BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION:　　　　　　　LISOF (PTY) Ltd

ADDRESS:　　　　　　　6 Eileen Road
Blairgowrie
Johannesburg 2194
South Africa

HEAD OF INSTITUTION:　　　　　　　Mrs Shana Rosenthal

DATE OF INSPECTION:　　　　　　　24-26 February 2020

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:　　　　　　　21 May 2020

PART A – INTRODUCTION

1. Background to the institution

LISOF (PTY) Ltd (LISOF/the Institution) is a privately-owned higher education institution providing accredited courses in fashion, digital marketing practice and business administration in retail management across the South African National Qualification Framework (NQF) levels 5 to 8. LISOF also offers a portfolio of unaccredited short courses in various fashion and make up disciplines.

The Institution has grown in size and is currently the largest fashion institution in South Africa and has a campus in Blairgowrie, Johannesburg and another situated in Hatfield, Pretoria.

The primary focus of LISOF is to deliver excellent quality higher education in the realm of fashion and develop graduate students who are employable and relevant to the marketplace and the world of fashion.

LISOF is regulated by the South African Qualifications Association (SAQA), The Department of Higher Education and Training (DHET), and the Council on Higher Education (CHE). As a result, the Institution has to balance the requirements of the workplace with the regulations and legislation governing higher education in South Africa.

The governance is led by the Chief Executive Officer (CEO) who is supported by the Academic Head, Deputy Academic Head, Campus Manager for the Pretoria campus and senior managers across the functional and academic areas of the Institution. A team of academic managers provide the subject specific leadership with each one managing a team of lecturers and technical support staff. The management structure covers the whole Institution with individuals moving between both the Blairgowrie and Hatfield campuses on a regular basis.

Until October 2017, LISOF was owned by Shana Rosenthal (PTY Ltd) along with three minority shareholders. In January 2018, an agreement of sale was signed between Shana Rosenthal and Stadio Holdings which resulted in the acquisition of the LISOF brand by Stadio Holdings. Stadio Holdings is an investment company with a focus on private higher education. It supports six institutions which make up the Stadio Multiversity.

The aim of Stadio Multiversity is to widen access to post-school learning opportunities for South African school-leavers and adults. The transfer of ownership provides the opportunity for LISOF to work in collaboration across the Stadio Multiversity. Although LISOF is in the process of aligning to the governance, policies and procedures of Stadio Holdings, the remit of the inspection relates to LISOF only.

2. Brief description of the current provision

LISOF offers a number of full-time educational programmes that provide students with the choice to either specialise in the design and technology areas of the industry or in the business of fashion. There are six courses that are currently offered. These are a Higher Certificate in Fashion at NQF Level 5, Higher Certificate in Fashion Retail at NQF Level 5, Diploma in Fashion (Design/Commercial) at NQF Level 6, Bachelor of Arts in Fashion at NQF Level 7, Bachelor of Commerce in Fashion at NQF Level 7 and Bachelor of Arts Honours in Fashion at NQF Level 8. All programmes are available at both campuses.

LISOF has submitted two new proposed qualifications to CHE for accreditation. These qualifications have been accredited by the CHE but are awaiting registration by SAQA on the National Qualification Framework. These include a Higher Certificate in Digital Marketing Practice and a Bachelor of Business Administration in Retail Management.

LISOF also offers a series of unaccredited short courses on a Saturday morning at both the Blairgowrie and Hatfield campuses. The courses are 12 weeks in duration. The portfolio of courses includes Pattern Making, Garment Construction, Creative Design and Styling and Make Up at both levels 1 and 2.

LISOF is in the process of developing short courses that will be offered to the general public and current students as a winter school offering. These short workshops will be skills-based and will focus on modelling, make-up, influencing, and styling. LISOF is further in the process of developing five online short courses that will ultimately be offered through the customised Virtual Learning Environment (VLE) platform.

At the time of the inspection, there were 740 full-time students enrolled and no part-time students. Part-time students are only enrolled on short courses. The enrolment process was still in progress for part-time students.

LISOF encourages applications from outside the South African borders, subject to fulfilling the requisite entry requirements and securing study visas. The majority of students are of African nationality. They come from countries such as Namibia, Zimbabwe and Swaziland. A minority of students come from other areas which include the United States of America (USA), South America and Europe.

All students are aged 18 or over and the student intake is predominantly female. LISOF's academic cycle is of 30 weeks' duration. It starts in January and runs through to December of each calendar year. All full-time students register and start at the beginning of the academic cycle with no opportunity for a mid-year intake.

As a Private Higher Education Institution, students are admitted to the Institution as per the Higher Education Act, 1997. This outlines the statutory minimum admission requirements for entry into higher education. The Institution requires that applicants have a passion and an interest in fashion and a desire to pursue a career in the industry.

3. Inspection process

The inspection process involved a Lead Inspector, a Team Inspector and a Student Inspector for two and a half days. Meetings were held with the CEO, Academic Head, Deputy Academic Head, Registrar, Head of Sales and Marketing, Financial Manager, Social Media Manager, Administration Manager, Site Manager (Johannesburg), Campus Manager (Pretoria), Site Manager and Quality Assurance Manager. Further meetings were held with a representation of academic managers, academic staff and support staff. These meetings were held at both the Blairgowrie and Hatfield campuses. Meetings were also held with students at both campuses.

A tour of both campuses was carried out and the inspectors observed the teaching across the portfolio of programmes. The Institution also has a small house aligned to the Blairgowrie campus that provides accommodation for five students which was also inspected. Staff at the Institution provided their full support and cooperation throughout the inspection.

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1.   The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes	☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	☐ Yes	☒ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	☒ Yes	☐ No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	☒ Yes	☐ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☒ Yes	☐ No ☐ 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.	☐ Yes	☒ No

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

Comments

LISOF has a clearly defined management structure which is documented in an organisation chart. This is communicated effectively to staff, students and external stakeholders. The organisation chart clearly identifies the remit and responsibilities for each role within the structure. Job descriptions are clearly documented and identify the level of authority and the interconnection with other members of the team. Consequently, there are clear and effective channels of communication across the Institution. The organisation chart is to be updated in the next financial year to reflect the relevant Stadio Holdings management structures.

