



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** Nobel International Business School

**ADDRESS:** Plot 2, Arko Close  
Nelson Mandela Avenue  
Gulf House  
South Legon  
Accra  
Ghana

**HEAD OF INSTITUTION:** Professor Kwaku Atuahene-Gima

**DATE OF INSPECTION:** 27–29 July 2022

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

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

Date: 28 March 2024

## **PART A – INTRODUCTION**

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

The Nobel International Business School (NiBS/the Institution) is a privately owned limited company registered in Ghana by the Registrar General's Department. NiBS offers a range of professional and academic doctorate degrees, along with Master's degree programmes.

The Institution was established in July 2014 and is located near the centre of Accra, Ghana.

The Institution's vision is to be recognised as the leading practical business school in Africa, which develops, educates and trains business leaders and professionals throughout their careers.

Overall oversight of the Institution is provided by the Board of Governors. The owner of the Institution acts as the Executive Dean and is supported in the day-to-day administration of the Institution by a President and a number of academic and program advisers.

NiBS holds institutional accreditation from the Ghana Tertiary Education Commission (GTEC) in Ghana and affiliations and partnerships for its programmes from the Swiss Business School, IPAG Business School, and the Ghana Institute of Management and Public Administration.

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

NiBS offer four postgraduate programmes. At Master's level, the Institution delivers an Executive Master of Business Administration (EMBA). At doctoral level, it offers a Doctor of Business Administration (DBA), a Doctor of Business Leadership (DBL) and a Doctor of Philosophy in Business Administration (PhD).

The EMBA course is delivered through a block modular course system using in-person, on-campus classes, together with live online classes, where necessary. The programme is research-oriented and focused on real-world, practical issues occurring within the 12 months' completion period.

The academic doctorate degree programme is also conducted through a block modular course system, using in-person, on-campus classes, together with live online classes, where necessary. Professional doctorate degrees are delivered through a part-time block modular course system over two to four days every two or three months using in-person, on-campus classes and live online classes, where necessary. The programme has a three-year completion period.

All students are studying on a part-time basis. At the time of the inspection, delivery of postgraduate programmes was through a hybrid approach, where students are able to attend classes in person or online.

At the time of the inspection, 225 students were enrolled. The current capacity for the Institution is 250. The majority of students are male and are Ghanaians. There is a minority of students from outside Ghana and most of these are from Nigeria. All students recruited for the programmes are 18 years of age and above.

Student enrolment is conducted between April and May and between September and October in each academic year.

### **3. Inspection process**

The inspection was undertaken remotely over three days by three inspectors, including a student inspector. Inspectors held meetings with the Executive Dean, the President and other senior leaders and academic managers. Meetings were held with a group of students, and with academic and administrative staff. Inspectors observed

lessons and undertook a virtual tour of the Institution's premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors both before and during the inspection.

## PART B – JUDGEMENT AND EVIDENCE

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

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

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

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The organisational structure is appropriate, clearly defined and understood. The structure is well communicated to stakeholders through the organisational chart, policy documents and information shared through the Institution's staff and student online platforms.

The President, together with the Board of Governors and other senior leaders, has clear oversight of and decision-making authority over financial and academic matters. The Board meets twice a year to set policy and the budget, and to review the activity of the Institution against set targets. This structure ensures the integrity of academic freedom.

The link between governance and management is clearly articulated and documented. The President and Board of Governors have a wide range of expertise in finance, Human Resources (HR), risk assessment and legal matters and effectively challenge and support senior leaders.

Appropriate structures are in place for students, staff and senior managers to have input into the development and implementation of the Institution's policies and procedures. For example, staff are regularly consulted to inform them of changes to policies and procedures. External stakeholders, such as partner universities, are also consulted to inform them about the development of policy. Students have direct input into the Institution's day-to-day activities through their class presidents.

Informal discussion regarding financial risk assessment takes place at Board level.

1.5 However, documented procedures for risk assessment are not in place, implemented or regularly reviewed and updated.

1.6 The Board of Governors and senior managers do not formally review or take effective action in response to the outcomes of regular risk assessments.

