailed and specific procedures in place for the proposal, design and validation of programmes of study. Programmes are designed in partnership with SACAP's research and development department to ensure that these reflect the current demands and best practice of industry and professional practice, where relevant.

Programmes are designed to meet the Institution's main vision and mission to provide innovative education that fosters creativity and critical thinking. The rigorous programme design processes ensure that the intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.

Scheduled meetings to review academic programmes take place regularly and are appropriately documented. For example, the Academic Senate meets monthly to discuss and review academic programmes, with oversight from the Academic Board, which meets each term.

An appropriate policy and clear procedures are in place for the acquisition of academic resources to support programmes. This includes the procurement of relevant physical and electronic learning and study materials.

The commissioning and development of course materials are managed very effectively. Senior managers effectively review the materials and the budget to ensure standardisation and consistency across the provision. As part of the process, students are consulted and encouraged to take an active role in the development of the academic provision to ensure learning is student centred and meets their needs.

### **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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 criteria for each programme are set at an appropriate level and make clear reference to the necessary academic prerequisites. For selected programmes, entry requirements also reflect the specific requirements governed by national legislation or the requirements of the professional regulator. Detailed information is made available to prospective students on the Institution's website and through accurately published programme brochures.

SACAP has a language policy in place that sets out the specific minimum English language entrance requirements. The Institution has an effective and formal application process to ensure that students meet the published entry requirements. The student admissions department conducts relevant checks on academic qualifications claimed.

The Institution has effective arrangements in place to ensure that application enquiries are responded to promptly and appropriately. Students confirmed to inspectors that their enquiries are dealt with promptly and no indicators to the contrary were identified during the inspection.

Colleagues across different academic, admissions and student support departments provide effective advice and guidance to ensure prospective students are briefed effectively about the nature of the qualifications they are interested in in order to enable students to choose the most suitable programme of study.

Where there are concerns over students' English language proficiency because their previous qualifications have not been conducted in English, and their first language is not English, students are required to undertake a standardised, reliable and valid assessment. The completion of an English language assessment is not routine for all students, however.

Students' responsibility for checking they have the skills and knowledge required to study their chosen programme is reinforced throughout the application process. The Institution has relevant policies in place to deal with the accreditation of prior learning, which is overseen effectively by the Registrar. Where required, subject specialists are used to assess prospective students' applications and award advanced standing where appropriate.

### 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 Institution effectively encourages academic staff to undertake research and to publish their findings. The research committee actively promotes research activities, particularly research and scholarship that inform their teaching. Many educators are also serving healthcare practitioners who stay up to date with the latest professional best practice. This experience is used effectively to inform their teaching.

Clear procedures are in place for staff to apply for and access financial support for research and professional development. Procedures are widely and effectively disseminated to staff through the Institution's online platform and via the staff handbook. Financial support, together with appropriate research leave, are available.

The Institution provides appropriate time for staff to meet regularly to share and discuss current research activities. For example, professional interest groups and the biannual educator conference provide valuable opportunities for staff to learn about current topics and to share the outcomes of research and updates in professional practice. External speakers are regularly invited to visit SACAP to discuss and share their current research projects.

**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 and 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**

Text and images used by the Institution on its website and in other published material provide an accurate depiction of SACAP’s location, premises, facilities, and the range and nature of resources and services offered.

Programme details on the website provide an accurate overview of the study mode and locations, duration, modules and credits, as well as course start dates, programme learning outcomes and career options. Module outlines provide comprehensive, accurate and accessible information on programme content, teaching and learning methods and assessment.

Heads of faculty are responsible for approving published information at a programme level, with academic managers providing oversight and approval of institutional information. Published information is subject to periodic auditing.