The CEO has a comprehensive knowledge of both the strategic and operational aspects of the Institution. The CEO has extensive experience of working across the fashion sector and brings this experience and a network of contacts to the business to provide informed leadership and direction. The CEO is supported by the Academic Head and the Deputy Academic Head who also demonstrate an extensive and sound knowledge of the operational management of the Institution.

LISOF has a defined committee structure which clearly documents and articulates the governance structure and the terms of reference of individual committees. The Senate convenes annually to review the processes that are carried out to ensure that the portfolio of programmes fulfils the requirements of the regulatory bodies. This committee also ratifies new programme proposals and reviews the relevance of the programme portfolio.

All policies regarding the governance and management of the Institution are documented in the LISOF Policy and Practice Manual. This document is updated on an annual basis and disseminated to all staff. Policies and procedures are discussed at the various committees and LISOF is currently in the process of aligning these to those of Stadio Holdings.

1.4 However, external stakeholders have not been involved in the development of and updates to these policies and procedures.

Regular and formalised risk assessments are conducted by LISOF. There is a documented risk management system that identifies the potential risks faced by the Institution along with details of those who are accountable for monitoring risks. The financial management team also undertake regular risk assessment processes via their registered auditors. Risk management is an agenda item at the Academic Committee meetings where updates are regularly provided and documented and reports are made to the Senate.

Communication is managed on a day-to-day basis through staff meetings and discussions and also through methods such as e-mail and other electronic software in order to share key messages. Strategic updates are communicated by e-mail and operational elements are usually communicated orally in the first instance and then followed up by an e-mail communication. Communication with the tutors is by e-mail and telephone and tutors have a developed a communication network between themselves to share student progress and concerns to ensure continuity of delivery and the student experience. The communication channels across campuses are particularly effective to ensure a consistency of message.

1.8 Communication channels with external stakeholders, to ensure that they are suitably involved in the governance of the Institution, are under-developed.

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

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

Comments

LISOF has a clear strategy that is appropriately aligned to its mission statement, goals and objectives of providing high quality fashion education thereby preparing learners fully for entering the job market. The Institution has identified priorities, implementation plans and financial management to support the development and extension of its portfolio of programmes.

The strategic direction is currently driven by the CEO and supported through the Academic Committee where there is an opportunity for the management, staff and students to inform the strategic direction of the Institution. It is anticipated that the Senate will increasingly take the lead on informing and reviewing the strategy in the future.

The strategy of the Institution is communicated to internal stakeholders via the circulation of minutes from the Senate Committee meetings. The strategy is further communicated to the DHET via the submission of an annual report.

2.3 Communication with external stakeholders is under-developed with little formal opportunity for them to contribute to the strategic direction of the Institution.

LISOF undertakes a review of institutional and academic practices which is aligned to the proforma stipulated and required by the CHE and DHET. Consequently, the Institution's review focuses on the regulatory requirements. It draws on data from a number of sources which include student outcomes, external moderator reports, application data and resource profile.

2.4 However the review does not provide an effective mechanism to review the performance of LISOF and the development areas that need to be addressed to move forward. It is not a regular or systematic process as it takes place after an academic cycle, which could be two or three years in duration. The institutional review does not provide suitable opportunities for the effective analysis of the data, the identification of performance indicators and an assessment of how the targets to improve performance have been measured, documented and monitored.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	☒ Yes	☐ No
3.2	The institution's finances are subject to regular independent external audit.	☒ Yes	☐ No

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

Comments

LISOF conducts its financial matters with full transparency and appropriate probity. All audited financial reports are signed off by the executive team. Annual financial audits are conducted by independent external auditors.

The management of LISOF's finances is transparent and sound.

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.	☒ Yes	☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	☒ Yes	☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	☒ Yes	☐ 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.	☒ Yes	☐ No

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

Comments

LISOF has a clearly defined and documented management structure and organisation chart that is effectively communicated and understood by staff, students and external stakeholders. The regulators are also kept informed of the management structure and any changes that affect it. The learner orientation manual, which is distributed to students annually, provides clear detail of the composition of the management team at institution, department and programme level. Job descriptions provide clarity around roles and responsibilities.

The committee structure is well defined and comprises the Senate, which oversees the strategic planning and direction of the Institution, the Academic Committee and the Management Committee. The Senate has been set up recently and is in the process of being fully established and implemented with membership across all appropriate stakeholders. The Academic Committee membership includes the CEO, student representation and industry representatives. The Management Committee focuses on academic quality assurance, moderation feedback, academic results, ratification of marks, lecturer feedback, and teaching and learning.

The Academic and Management Committees meet on a weekly basis to discuss ongoing academic progression across all cohorts. A Student Council provides a forum for the student voice which effectively informs decision making. Each committee has defined responsibilities that are documented. Terms of reference are available. However, the terms of reference are not fully developed to reflect the scope and remit of each committee and how they interact with each other through various communication channels.

The weekly Academic and Management Committee meetings provide the opportunity to discuss the day-to-day management of the Institution and there are documented agendas and meeting records. At these meetings matters that have arisen at previous meetings are discussed and actions are allocated to the staff.

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

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

Comments

The administrative team is highly effective in supporting the operation of the Institution. Students confirmed how efficient and helpful the administration team are in addressing any issues. Inspection findings confirm this view.

The Policy and Practice Manual clearly defines the administrative support that is available to both the staff and the students. LISOF's policies and procedures are documented within the Policy and Practice Manual which is reviewed and updated on an annual basis. All new or revised policies and procedures are reviewed at the Management Committee and/or the Senate where they are approved. LISOF is currently aligning its internal policies with those of Stadio Holdings and there is a clearly documented audit of what has been reviewed and updated.

The Deputy Academic Head takes the lead on the timetabling of classes to ensure that this is planned subject to cohort size and classroom and workshop capacity. The timetabling process across both campuses is effective and is noted as a strength of the Institution by the students in their feedback. Timetables are communicated via an electronic application which students can access on their computer or their mobile telephones to ensure that any changes are effectively shared.