Clear roles and responsibilities are detailed in the organisation chart and job descriptions. Roles are effectively linked to the needs and requirements of the Institution and the requirements of the partner validating universities.

There are effective channels of communication between internal and external stakeholders. This includes effective use of the Institution's Virtual Learning Environment (VLE) and Management Information System (MIS).

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

- |     |                                                                                                                                                                                                                                           |                                         |                             |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.                                                                                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.                                                                                                                                                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets.                                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

An appropriate three-year strategic plan is in place and is used effectively to develop the Institution's higher education provision. Senior leaders monitor progress to ensure that sufficient investment and financial resources are in place. The process is effective in considering and reviewing the quality of the student experience.

The Institution's stakeholders have opportunities to contribute to the setting of strategic goals through formal and informal mechanisms. Governors, staff and students share their views through regular surveys, evaluations and meetings, which senior managers and leaders consider when setting and updating the strategic vision.

The Institution's aims and strategic objectives are well communicated to all stakeholders via its website, promotional materials and meeting structure.

The Board of Governors conducts a systematic review of performance, which is measured against key strategic targets. The Board reviews data at programme and module level and considers performance against strategic goals and a number of different key indicators, including student performance and the quality of the student experience.

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

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution conducts its financial matters in accordance with national law, with its accounts and finances being subject to regular independent external audit. This ensures appropriate scrutiny, transparency and probity.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The organisational chart identifies a clear management structure, with oversight provided by the Board and President. The structure is effectively communicated to all stakeholders and ensures that they understand how the Institution is managed at different levels.

Clear and effective reporting arrangements are in place at all levels and understood by staff. Roles and responsibilities are clearly set out in job descriptions and in relevant handbooks and policy documents.

A small but appropriate committee structure is in place to support the day-to-day running of the Institution. The structure works well and effectively supports management decision-making.

4.4 Not all planned committees are yet fully established, and do not as yet have clear and appropriate terms of reference or formal records of minutes.

Effective processes to formally review the accuracy and fitness for purpose of policies for both internal and external information are in place. Changes to academic information are appropriately reviewed and approved by senior managers.

### 5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

### Comments

Effective administrative processes are in place. The administrative team is sufficient in number to ensure the Institution is effectively run. Managers are well supported by clearly defined and documented administrative support processes. Administrative policies, procedures and systems are well documented, understood and shared with staff via the Institution's online platform.

Student classes are clearly scheduled, with all timetables available online so that students have the most up-to-date and accurate information. Appropriate rooms are allocated to deliver the Institution's programmes.

A range of electronic administration and information systems are used to record and monitor student applications and course enrolments. Student records, including appropriate checks on identification and prior achievement, are accurate and well documented. Staff records are held in hard copy and are effectively maintained in well-organised files. All records are securely stored, easily accessed and used effectively by administrators, tutors and managers. Appropriate data protection and privacy policies and procedures are in place to ensure the security of personal information.

Student identification is effectively checked on enrolment, with a copy of the student's passport being taken on admission and stored on the Institution's administration system. All students are issued with an identification card and unique student number to ensure that those registering for the programme are the same as those who participate on the programme.

Appropriate arrangements for the administration of examinations and other types of assessment are in place. All students must present their identification card when participating in examinations and assessments.

5.12 There are no effective procedures for the external moderation for taught modules or for the EMBA programme.

Student records and transcripts are made available in a timely manner by the Institution's affiliated partners. Students are able to request their transcripts from the programme administrator. These are sent to the student by email or can be collected as a hard copy once signed by managers.

Students have access to a clear policy on the collection and refund of fees. They confirm that they were given all appropriate information prior to joining the Institution.