Webpages provide clear, unambiguous information on the awarding body and level of the award, as well as programme endorsements and accreditation, as do programme brochures. Comprehensive information on fees for all programmes is provided on the SACAP website.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**11. Academic staff are effective in facilitating student learning**

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

11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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**This standard is judged to be:**                       Met       Partially Met       Not Met

**Comments**

Educators are recruited with care to ensure they have the relevant subject knowledge, qualifications and experience they need to teach the course content to which they are allocated. Educators are supported by teaching and learning co-ordinators to ensure they have the pedagogical skills required to provide students with a high-quality learning experience.

Educators are contracted for each module and provide a consistent experience to students over the ten-week programme of learning. Delivery is monitored through student feedback, peer review and scrutiny of assessment and module resources.

A broad range of teaching and assessment methods is used by educators. These are appropriately aligned with the learning outcomes for each module, for example in written reports, case studies, intervention plans, needs assessments, creative projects and presentations. This ensures that students effectively develop the knowledge, understanding and skills they need to be successful in their final examinations or assessments.

Teaching sessions are informed effectively by the clear module descriptors available for each module on all courses. Descriptors clearly outline a range of relevant learning outcomes.

Educators have very effective relationships with their students and understand their needs well. Specific learning needs are recorded on the student information system and shared with educators to ensure reasonable adjustments and adaptations are made where required.

Educators use a valuable blend of group and individual activities to promote participation. Students are awarded credits for their level of engagement and active participation in module classes and assessment activities. This is effective in motivating students to participate fully in their educational experience and to share their own thoughts, opinions and beliefs. Educators use a range of relevant, applied case studies to promote discussion and debate and to help students make effective links between theory, policy and professional practice.

Students are actively encouraged to develop independent learning skills through the completion of applied tasks and asynchronous activities outside lessons. For example, students are asked to complete specific research activities to extend or consolidate their learning before and after teaching sessions.

Educators and students have access to an excellent range of learning and study materials that are shared via the VLE. Educators benefit from centrally prepared resources from course designers who curate a range of relevant online resources, case studies and video clips.

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

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

12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Students are able to access a detailed online assessment schedule for their course via the Institution’s VLE. Clear assessment and assignment submission dates and exam revision periods are also provided.

A wide range of effective assessment strategies is in place and used effectively to ensure all required learning outcomes are met. The assessment methods used are relevant to the practical nature of each student’s course, with a clear focus on reflecting the professional skills and competency required in professional practice.

Assessment strategies are effective in ensuring that all learning outcomes are met, and that student achievement is facilitated. Assignment briefs are detailed and provide clear and well-written tasks that are effectively linked to learning outcomes. Tasks allow a full range of grades to be achieved and are linked to the relevant module grading criteria clearly.

Clear verbal and comprehensive written feedback is provided on all forms of assessment. Markers identify areas where students have done well and where they could have developed their work more. Student progress and performance are monitored via the relevant online platform, with appropriate action taken when students are not progressing as expected.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate academic misconduct policy is detailed in the student handbook. All assessment goes through appropriate commercial software to confirm originality. Clear details on how to appeal marks and claim mitigating circumstances are provided in the student handbook.

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

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes’ objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

Course materials are well designed and link to specific and stated years of study. Module outlines contain accurate and appropriate guidance on the learning outcomes and content to be studied, and these act as the primary reference point for students and educators. This helps to ensure that learning materials align fully with SACAP’s teaching philosophy.

Course materials are appropriately presented and comprehensive. Students reported to inspectors that they find module outlines to be useful, and that these provide the information they require to understand programme objectives. They also agree that course materials and teaching and learning methods are varied, appropriate, engaging and clearly linked to programme learning outcomes. This was supported by the observations of lessons completed by inspectors.

Lesson observations also demonstrate that course materials are accurate, and reflect current knowledge, research and theory in the field. Staff and student feedback, as well as the peer educator review process, help to ensure that course materials are regularly revised and updated when required.

Educators are well supported to make effective use of appropriate teaching aids and learning resources in their module design and planning. The student information system is integral to ensuring that all students are able to access learning resources, including those studying through the online campus. Staff effectively use video content, online workshops and recorded sessions to make learning materials available to students.

**INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION**

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Comprehensive staff provision is available to support the welfare needs of students. A dedicated student support and development department provides effective academic and psycho-social support. A peer-assisted mentoring scheme provides students with the support of other trained students. Students also benefit from a range of supportive workshops on issues such as anxiety and dealing with grief.

Students receive a detailed orientation that provides an overview of their programme of studies, library provision and IT support. Students receive a clear and useful handbook that outlines the support they can receive from staff and departments across the Institution.

SACAP has a range of diversity, non-discrimination and equality policies that provide a clear overview of activities designed to promote and encourage diversity. The student complaints and grievance policy includes a position statement on non-discrimination, linked to national policy, as well as a process for dealing with any breaches in expected standards of behaviour.

The Institution has full-time IT support available and students reported high levels of satisfaction with this service and the promptness of the Institution in addressing technological concerns. No indicators to the contrary were identified during the inspection.

The Institution has a range of effective systems to communicate with students out of class hours. For example, students can use an online mobile messaging service to raise concerns at any time. They can also email educators and other staff outside class hours.

The Institution has implemented effective arrangements to protect students from the risks associated with radicalisation and extremism. The policy on preventing extremism and radicalisation identifies relevant indicators of vulnerability, and a detailed risk assessment identifies a range of relevant potential risk factors and associated control measures. Staff have completed relevant training to ensure they understand their roles and responsibilities for keeping students safe from radicalisation.

**15. Students receive appropriate academic support and guidance**

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students have appropriate access to teaching staff outside teaching and learning sessions through online groups, email and during open office hours.

Students are well supported to review their academic progress. For example, academic intervention support is provided where students fail to submit work or where their average grade achievement drops without explanation. Educators and student support staff work in partnership with students to identify personal support action plans that are regularly monitored through monthly progress reviews. Progress meetings are also used to discuss alternative study options when it becomes apparent that the programme is no longer suitable for a particular student.

Students have access to appropriate advice and guidance on careers and further study, including termly careers and progression events and guest speakers. The Institution also provides support for students in developing their Curricula Vitae (CVs), writing cover letters and attending interviews.

The Institution has a fair complaint, grievance and appeals policy in place, which includes provision for the appointment of an external independent arbitrator where required. Students are aware of the process and how to raise any concerns if needed. Managers maintain a register of students' complaints and grievances to monitor resolution and actions taken.

A range of resources on how to study and learn effectively and efficiently is made available to students. Examples include supporting students with academic referencing and a range of video tutorials designed to help students access online student systems.

The Institution's application form requests that students disclose any special educational needs and/or disabilities so that appropriate support and reasonable adjustment can be provided. A range of appropriate support is put in place

swiftly where required, for example, by providing additional time in formal examinations. SACAP campuses are accessible for students with physical disabilities.

**16. International students are provided with specific advice and assistance**

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

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

**Comments**

Prior to arrival, international students receive advice about accommodation, travel and visa requirements.

16.2 International students do not currently receive an appropriate induction on issues specific to the local area to help them to settle into their studies and new environment quickly.

International students benefit from the advice and guidance available from student support staff throughout their studies, including on issues relating to accommodation, language and welfare concerns.

Students' cultural and religious considerations are taken into account effectively. For example, social events are designed to enable and promote cultural exchange. Workshops are recorded to take account of different time zones for students studying online, and students can request leniency for non-attendance based on religious holidays.

Student support staff speak a number of languages, and wherever possible, students are assisted to have access to speakers of their first language.

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

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

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

**Comments**

A clear policy on student attendance reinforces the Institution's expectations for attendance both on campus and online. Students attending in-person courses are permitted to miss no more than two of the ten scheduled teaching sessions for each module. Students studying online must actively participate in online forums to confirm their engagement. The policy is also outlined in the student handbook and is understood well by students.