The Institution has clearly defined mechanisms to collect and collate data which is managed by the Data Capturer in Pretoria and by the Registrar in Johannesburg. LISOF collects data from a number of sources which include surveys, sales leads and student marks. These systems are effective in providing the Institution with a wealth of data to inform performance.

The members of the administrative team ensure that all records are organised and stored effectively along with appropriate archive arrangements for both student records and subject specific data such as subject guides. LISOF implements an online learner management system to store student data. This system is a central portal for storing and accessing data on an individual student or a whole cohort which includes attendance monitoring and assessment tracking.

Staff records, which include Curriculum Vitae, personnel information, contracts, appraisals and disciplinary outcomes, are appropriately maintained and updated by the Human Resource (HR) Administrator. All records are securely stored and maintained through an internal staff and student management system which can only be accessed by senior staff with appropriate authority.

At registration, all students are provided with an identification card for the year of study which identifies their details and programme of study. Access to the campuses is by means of biometric fingerprint recognition. The identification card is used at both examinations and graduation to ensure that any irregularities or authentication issues are eliminated.

The processes for the conduct and protocol of examinations and assessments are comprehensively documented within the Educator Manual. Students can access this information via the Learner Orientation Manual which clarifies the regulations and requirements regarding assessment submission and examinations.

The process for both the internal and external moderation of assessments and examinations is well defined. The external moderation process is carried out by a team of moderators who have extensive experience of the industry, as well as knowledge of the content of the programme of study. Their feedback and input into the process provide an effective level of challenge and support for the Institution and are highly valued.

The Educator Manual states that feedback must be provided within two weeks after the assessment. Students confirmed that this was adhered to and that the feedback they received was detailed and appropriately developmental.

LISOF has a fair policy on the collection and refund of student fees which is communicated to students before application and is also documented in the learner orientation manual.

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

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

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

Comments

Appropriate policies and procedures are available and clearly documented to support the recruitment of staff and also to provide clarity on the expectations whilst they are employed. These policies include recruitment, health and safety, equality, inclusion and diversity, as well as a policy for the termination of employment. The policies and procedures are clearly articulated in the educator manual, which is distributed to new members of staff on joining. Updates to policies and procedures are communicated to staff by e-mail.

LISOF is committed to recruiting staff who demonstrate the necessary qualifications and experience to undertake their role and this is documented within the recruitment policy. In particular, academic staff are recruited based upon their academic and practical experience within the industry. The Institution also endeavours to employ teaching staff who are qualified at least one level above the qualification that they will be teaching on. There is a rigorous recruitment and interview process for new staff.

Job descriptions are available that identify roles and responsibilities so that all staff are clear as to the requirements and expectations of their roles. The job descriptions are currently being reviewed. They include key performance areas and key performance indicators for each role which are used to support the staff performance appraisal process.

All new staff receive an induction that covers the Institution as a whole, as well as the job function to which they have been appointed. The HR manager performs the institutional induction with all staff members. The job specific induction is conducted by an appropriate member of staff.

LISOF has a published equality and diversity policy which ensures that all staff are treated equitably and has resulted in the Institution having a diverse workforce. The Policy and Practice Manual includes the complaints and appeals procedure. Staff are aware of the procedures and how to make a complaint and an appeal. The outcomes are communicated in a timely manner to staff and are well documented.

The Internal Quality Management System (IQMS) is used to review and monitor all aspects of staff performance. The IQMS process for academic staff is carried out each term and includes feedback to individual staff members regarding performance. Feedback is also provided to the Management Committee to inform decision making. Regular classroom observations are undertaken by the academic managers, which feed into the current performance appraisal system. LISOF is currently reviewing its performance review process to align it better to the key performance areas in individual job descriptions to further inform the performance appraisal system and identify specific training and upskilling needs.

7.   Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	☒ Yes	☐ No	
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☐ Yes	☒ No	
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☐ Yes	☒ No	
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes	☐ 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.	☒ Yes	☐ No	
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	☒ Yes	☐ No	☐ NA

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

Comments

The procedure for proposal and accreditation of programmes is governed by the Higher Education Quality Council (HEQC). All programmes submitted to HEQC are internally reviewed and evaluated against the stipulated criteria and also to ensure that they align to the mission of the Institution. Initial proposals for a new programme are presented to the Senate, as well as circulated to industry representatives for input and evaluation. The proposal and accreditation process is robust to ensure that the programmes are both academically sound and also reflect the right level in terms of the National Qualification Framework.

Learning outcomes for each subject are detailed in the subject curriculum statement, which is available internally. Learning outcomes are also specified in each of the assessment briefs and within individual subject guides.

7.2 However, the learning outcomes are not publicly distributed. They are also not clearly articulated at programme level.

Informal review of academic programmes takes place during the weekly Management and Academic Committees where subject content and relevance is reviewed on an ongoing basis. These meetings are recorded. There is a three-year cycle where a more formalised review of each programme takes place and this aligns with the programme reaccreditation process.

7.3 Not all the academic staff are involved in the review of the programmes and they are not all members of the Academic Committee. The minutes of the committee are not sufficiently detailed and do not always document how and when actions are addressed.

There are established and well-documented procedures for the acquisition of resources. The procedures are effective so that both planned and unplanned requests for resources are effectively considered to enhance the student experience.

LISOF refers students to prescribed books for each subject area. These texts can be purchased by the students on the day of registration. Students are advised of these costs upon inquiry with the Institution. Copies of the prescribed books are also provided to the lecturers and academic managers, with additional copies being made available in the library. Some lecturers provide additional materials to support students' learning.

Students are appropriately encouraged to take an active role in the development of the academic provision to ensure student centered learning.

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.	☒ Yes ☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes ☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA

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

Comments

The Institution's qualifications are fully aligned with legislation within South Africa which specifies appropriate minimum levels as minimum entry requirements for each qualification type. These, and any other relevant criteria which may be applicable and specific to each programme, are clearly indicated in programme brochures. Such criteria are also checked, verified and recorded for audit purposes and for the purpose of reporting to the DHET.