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

**This standard is judged to be:**

Met     Partially Met     Not Met

### Comments

Effective recruitment and employment policies and procedures are in place to ensure that staff are suitably experienced and qualified for their roles. Academic staff hold relevant higher degrees and have completed research relevant to their subject area. Administrative staff hold relevant qualifications and have suitable experience. Staff fully understand their roles and how these interact with other roles within the Institution. For example, research fellows hold Master's degrees and have a clear understanding of their roles as programme co-ordinators.

Appropriate job descriptions are in place and staff benefit from an induction to the Institution and their department. For example, research fellows complete a three-month probation period, along with an induction completed by HR colleagues, including an introduction to key policies and expected performance outcomes. Meetings are held with the President to understand the vision and values of the Institution. Mentoring is completed by the line manager to monitor the staff's performance and understanding of the role.

The Institution has a suitable equality and diversity policy covering students and staff that is available in the staff handbook. Staff confirm that they are treated fairly and in line with the Institution's policy and that they have access to an appropriate procedure for raising a complaint or grievance.

Managers monitor the performance of teaching staff via student feedback.

6.7 However, a formal, transparent and clearly documented appraisal system is not currently completed for all academic staff.

The professional development needs of staff are appropriately identified. The development needs of lecturers are identified through observations by course co-ordinators and feedback from students. The President encourages regular peer observations to share best practice.

Workshops to understand different research software platforms are made available where possible. Research fellows are employed but complete the PhD classes through a scholarship to develop their skills. Most permanent staff are enrolled on one of the internal programmes offered by the Institution, for example, the EMBA, to help them understand more about strategic business. Finance managers are supported to complete professional finance courses, funded by the Institution.

## 7. Academic management is effective



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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Partner universities manage the design, validation and revalidation of programmes delivered by the Institution, with all policies and procedures appropriately aligned with NIBS' vision and mission. Learning outcomes for the majority of programmes are clear, appropriate and made publicly available, including an overview of assessment requirements.

However, while the learning outcomes for the EMBA are publicly available from the Institution, the website and course brochures do not list them.

Regularly scheduled and recorded meetings of academic staff ensure that the academic programmes are effectively monitored, and that the curriculum is fit for purpose and meets the needs of students. However, formal minutes for the Academic Board are not always kept, which at times limits the effectiveness of reviews of the Institution's programmes.

The Institution has a range of standard operating procedures in place to ensure that academic resources are acquired and standardised effectively to support each programme offered. Requests are effectively reviewed and approved by senior managers, in line with allocated budgets.

Students are encouraged to take an active role in the development of the academic provision. They are encouraged to provide regular feedback after each class to shape their future courses and delivery. Feedback is systematically considered by academic managers.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programme(s) on which they are enrolling.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

**Comments**

Clear entry requirements for each programme are set and are appropriate for the level of study and demands of each course. Entry requirements are clearly communicated to prospective students through the website, for example the completion of a prior Master’s degree and the level of language proficiency required.

A clear and suitable admissions policy and formal application process are in place. Prospective students complete an online application form that is reviewed and checked by admissions officers. Applicants are then required to attend an interview that assesses many relevant factors, including their prior education background, research experience and motivation and commitment. Staff rate student responses on a five-point Likert scale, ranging from unsatisfactory to exceptional. Any qualifications and levels of English language competency claimed are also checked for validity.

Students confirm that their application and admissions queries are dealt with very efficiently. Prospective students receive a good level of information and guidance about the requirements of each programme, to ensure that they are able to make fully informed decisions about their study options. They confirm that they know that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.

Students receive an initial assessment to confirm their capability to complete the programme on which they are enrolling.

8.6 The initial assessment does not always include their language ability.

The Institution has a suitable policy on the circumstances in which accreditation of prior learning and prior experiential learning can be considered, and the arrangements for accepting previously achieved credits.

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

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

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

**Comments**

The Institution encourages academic staff to undertake research and to publish their findings. The staff handbook outlines the expectation for staff to engage in research and publish their findings. The Director of Research Publications chairs a research committee, and the role is to help, lead and share research to add to the body of knowledge. A dedicated page on the Institution’s website shares the research contributions of staff and doctoral students.