The Institution regularly monitors student attendance and punctuality and is proactive in supporting students where concerns are identified early. When a lack of attendance becomes more serious, the student disciplinary policy is used to enforce minimum expectations and requirements. Where a student has relevant mitigating circumstances, applications for leniency can be made when supported by appropriate documentation.



Accurate and up-to-date attendance records are effectively maintained through online systems. Data on attendance and punctuality is collated centrally to ensure that absences are promptly followed up. Teaching and learning co-ordinators also complete regular spot-checks on class attendance, providing effective support to educators to address any concerns quickly.

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

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

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

**Comments**

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

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

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

**Comments**

Students are provided with a wide range of social and leisure opportunities, including for students who are studying online. Activities include talent shows, chess clubs, social webinars, community events and film nights.

The social programme is very responsive to student demand and the needs of students on each of the four campuses. Students can submit suggestions for new social events. These are regularly considered and offered where possible. Students confirm that the Institution is highly responsive to any requests made. Inspection findings confirm this.

Risks associated with events are appropriately considered and managed. Student support staff attend all external events and complete due diligence checks and risk assessments where required to ensure activities are safe and operate in a suitable environment.

An active programme of events is also offered to students studying remotely online, including online social meeting events held through video-conferencing software. Social activities are promoted effectively in class through print and

social media, newsletters and online channels. This ensures that students are aware of the social opportunities available to them.

## INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Institution has secure tenure on its premises. The Johannesburg campus is owned by the Institution and appropriate lease agreements are in place for the other three campuses.

The Institution is approved by the higher education regulator for South Africa and has legal permission to operate as a college of higher education.

The Institution has no requirement to access external premises for academic or non-academic purposes.

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

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

Each campus is appropriately secured and restricted. Managers have put in place a wide range of relevant security arrangements to keep staff and students safe.

All premises are clean and very well maintained. Each campus is decorated to a high standard, reflecting the same modern and fresh corporate identity.

A good range of clear and relevant health and safety guidance is effectively shared with staff, students and visitors via noticeboard displays, online systems, and in staff and student handbooks. The signage is clear, professional and appropriate. Emergency exits are signposted clearly.

Each campus premises is sufficient in size for the current number of students and staff, with appropriate general spaces for circulation and socialising. Each campus has a reception and visitor waiting area. Washrooms are clean, very well maintained and sufficient in number. All premises have air conditioning and appropriate heating and ventilation.

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

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments such as examinations.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Classrooms are generally large and spacious and easily accommodate the maximum number of students permitted in a class. Classrooms are furnished in a consistent, professional style, which is generally appropriate for the subjects offered.

The layout of classroom furniture is very conducive to facilitating whole-class discussions and ensuring that all students can see each other and the educator. However, the layout is not always conducive to activities that require group work.

Classrooms are well equipped with audio and visual equipment, and educators made effective use of projection and computer facilities to display resources.

Facilities and online arrangements are suitable for the conduct of examinations and other assessments. Individual meeting rooms are suitable for counselling and testing assessments and for the recording of multimedia evidence.

**23. There are appropriate additional facilities for students and staff**

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

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

Students on each campus benefit from a good range of meetings rooms and spaces for individual or group study, with a clear booking process in place.

Permanent staff and contracted educators have access to spacious workrooms and desks to prepare materials and mark students' work. Educators can book meeting rooms to carry out consultations with students when needed.

Each campus provides a modern and attractive student social area with games, comfortable seating, and tables and chairs for mealtimes. Most campuses have attractive and well-maintained outdoor spaces for relaxation and socialising. Canteens and kitchens are available for heating food and making drinks.

The Johannesburg campus has an on-site catering unit where students can purchase hot food. If necessary, students and staff can book individual lockable meeting rooms to store personal possessions.

Each campus has a good range of meeting rooms for staff to hold private meetings. Administration offices and open-plan workspaces are adequate in size and well resourced.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students on each campus benefit from a well-stocked library with sufficient up-to-date book stock to support the courses and modules offered. In addition, the Institution subscribes to major electronic books, journals and comprehensive research databases to provide students with an excellent range of learning resources and online materials that support their studies well.