On application, students are informed that English is the official language of instruction in the Institution and this is also articulated within the learner orientation manual. All applicants confirm their competence in English as an admission requirement for all programmes. Initial applications are managed by a team of sales executives whose role is to capture leads, respond to queries and also provide information on entry requirements.

The application and enrolment process includes the communication of detailed programme brochures and information leaflets to prospective students and their parents. Students confirmed that the advice, guidance and support they received during both the application and enrolment process were very good. The inspectors' findings confirm this view.

Appropriate initial assessments are undertaken during induction to assess the capability of each student. These include the capture of detail regarding learning styles, life factors and reading and technological ability. The assessments effectively support the building up of a fuller profile of each individual student.

All applicants are required to complete an application form and a pre-registration assessment test and applicants are informed that an offer for a place on a course will be subject to all relevant documentation being received and fulfilment of the entry requirements.

The Institution has clearly defined Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) policies which specify the criteria, conditions and processes for recognition of RPL. This information is also detailed within the learner orientation manual. Records are in place to show where RPL and CAT had been applied effectively and students are aware of both processes.

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.	☒ Yes ☐ No ☐ NA

9.2	Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.	☒ Yes ☐ No ☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes ☐ No ☐ 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.	☐ Yes ☒ No ☐ NA

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

Comments

All academic staff are encouraged and supported to engage, explore and participate in research activities and to publish their findings with five papers presented at the Stadio academic conference in September 2019. The Institution is currently developing a research policy for staff which will be aligned to the performance appraisal process.

There is an appropriate support programme in place for academic staff who wish to develop their teaching practice. These include teaching and learning workshops, along with internal support sessions on research practices.

The educator manual documents the opportunities and processes for staff looking to undertake research and other professional development activities. There are many examples where LISOF has supported this development and this includes financial support for staff to study on appropriate programmes to further enhance their knowledge and skills.

There are a number of examples where staff used their initiative to work collaboratively and share knowledge both within and across subject areas.

9.4 However, there is no formal opportunity for staff to meet regularly to share and discuss their research activity.

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.	☒ Yes ☐ No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	☒ Yes ☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes ☐ 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.	☒ Yes ☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes ☐ No

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

Comments

The publicity material is visually of a high quality and informative. The DHET samples all publicity material annually for accuracy and relevance.

The website is well presented and provides an accurate representation of the ethos of the Institution, staff expertise, alumni and graduate success stories. Information on all the programmes is clearly articulated with details of assessment and progression opportunities. Additional publicity materials, which include the prospectus and flyers, supplement the detail provided on the website. All materials are reviewed and updated on an ongoing basis. Content is developed by the marketing department and then verified and approved by both the CEO and the Academic Head to ensure accuracy.

Students are well informed of what qualifications are offered and are able to speak with confidence about the course they are studying and the level of award they are expected to achieve. LISOF provides clear detail of the cost of programmes, including additional costs, within their publicity materials. This is also shared with applicants at the application stage and documented in the learner orientation manual.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11.   Academic staff are effective in facilitating student learning

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

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

Comments

Lecturers have the required subject knowledge, pedagogic and communicative skills to teach the course content at the appropriate level. Academic managers work well with lecturers to determine the detailed delivery of courses. This ensures an appropriate match between staff and course requirements. If gaps are identified, the Academic Manager will support the necessary staff development through arranging training and personalised advice. Students confirmed that staff were knowledgeable, taught at an appropriate level and communicated well. Inspection findings confirmed this.

The allocation of teaching staff to courses provides for a consistent learning experience with delivery monitored to ensure consistency. Academic managers are responsible for allocating courses to lecturers. Academic managers work with lecturers on the detailed delivery plans ensuring that the students' experience is appropriate and consistent. Staff are monitored by academic managers through class observations and via students completing feedback surveys.

The programmes and courses are delivered and assessed so that the students' knowledge and skills are appropriately developed. Through the extensive monitoring and agreement of course teaching plans between the academic manager and lecturer, course delivery is developed to ensure that students succeed in all assessment types. Time is set aside in delivery plans to ensure students are appropriately prepared for any examinations. Students confirmed that they were appropriately prepared for assessments and that they were provided with the necessary skills and knowledge to succeed in assessments.

The teaching sessions are appropriately informed by descriptors and meet the defined intended learning outcomes. Subject curriculum statements are agreed with the accrediting body and CHE. Prior to the commencement of delivery, subject outlines and guides are developed by lecturers. These ensure that the requirements of the subject curriculum statements are effectively delivered. Teaching plans are devised between lecturers and academic managers to ensure

that lecturers deliver in accordance with the intended learning outcomes. This thorough process is regularly reviewed by the Deputy Academic Head.

At each stage the learning outcomes are reviewed and sometimes need to be expanded to ensure coverage of the learning outcomes at the previous stage. It would be beneficial to have an explicit mapping so that it can be determined that the learning outcomes and assessments detailed in the subject guide fulfil the learning outcomes specified within the subject curriculum statement.

Where students are identified as needing additional support with respect to learning needs or preferred learning styles and these processes are very well developed, the students are referred to the Registrar to review the additional support required. Teaching plans are discussed and appropriately adapted to support the student. However, specific training is not provided to staff to recognise preferred individual learning needs or learning styles and there are no systematically documented processes to support such students.

Academic staff use a mixture of group and individual activities to ensure the engagement and effective learning of students. The teaching plans are devised between academic managers and lecturers through discussion and detail the activities to be used in class. They incorporate appropriate group and individual activities. Students confirmed the variety and appropriateness of activities used and the inspection findings confirm this.

The teaching plans and assessments demonstrate that students are required to develop independent learning skills. The Deputy Academic Head also reviews all assessments to ensure that the necessary challenge is incorporated into assessments to meet the level required, which includes the extent to which independent learning skills are involved. The class activities and complexity of assessments require greater application of knowledge, understanding, and reflection as the levels progress. Students confirmed that classes and assessments increasingly provide greater challenge with respect to independent learning skills as they progressed through the levels.