Research-informed teaching is encouraged by the President. As a result, students confirm that lecturers bring their own experiences and research into their teaching, providing relevant examples of how they apply theory to business practice.

The staff handbook includes a commitment to financial support for professional development activities. Financial contributions are made on a 'case-by-case' basis at the discretion of the President.

9.3 There is no clear and transparent procedure for seeking financial support.

The Institution provides time for staff to meet regularly to share and discuss current research activities. Faculty seminars are held to share research publication ideas. Staff take part in peer review to critique research contributions. Doctoral student seminars are also held to support student research skills.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Publicity materials are of an appropriate quality and accurately reflect the Institution's premises, facilities and the range and nature of resources and services offered. As a result, students report that they are clear about its location and the range of resources available.

The publicity material includes information on course structure, progression and thesis requirements.

10.2 However, information about sub-thesis assessment and summary or detailed modular outlines is not consistently accessible to prospective students. In addition, learning outcomes for the EMBA are not currently available to prospective students.

Clear and effective procedures are in place to ensure that information is updated on a regular basis. Senior managers regularly review and make any necessary changes to the publicity material to ensure its accuracy.

Information provided to applicants and students clearly specifies the level of awards, the qualification offered and the awarding body. However, while students confirmed that they are informed of the cost of tuition when they make an enquiry, it is not available publicly to ensure that the information is as accessible and transparent as possible.

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

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

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Lecturers are very well qualified, experienced and have appropriate communication skills. They are appropriately allocated to teach on courses and at levels that reflect their qualifications and experience and to ensure a consistent learning experience. Managers effectively monitor delivery to ensure a consistent learning experience for students and to identify any issues.

Lessons are appropriately planned to meet the requirements of relevant module descriptors and fully cover the stated learning outcomes. The design of the programmes supports the development of knowledge and skills of students to be successful in final examinations and assessments. This is confirmed through the success rates of students.

Lessons are effectively planned to meet the needs and learning styles of students and to ensure that appropriate progression is made within lessons. Individual and group activities are used to engage students and to keep their interest and promote learning. Staff are effective in encouraging and developing students' independent learning skills through the delivery of research skills.

Students and staff have access via the Institution's VLE to a wide range of appropriate and high-quality learning and study resources. Students and staff confirm that the Institution fully encourages and is highly supportive of their use. Inspection findings confirm this view.

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

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

12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Detailed online assessment schedules are available for each course and can be easily accessed by the students from the Institution's VLE. The schedule includes assessment dates and guidance on the assessment methods and marking requirements. Students confirm that they are aware of the nature and timing of the assessment of their course, together with any revision periods.

Assessment strategies are clear and appropriate for the content and nature of the courses. These are used effectively to ensure that all required learning outcomes are met. Assessment guidance is clear, well written and effectively linked to learning outcomes. Assessment allows a full range of grades to be achieved and the evaluation criteria and the marking scheme document provide students with clear guidance on the grading descriptors for each grade available.

Students benefit from written feedback provided for all assessments. In addition, personalised verbal feedback from lecturers ensures students understand what they have done well and where they could have developed their work further. Data on students' ongoing performance is available to them via the Institution's VLE. Student progress is effectively monitored by course leaders, and appropriate actions are taken to support students as and when necessary.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate academic misconduct policy is contained in the student handbook and all assessment evidence is appropriately screened for authenticity using commercial software to confirm originality. These arrangements help to ensure that students are awarded grades based on their own knowledge and understanding.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Course materials are well designed and appropriate for the Institution's courses and levels of study. A wide range of resources is available on the Institution's VLE. The resources are used effectively to support learning and enable students to achieve on their chosen programme of study. Materials are regularly reviewed and revised by academic staff to ensure that they are accurate and fit for purpose.

A wide range of appropriate teaching aids and study materials is used effectively to support learning. Students have good access to all available resources via the VLE.

## INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Student welfare, advice and counselling services offered by the Institution are appropriate. Pastoral support and advice are delivered by research fellows, together with an external counselling service with which the Institution has a contractual arrangement. Staff are well qualified and are readily accessible to all students to provide advice and counselling. Students report that they are happy with the support provided by the Institution's welfare, advice and pastoral services, and the inspection findings confirm this view.

Students benefit from an academic orientation that provides clear guidance on their programme of studies, plagiarism, library provision and Information Technology (IT) support services. It also details the Institution's social programme, the research profiles of teaching staff, and the support services available for students. There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour. Emergency contact information is made available.

Students' general enquiries and issues with access to the Institution's IT services are dealt with quickly and efficiently. Students benefit from access to supportive staff outside the scheduled learning hours to support their learning needs, with staff contactable via email and social media. Students confirmed that staff are accessible and responsive to any queries out of class hours.

14.8 There is currently no policy, risk assessment or training for staff and students on the subject of preventing radicalisation and extremism.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students have appropriate access to academic staff outside the teaching and learning sessions to discuss their progress and access academic support. Students report that staff regularly make themselves readily available to provide further assistance and that they can readily arrange tutorials with professors or research fellows, depending on the nature of the query.

Students have access to appropriate academic support throughout their programme of study. They can meet with their research supervisor and the research fellow attached to them in order to discuss their progress.

Detailed records on student attendance, participation and achievement are kept by staff, which they use effectively to monitor student performance and identify when additional support and guidance are required. Where students are judged to be making insufficient progress, or wishing to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided.

Students have appropriate access to advice and guidance on careers and further study. In addition, in-depth guidance is provided on developing enhanced professional networks, including through the alumni platforms. Students confirm the value of this guidance.

The Institution has a complaints policy in place that provides appropriate definitions and includes informal, formal and appeals stages and explicit timeframes for handling complaints. The policy includes reference to an external adjudicator for referral if required.

Students have access to a wide range of suitable and informative resources on how to study and learn effectively. This includes introductory classes to each course and meetings with research fellows.

A policy on identifying and meeting the needs of students with special educational needs or disabilities is in place. As a result, where an individual need is identified or declared, appropriate additional support is provided by the dedicated counselling team.

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

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

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

#### Comments

Prior to arrival, international students receive appropriate advice about accommodation, travel and visa requirements for Ghana. On arrival, students receive a detailed induction, including an academic orientation covering course objectives, module specifications, assessment tasks, criteria and grading, and plagiarism and academic misconduct. Information about the local area is also provided.

Whilst students are on the programme, research fellows and course co-ordinators are in place to assist international students with any queries or concerns during their ongoing studies. This includes support in relation to employment and local social and cultural networks.

English is the language of course delivery. However, where possible, students have access to speakers of their first language. This was confirmed by students.

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

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

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

#### Comments

The Institution has a clear, published policy on student attendance and students understand the attendance and punctuality requirements of their study programmes.

Procedures and systems to enforce attendance and punctuality are well developed and used effectively by staff to record student attendance and punctuality accurately and securely. As a result, staff are able to regularly review and manage data centrally.

All unauthorised absences are followed up in a timely manner, with appropriate action taken where necessary to ensure that minimum attendance requirements are upheld. For example, attendance on doctoral programmes is typically structured in intensive three-day blocks and students must attend at least two of those days. If a student misses more than two days, they must repeat the module.

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



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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

A suitable range of social activities is offered by the Institution and effectively communicated to students on its VLE and other multimedia channels. The nature of the social programme is reflective of the fact that programmes are studied parttime and largely delivered for senior executives with busy schedules who do not necessarily want to engage in traditional social programmes.

Students agree that the social programme is responsive to their needs and wishes, is run safely and often subsidised by the Institution to ensure affordability.

Dedicated social media channels have been established by different departments. As a result, social activities are promoted in class, through print media on campus, and by using social media. These mechanisms help to support and encourage students to interact with their peers.

**INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES**

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

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

20.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

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

**Comments**

The Institution has a secure lease on its premises and appropriate authority from the Ministry of Education has been obtained to deliver education programmes.