Librarians liaise with academic programme developers to ensure the adequacy and currency of library stock. Student feedback is regularly sought to ensure the library is meeting student demand.

Libraries have spaces for individual study and group work and comfortable places for quiet reading. The lending policy is clear and appropriate. Students can renew books conveniently by email and check library stock online quickly.

Each library has suitably qualified and experienced professional librarians who provide effective support to students and educators. Library opening times are sufficient to meet the needs of students studying in the daytime or evening. Additional library access can be negotiated when necessary.

**25. The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body**

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

SACAP's IT resources are well managed. Internet access is good and allows students to access online resources and to communicate with the Institution and its staff effectively.

Software is regularly reviewed and updated to meet the changing needs and priorities of the Institution and students.

The VLE is well developed and supports effectively the programmes of study provided.

Hardware and software are well maintained to ensure their efficiency. An IT manager effectively oversees the Institution's IT operations, with appropriate technician support in place to ensure systems are operational at all times.

Students have access to a dedicated IT helpline and facility to report any issues electronically. This helps to ensure that students can reliably access the learning resources they need.

### INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

#### 26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

26.1 The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.  Yes  No

26.2 Student feedback is obtained through appropriate formal student representation mechanisms.  Yes  No

26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

SACAP works with a wide range of stakeholders, including students, educators, professional staff, alumni and work-based learning supervisors. The Institution has implemented a range of effective feedback mechanisms to ensure the views of these different stakeholder groups are regularly recorded, analysed and acted on where required. For example, educators complete surveys and attend regular team meetings where their views are shared. Placement and work-based learning supervisors are canvassed for feedback when they visit the Institution.

A formal system of student representation is in place that includes class representatives at the programme level and student representative councils on each campus. Managers act on student feedback where appropriate, for example by responding to issues around parking and improving security in areas near to campus buildings.

Staff and students are kept informed about changes to programmes and the Institution overall as a result of their feedback. An annual presentation of survey results is issued and the VLE is used to provide online students with notifications regarding actions taken as a result of feedback received.

In addition, class representatives and student council leaders cascade feedback to students, as well as communicating through emails and social media platforms. These mechanisms help to ensure that students are fully informed about any action taken as a result of their views.

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

27.1 All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.  Yes  No

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

**This standard is judged to be:**

Met     Partially Met     Not Met

#### Comments

The Institution has a very broad range of well-developed quality management policies and procedures. These are very clearly documented and effectively shared via the Institution's website and are contained in the staff handbook. As a result, all stakeholders have easy access to the documents and understand the systems used to review and assess performance.

Quality assurance is seen as a priority for the Institution. A comprehensive range of well-established quality assurance systems and procedures is effectively implemented and managed by a dedicated team. As a result, quality assurance is embedded effectively in the culture of the Institution and is seen as part of the responsibilities of all staff.

In line with the South African regulatory requirements for higher education, the Quality Assurance Committee regularly reviews the quality of performance and produces relevant reports that effectively inform the strategic decision-making process. A wide range of appropriate key performance indicators is in place and used effectively to monitor the Institution's performance. Performance is regularly reviewed against these benchmarks to identify areas for improvement.

A comprehensive range of reports is completed that present the outcomes of detailed internal audits, as well student satisfaction levels and achievement performance at the course and programme level. Relevant action plans are also produced where required.

The quality of the student experience is monitored effectively by managers and senior leaders through the regular collection and review of student questionnaire data. Comprehensive policies and procedures are in place to ensure the fair treatment of all students. The Institution is fully committed to South Africa's resolve to live out unity in diversity

and to inculcate a human rights culture. Students confirm that they are well treated and inspection findings confirm this.

Course leaders and programme teams regularly complete and present summary reports of academic performance, which include analysis of year-on-year results on student satisfaction, achievement levels and completion rates. Reports include data on student progression to further study or employment.