Students and staff have access to appropriate learning materials. The use of appropriate study materials is discussed and reviewed as part of the process between lecturer and academic managers to agree teaching plans. Students confirmed that they had good access to appropriate learning materials. Electronic materials used in class and recommended for extra study outside class are easily accessible. They are made available through an online communicator facilitated through the academic managers.

There are different practices regarding the timing of the release of in-class teaching resources which compromise the consistency of accessibility to these for the students.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes ☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes ☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes ☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes ☐ No

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

Comments

Subject guides, that are provided to students at the start of a course, provide a week-by-week schedule that includes assessment handout, briefing and assessment submission details. Where a course involves an examination, the schedule also details the examination preparation classes and revision periods. Students confirmed that they were clearly informed about the key dates for the assessments.

Assessment strategies are defined by academic managers as part of the process for defining the subject delivery and assessment. There is a suitable and robust assessment development process that the Deputy Academic Head oversees. Lecturers create assessments to meet the specified requirements. The suitability of the assessment is then approved by the Academic Manager via discussion and review with the lecturer if required. Once agreed, the assessment is reviewed and approved by the Deputy Academic Head. This process ensures that assessments are clearly written and indicate what students need to do to complete the assessments successfully. Students confirmed the clarity of assessments set and the expectations of what was required.

Grading schemes are used to provide feedback on assessments. In addition, detailed and supportive oral feedback and adequate written feedback are provided. Students confirmed that they receive appropriate feedback and inspection findings confirm this. Students at risk of not succeeding are identified as part of assessment reviews, and strategies to improve the student performance are considered and agreed with academic managers. The assessment reviews are presented to and approved by the Deputy Academic Head and the Academic Head at Academic Committee meetings where all modules for the session are considered. The Registrar reviews the student performance across all subjects through an online system and provides guidance to students on their progress. Students confirmed that they receive good information and guidance on their overall performance.

LISOF has appropriate policies and procedures in place to deter cheating and to penalise students where cheating is identified. Students are informed through handbooks, posters, and guidance sessions. Assessment specifications make clear the consequences of cheating. LISOF has recently introduced plagiarism detection software and is in the process of implementing its use. There is a schedule of presentations to train staff and students on the use of the software. A new appointment to a specific role to oversee academic misconduct issues has been made. Students confirmed that they are effectively discouraged from cheating and are made aware of the resulting penalties via several channels.

Appropriate policies and procedures for claiming mitigating circumstances and appealing against marks are in place and provided to students. Students confirmed they are aware of the policies and processes.

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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.	☒ Yes ☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes ☐ No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
13.5	The institution makes effective provision for students to access all resources.	☒ Yes ☐ No

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

Comments

Teaching plans are devised for each delivery in discussion between academic managers and lecturers. The development and use of course materials are agreed between the lecturer and Academic Manager as part of the process for agreeing subject teaching plans. This ensures that the course materials are both appropriate and suitable for the level of study and to enable students to meet the programme objectives.

The teaching plans specify the course materials required and there is a process to ensure that the materials are updated for currency and accuracy on a regular basis. Students confirmed that they are provided with current and accurate course materials.

Teaching plans include the use of appropriate learning resources and teaching aids. Students confirmed that lecturers made effective use of teaching aids and learning resources in their teaching and inspection findings confirm this to be the case.

Electronic materials used in class and recommended for extra study outside class are made available via an online communicator. Different practices regarding the timing of the release of in-class teaching resources to students are used amongst staff. Appropriate physical resources are made available both during and outside class sessions. Students confirmed that they are provided with adequate access to all the required resources.

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☐ Yes	☒ No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes	☐ 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.	☒ Yes	☐ No
14.6	There are effective systems to communicate with students out of class hours.	☒ Yes	☐ No ☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐ Yes	☐ No ☒ NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☐ Yes	☒ No ☐ NA

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

Comments

There is an appropriate staff member responsible for student welfare. Each student has a meeting with the Registrar at the start and end of each academic year to discuss their progress and any issues. Student feedback regarding the advice and support they received is highly positive regarding the open-door policy and proactive nature of the help and support provided by the Registrar.

Students receive a high level of pastoral support through their lecturers and the Registrar. Any specific counselling support required is appropriately outsourced when demand arises. LISOF has been proactive in implementing wellness programmes which the students enjoyed. They confirmed that these activities enhanced their experience at LISOF.

LISOF provides a comprehensive induction for all students which involves an appropriate orientation, as well as activities that are subject related. The induction also provides students with an opportunity to socialise with their peers.

Students are aware of where to go to access pastoral support. Staff demonstrate a high level of dedication to helping and supporting the students. This support is available on campus during opening times.

14.3 However, there is no specific provision for emergency support out of hours.

The Learner Orientation Manual and the Policy and Practice Manual clearly document the policies for discrimination and abusive behaviour. LISOF makes it clear that any discrimination will not be tolerated under any circumstances.

LISOF provides a range of services to support student study. The services include assisting students with technological queries and general support on using the resources within the workshops.

All students have access to a communication application which they download at registration. This software is accessible on campus and remotely at all times. The application is used to post messages to the students. The students confirm that this is an effective method of ensuring that key information is shared with the in a timely manner.

14.8 There is currently no mechanism to manage the risks associated with radicalisation and extremism. There is no risk assessment, policy or staff training.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes	☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes	☐ No
15.8	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes	☐ No

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

Comments

Students have access to teaching staff outside teaching and learning sessions. Requests to meet with a member of staff are followed up in a timely manner and students confirm that this arrangement works well. This was confirmed by the inspection findings.

Academic and pastoral support is led by the Registrar and Campus Manager and appropriately supported by the academic staff. Students say that they are well supported and know who to approach if they need help.

LISOF has defined mechanisms to identify and monitor students who are not making satisfactory progress. In particular, the Academic Preparedness Intervention scheme is designed to support an individual student or a group of students. The Academic Manager or lecturer can request an intervention. Learner progress reports and assessment results are also used in discussions with students and their parents. The IQMS holds significant amounts of information on the progress of a student and is used effectively to identify any subject or programme specific issues that need to be followed up.

Support sessions are offered for academically at-risk or inactive students to discuss remedial options. A red-flag protocol is in place which provides an effective mechanism for staff to identify students who are not making satisfactory progress. The Registrar is proactive in following up any referrals and implementing appropriate interventions, in discussion with the academic managers. Remedial action may involve transferring to another subject.

The Registrar provides progression advice and meets with all students before they graduate to discuss career options. All students undertake a module in their final year of study which makes good use of links with external industry employers and encourages placements to prepare students for the world of work.

The disciplinary process and grievance procedure are outlined in the Policy and Practice Manual and are also documented in the Learner Orientation Manual. This is also referenced during induction. LISOF maintains comprehensive records of all complaints and their outcomes. Students confirmed that they had received feedback on any complaints that they had submitted.

The Learner Orientation Manual provides advice and support for students on academic preparedness. The Registrar is also available to provide advice and guidance and students feel that this support has helped them with their learning.

LISOF makes good use of self-referral by students, either via the application form or in discussion with staff, to identify if they have any specific educational needs and disabilities. There are examples where lecturers have identified individual students who need additional support, and this has been put in place. Staff have not been formally trained in identifying students with individual learning needs.

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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.	☒ Yes ☐ No ☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☒ Yes ☐ No ☐ NA
16.3	Information and advice, which is specific to international students, continues to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA
16.5	Where possible, students have access to speakers of their own first language.	☒ Yes ☐ No ☐ NA

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

Comments

International students receive appropriate information in advance of starting their chosen course of study. Members of the sales team are the first point of contact for international students looking to study at LISOF. Sales executives advise the student on the academic requirements for admission and make a referral to the Registrar for any specific additional information regarding travel and accommodation. However, the international students, the majority of whom are of African nationality, say that they would welcome more detailed information about living and studying in South Africa and that this would help prepare them more effectively.

On arrival, international students access the same induction as national students on the local area which meets their needs. Notices are placed around both campuses to advertise relevant opportunities for part-time employment, accommodation and local events of interest.

LISOF continues to provide information and advice for international students during their study, although there is a reliance on the student to request advice rather than the Institution providing this through a proactive and structured approach. The international students interviewed were highly positive regarding the advice and support they received whilst on the course.

The Institution takes careful and appropriate account of the religious and cultural needs of its students.

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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.	☐ Yes	☒ No	☐ NA
17.2	There are effective procedures and systems to enforce attendance and punctuality.	☐ Yes	☒ No	☐ NA
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	☐ Yes	☒ No	☐ NA
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly.	☐ Yes	☒ No	☐ NA

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

Comments

There is a clearly published attendance policy which is communicated to students through the Learner Orientation Manual. Attendance is effectively recorded for each session and collated by the Registrar. The biometric system is used to cross reference attendance registers to ensure their accuracy. Data on attendance is recorded centrally on a centralised management information system and reviewed regularly to identify any persistent offenders.

17.1 17.2 17.3 17.4 There is no policy regarding punctuality. Punctuality is not recorded in all classes with lecturers adopting varying approaches to dealing with students arriving late for class. Therefore, there is inconsistent practice in recording and enforcing students who arrive late to class.

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

18.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	☒ Yes	☐ No	☐ NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☒ Yes	☐ No	☐ NA
18.3	A level of supervision is provided, that is appropriate to the needs of students.	☒ Yes	☐ No	☐ NA
18.4	Students are provided with advice on suitable private accommodation.	☒ Yes	☐ No	☐ NA

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

Comments

The Institution has a small house close to the campus in Johannesburg. This is used to provide accommodation for a small number of students. This property is secure and has adequate bathroom, living room and kitchen facilities. The students accommodated are pre-selected for residence and are all female.

The accommodation is exceptionally clean and security is controlled via the student identification card. The residence is maintained by the LISOF Facilities Manager on an ongoing basis.

The house is inspected annually under the LISOF occupational health and safety review.

Although the house is unsupervised, the campus Facilities Manager ensures that it is well maintained and secure and the Facilities Manager is available during campus opening hours should an issue arise.

Noticeboards are used at both campuses to advertise available private accommodation in the area, along with links to accommodation agencies.

19.	The institution provides an appropriate social programme for students and information on activities in the locality	
19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA

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

Comments

Students are provided with readily accessible information about social events, fashion shows and other leisure activities that might be of interest.

The Student Council, in conjunction with the Registrar, manages the organisation of the social programme. Students value and enjoy the extra-curricular social programme as it enhances their on-course experience and provides an opportunity to network.

The majority of the events are organised by the students. The Site Manager is available during campus opening hours for the provision of any required support. The Institution provides appropriate financial support.

Students make good use of their own social networks to create their own online community. There are currently no institutional channels to facilitate peer interaction. However, LISOF is exploring the use of a number of applications through the VLE that will provide an infrastructure for collaboration and discussion.

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.	☒ Yes ☐ No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA

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

Comments

The Institution has secure tenure and the legal right to use its premises for the delivery of higher education. A certificate of registration is a requirement of DHET.

LISOF has access to external premises when needed, for example for the annual fashion show.

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.	☒ Yes ☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes ☐ No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	☒ Yes ☐ 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.	☒ Yes ☐ No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes ☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The premises are secured by means of a biometric entry system. Visitors to the campuses are required to report to reception and sign in and out of the venue. Security guards are on site at both campuses. There are also Closed-Circuit Television (CCTV) cameras which add an additional layer of security to the premises.

The buildings are well maintained and decorated. Visual merchandising windows are dressed on a monthly basis according to themes and mannequins are located at both campuses to showcase the design work of the students.

LISOF adheres to the occupational health and safety act and there is clear guidance regarding health and safety that is communicated to staff and students through e-mail, as well as being available and visible on noticeboards for visitors. The premises have appropriate signage both inside and outside.

Students and staff have access to a canteen and suitable seating areas at both campuses. Staff also have access to a staff room which includes a full kitchen and dining area. Both campuses have open reception areas with seating for visitors. The boardroom may also be used for meetings.