Senior leaders review performance reports from academic and support departments on a regular basis to make decisions on the quality of provision and level of student satisfaction, aligned with the strategic aims of the Institution.

Heads of faculty and the academic programme developers, in consultation with the Head of Academic Standards and Quality Assurance, regularly review and revalidate programmes on a regular basis. Revalidation of programmes involves external assessors as appropriate.

The Institution has a broad range of systematic procedures in place to review the performance of its academic programmes against set performance criteria, leading to the identification of action plans that help to enhance the quality of provision over time.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

SACAP has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision. An effective range of mechanisms is in place to support the sharing of good practice, including the publishing of research activities, academic conferences and termly staff presentations that celebrate successes.

End-of-session and annual programme reports include a review of the achievement of key performance indicators and strategic objectives. Reports incorporate action plans for improvement that are regularly and systemically reviewed within the Institution's committee structure. As a result, staff are focused on the achievement of common goals that are fully aligned with SACAP's strategic ambitions.

**INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING**

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

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

Educators receive appropriate training on delivering online courses and the effective use of the Institution's VLE. Teaching staff are experienced in and have a good understanding of the requirements of online, distance, and blended learning (ODBL) delivery. Termly orientation events provide opportunities for educators to learn from each other and from invited experts.

Educators are also provided with additional professional development opportunities, including lectures, online peer support spaces and an education conference that help to support their understanding of online and distance learning.

The student learning experience is appropriately supported by educators' use of the Institution's delivery platform and VLE. Students report that educators have a good understanding of the challenges and demands of ODBL. Inspectors' observations of teaching support this view.

Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes. Students also benefit from access to a specific module dedicated to building and developing their digital literacy. This helps them to develop their own skills and address skills gaps.

Students receive appropriate guidance and support on how to study online, with workshops delivered on online study skills. Students studying online receive live and self-paced orientation activities, including videos and podcasts, that teach them about digital literacy and how to study and use the online tutorial material.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No



## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

There are clear and effective oversight and governance arrangements in place that ensure the Institution is well managed in accordance with its core vision and mission.

The Institution has a very clear and appropriate management structure so that staff have a very secure understanding of their roles and responsibilities and how these contribute to the delivery of a high-quality student experience.

Leaders and managers have a clear strategy for the development and growth of higher education provision, which informs priorities to develop the provision to meet the needs of students and address the skills priorities of South Africa.

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

Administrative arrangements are highly organised and efficient in ensuring the efficient day-to-day running of the Institution across four campuses and through online learning.

Managers recruit and support educators who are highly qualified and experienced in their fields so that they have the necessary skills and expertise to support students to make effective progress.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Students benefit from engaging and applied learning activities that help them make secure links between theory and practice.

Educators use a broad range of interactive teaching methods that engage and motivate students, effectively promoting independent and collaborative learning.

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

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

Students benefit from an extensive and engaging social programme that meets the diverse needs of students and promotes cultural exchange.

Very effective pastoral support arrangements ensure students' personal and specific needs are very well met.

Actions required	Priority H/M/L
16.2 International students must receive an appropriate induction on issues specific to the local area.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

The premises provide students and staff with a clean, safe, modern and comfortable space that is conducive to learning and work.

Students benefit from professional library facilities and services that support their independent study and research skills well.

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

Leaders and managers have established a culture of effective quality assurance that ensures areas for improvement are quickly identified and acted on.

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

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's strengths

Students and staff benefit from significant investment in resources and training to ensure the delivery of online learning is successful.

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

## RECOMMENDED AREAS FOR IMPROVEMENT

Managers should fully implement the formalised process for updating and reviewing the risk register.

Leaders and managers should consider more clearly communicating the Institution's development strategy to stakeholders outside the Institution.

It is strongly recommended that the Institution implements more robust measures for confirming the identity of students completing online open-book examinations.

The Institution should consider implementing a routine English language competency test.

The Institution should consider the benefits of using different furniture layouts in teaching rooms to facilitate small-group work more easily.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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