Heating, ventilation and toilet facilities are appropriate for the size of the buildings and for the number of staff and students on the premises at any one time.

Overall, the premises at both locations provide a conducive environment in which to learn and work.

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.	☒ Yes ☐ No ☐ NA
22.2	Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	☒ Yes ☐ No ☐ NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☒ Yes ☐ No ☐ NA

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

Comments

At both sites, teaching and learning facilities include well-equipped lecture theatres for theoretical sessions and tutorial rooms. Practical modules are accommodated in bespoke design studios and workshops which are well equipped with resources such as sewing machines, industrial presses, mannequins and visual merchandising windows.

Studio space is well appointed and benefits from good natural light. It provides appropriate working areas for both individual student design work as well as group sessions.

Dedicated Information Technology (IT) suites are equipped with hardware and software that is appropriate to the fashion industry.

Assessments are carried out on site with appropriate access to display areas and presentation software. There is appropriate accommodation for hosting examinations.

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.	☒ Yes ☐ No ☐ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No ☐ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	☒ Yes ☐ No

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

Comments

Students have access to a small library space for private study at both campuses. The library has facilities for IT access, as well as a book and journal stock and access to extensive online resources. Students have access to other communal areas to work, such as the canteen. Students are able to request access to a specialist room to work, if it is not timetabled. However, LISOF recognises that study space for students is limited at both campuses.

Accommodation for staff is at capacity at both campuses. As a result, the staff make use of a classroom or the boardroom to undertake private discussions with students. LISOF also effectively supports staff in working from home to undertake assessments and moderation.

Both campuses provide canteen facilities that are well utilised by staff and students, along with additional outside space to relax and socialise. Staff also have access to a kitchen area within the staff rooms. Lockers are provided to all students to house their personal belongings.

Administrative facilities are sufficient and of an appropriate standard to support the smooth operation of the business. However, a predicted increase in student numbers as the portfolio of programmes grow, will place further demands on this space.

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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.	☒ Yes ☐ 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.	☒ Yes ☐ No
24.3	The library has sufficient space for student independent study and group working.	☒ Yes ☐ No ☐ NA
24.4	There is a well-organised lending policy.	☒ Yes ☐ No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☒ Yes ☐ No ☐ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☒ Yes ☐ No ☐ NA

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

Comments

The libraries at both campuses contain the prescribed and supplementary texts. The book stock is further supported by access to a wide range of online catalogues and resources. The resources are reviewed annually and all proposals for new stock acquisition are supported by an academic rationale and justification.

Students feel that they are able to access the books they need to support their learning with many purchasing their own copy of the prescribed text for each subject

LISOF has an appropriate lending policy in place that is communicated to all staff and students on joining the Institution.

There are well-qualified librarians at both campuses with the appropriate experience to provide an effective service to both staff and students.

The library at both campuses is available only during opening hours which places a restriction on access for students in the evening and at the weekends.

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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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	☒ Yes ☐ No ☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes ☐ 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.	☒ Yes ☐ No
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes ☐ No

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

Comments

LISOF provides adequate computer facilities to support both staff and students. Up-to-date software is installed on the computers and there are additional computer facilities within the library.

Students have limited access to online resources and opportunities for interaction and peer collaboration across the Institution.

Students have access to the most up-to-date software relevant for their studies. The VLE is currently under development and is due for implementation in 2020. This will provide a central repository for resources for students, as well as a mechanism to enable the provision of a blended approach to study.

An appropriate update plan for the hardware and software is in place to ensure the ongoing currency of the resources.

IT support is outsourced with technicians available on site during campus opening hours. Inspection findings show that both staff and students' experience of the IT support is positive.

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

The views of students are robustly canvassed through surveys as detailed in the IQMS with action taken where required. Staff are offered the opportunity to express their views through recorded meetings and can also raise issues directly with all senior staff, including the academic managers.

External moderators complete a robust feedback form with the resulting information feeding into the subject review reports generated by lecturers and academic managers and approved at Academic Meetings.

26.1 Other external stakeholders, although canvassed, do not have their views specifically recorded so that appropriate action can be systematically taken as a result.

Student feedback is obtained through several surveys as specified in the IQMS with the information gathered feeding into the subject review reports generated by lecturers and academic managers. Students also have a Student Council that is elected by the student body. This provides students with a forum to raise issues via their representatives.

Suggestion boxes are also available to students. Students are aware of the various means of providing feedback and raising issues. Student and staff confirmed that, where specific issues were raised, they were provided with written feedback in a timely manner.

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.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes	☐ 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.	☐ Yes	☒ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☐ Yes	☒ 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☐ Yes	☒ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☐ Yes	☒ 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.	☐ Yes	☒ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes	☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	☐ Yes	☒ No

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

Comments

Quality management policies and procedures are clearly detailed within several key documents and are issued and signposted to staff and students. The documents are also provided to other stakeholders. Students and staff are aware of the existence of the key quality assurance processes and polices and where to find them.

The strategic management of LISOF is currently undertaken through the Management Committee and is appropriately informed by the Institution's quality assurance policies, procedures, and concerns.

Quality assurance concerns are embedded throughout the practices of the Institution. Staff and students are provided with handbooks as soon as they join the Institution. These handbooks include the relevant policies and procedures affecting and guiding the staff and students.

There are thorough processes in place for ensuring effective programme delivery and assessment and for reviewing marked work and subject delivery. The IQMS and policy and procedures manual detail the quality assurance tools that are embedded throughout the Institution.

27.4 27.9 Performance Indicators have not been defined at institution level. Consequently, performance is not measured against appropriate performance indicators.

27.5 The Institution does not compile reports that present the results of the Institution's reviews. A report for the CHE is generated, but this is predominantly factual rather than analytical or reflective and it does not lead to the generation of an action plan.

27.10 General performance reports that include an analysis of year-on-year data are not generated.

The role of the academic managers and Deputy Academic Head are focused on ensuring the quality of the student learning experience and the fair treatment of students. This is assured through the processes by which teaching plans, assessments and the marking of student work are agreed and approved.

The lecturer and Academic Manager write a subject review report that considers all aspects of the subject's delivery and includes a review of student feedback and student achievement. The report is presented for approval to the Academic Committee. Programmes are accredited by the CHE and are defined through their constituent courses. Once accreditation is granted, the quality assurance focus moves to the delivery and review of the constituent courses rather than the programme.

27.8 27.12 There is no clearly designated programme leader. Annual programme reports are not generated and consequently programmes are not routinely reviewed in their entirety.

Programmes are accredited by the CHE. The review and revalidation of the programmes are undertaken as part of the accreditation and re-accreditation process and therefore involve external assessors. Opportunities for change to the curriculum outside the accreditation and re-accreditation processes are restricted by the regulatory bodies.

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.	☐ Yes	☒ No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☐ Yes	☒ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☐ Yes	☒ No

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

Comments

Staff informally share good practice with colleagues. This includes collaboration on design projects and facilitating introductions to new industry contacts.

28.1 There is no management-led strategy or formal system for the effective sharing of good practice. Consequently, good practice is not routinely identified and shared across the Institution.

Subject delivery review reports detail improvements that have been made and ongoing development, as well as opportunities for enhancement.

28.2 Annual programme reports, which include improvement and ongoing developments made and identify further areas requiring enhancement, are not currently generated.

28.3 Action plans for enhancement are not systematically implemented or routinely reviewed through the Institution's committee structure.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's Strengths

LISOF has a strong and passionate senior leadership team that is committed to providing effective learning opportunities to develop the employability of its students. The Institution has a strong vision that it is implementing well to provide new and exciting learning opportunities for students.

Actions Required	Priority H/M/L
1.4 2.3 26.1 LISOF must effectively canvas and record the views of external stakeholders to inform and support the strategic direction of the Institution and the development of its policies and processes.	☐ High ☒ Medium ☐ Low
1.8 LISOF must ensure that there are clear documented channels of communication between the Senate, Academic Committee, Management Committee and external stakeholders.	☐ High ☒ Medium ☐ Low
2.4 LISOF must conduct a regular and systematic review of the performance of the whole Institution and measure performance against strategic targets.	☒ High ☐ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

There is a clear commitment, from both the CEO and the senior leadership team, to widen participation and provide the opportunity to the maximum number of students to develop their professional and academic skills. LISOF has a highly qualified academic team, with staff who bring excellent industry experience and are practicing professionals within their field. There is an effective administration team whose priority is to provide the necessary support for the students. There are extensive links with the industry that result in guest speakers and external advisors, who provide current industry perspectives, to enhance the students' experience.

Actions Required	Priority H/M/L
7.2 Learning outcomes must be clearly articulated at programme level and made publicly available.	☐ High ☒ Medium ☐ Low
7.3 LISOF must introduce a schedule of recorded meetings where all academic staff can review academic programmes, which can then feed into the institutional review.	☐ High ☒ Medium ☐ Low
9.4 LISOF must develop a suitable research policy that includes a workable system to enable staff to meet regularly to share and discuss their current research activities.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Courses are well planned and structured, with industry-relevant assessment activities that have currency across the sector.

Assessments provide the opportunity for individual students to showcase their creativity and skills enabling a more personalised learning experience.

Learning is led and supported by a highly qualified academic team who bring their own professional experience and contacts to the courses to further enhance the student experience.

There are rigorous and robust assessment and moderation processes that drive up standards and ensure that the outcomes have relevance to the industry.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

There is an infrastructure of genuine support and care for the students across the Institution.

The staff are committed to the ethos of the Institution to ensure an effective student-centered approach.

Actions Required	Priority H/M/L
14.3 LISOF must provide appropriate provision of emergency support out of the normal opening hours.	☐ High ☒ Medium ☐ Low
14.8 LISOF must develop formal mechanisms to manage the risks associated with radicalisation and extremism.	☐ High ☒ Medium ☐ Low
17.1 17.2 17.3 17.4 LISOF must introduce and implement a punctuality policy.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The Institution provides high quality learning and relaxation spaces in the premises that replicate a realistic workplace experience.

Staff and students are well supported with the availability of, and access to a wealth of relevant resources and facilities to support teaching and learning.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

LISOF has developed effective documented systems and processes to support quality assurance through the IQMS.

There is a comprehensive Policy and Practice Manual that is translated into an accessible version for students in the Learner Orientation Manual.

Actions Required	Priority H/M/L

27.4 27.5 27.9 27.10 LISOF must define clear and appropriate performance indicators and compile regular reports that present the results of the Institution's reviews and incorporate action plans.	☒ High ☐ Medium ☐ Low
27.8 27.12 28.2 A nominated programme leader must compile an annual programme report that is reviewed to produce programme level actions to include opportunities for enhancement.	☒ High ☐ Medium ☐ Low
28.1 LISOF must introduce a mechanism to identify and disseminate good practice across the Institution.	☐ High ☒ Medium ☐ Low
28.3 LISOF must introduce enhancement action plans to be routinely reviewed through the Institution's committee structure.	☐ High ☒ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

LISOF is recommended to review the terms of reference of all its committee structures and identify clear channels of communication to ensure the effective dissemination of information.

LISOF is recommended to review the roles and responsibilities of staff to ensure that these are clearly delineated and equitable and reference key performance areas within job descriptions to inform the appraisal process and identify areas of professional development and training.

The Institution is recommended to ensure that learning outcomes for assessments and subject guides are explicitly mapped to subject outlines and subject curriculum statements.

LISOF should provide staff training in identifying students with individual learning needs and preferred learning styles and develop formal documented processes to support the provision of appropriate reasonable adjustments.

LISOF is recommended to review student access to in-class teaching materials and online resources, including through the full implementation of a VLE, as well as opportunities for interaction and peer collaboration across the Institution.

LISOF should consider providing more detailed pre-arrival information about living and studying in South Africa to its international students and be more proactive and structured in providing ongoing advice and guidance throughout their programme of study.

LISOF is recommended to review the accommodation for staff and students to ensure appropriate capacity is available with the planned expansion of the Institution, including the opening times of the libraries.

COMPLIANCE WITH STATUTORY REQUIREMENTS