A small number of other suitable premises are available to the Institution should the need arise.

**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) that 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**

Access to the building is very secure and appropriately restricted via a range of appropriate measures. A security guard, who is located at the entrance to the premises, and reception staff monitor access and provide the necessary guidance to students and visitors. The premises are fully accessible with a lift to all floors.

The premises are very clean and very well furnished and maintained. As a result, they provide a safe learning and working environment.

All required health and safety information and rules are clearly displayed in relevant areas within the premises. Comprehensive guidance is provided to staff and students during their induction and in their respective handbooks. Visitors are provided with bespoke guidance on arrival, which is supported by appropriate signage throughout the premises.

Toilets are adequate in number, and very clean and well maintained. Staff and students confirm that heating, ventilation and air-conditioning are all appropriate. This view is confirmed by the inspectors.

**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 any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that 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**

Classrooms and other learning areas are well appointed, appropriately resourced, adequate in number and size, and effectively support learning.

Classrooms are appropriately equipped to meet the requirements of the courses.

The Institution has a number of suitable areas in which to conduct 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**

The Institution's premises provide a good space for students to undertake private individual study or to work in groups. For example, the library provides areas for silent study. Academic and administrative staff have good access to space to undertake their duties and, when necessary, meet with students.

The provision for students and staff to relax and consume food and drink is good. An appropriate number of areas are provided for students and staff to store their personal possessions.

A number of appropriate rooms and offices are available for academic staff and managers to hold meetings.

Administrative offices are adequate in size and suitably resourced for the effective administration of the Institution.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The provision of learning materials is good. Good-quality course materials and other resources relevant to the students' programmes of study are accessible from the Institution's VLE.

Students have access to a wide range of books, hard-copy and electronic journals, and periodicals in the library, which is professionally organised and catalogued. Library stock is regularly reviewed and sufficient to meet the needs of both students and academic staff.

The library is staffed by appropriately qualified and experienced staff. The library areas are spacious and provide a comfortable area for independent study or group work. A clear lending policy is in place and library opening times are sufficient and reflect the needs of the students well.

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

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

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

**Comments**

The Institution has well-managed and effective IT resources that effectively support its online and on-campus learning.

Its internet provision is appropriate and allows students to study flexibly and to communicate with lecturers and other staff well.

The software and the Institution's VLE are regularly reviewed and updated to ensure that these meet the current needs of the programmes that it offers and the needs of its students and staff.

Appropriate IT technical support is in place and this ensures that the systems are operational at all times. Training in IT systems is provided when needed. Access to conventional and online resources for staff and students is good.

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

<b>26.</b>	<b>The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary</b>	
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

The Institution uses a wide range of mechanisms to collect and review feedback from students and staff. For example, student feedback is sought at the end of each class, with an evaluation form sent to complete anonymously. The Institution also gathers and discusses feedback from its partners through relevant committees and Board meetings.

Feedback is regularly reviewed by managers, including at faculty, departmental and Board level. Where necessary, leaders and managers take the necessary actions to respond swiftly to any areas identified for improvement or enhancement.

Formal student representation mechanisms are effectively implemented to gather and present the views of the student body. Class representatives attend Board meetings to ensure that the views of students are well understood and considered. Students confirmed that their views are regularly sought, and that their feedback is taken seriously by leaders and managers. Inspection findings confirm this view.

The outcomes of surveys and stakeholder feedback are effectively communicated to stakeholders through social media channels, staff briefings and class representatives.

<b>27.</b>	<b>The institution has effective systems to review its own standards and assess its own performance</b>	
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution has an appropriate quality assurance policy in place that provides a summary of the various quality assurance mechanisms and procedures used. The policy is shared effectively with staff and other relevant stakeholders and effectively informs the Institution's strategic management and development.

The principles of quality assurance are embedded throughout the Institution. The Institution has recently appointed a dedicated quality assurance manager, who takes the lead on co-ordinating quality assurance arrangements. Oversight of quality assurance is provided by the Executive Dean, who chairs regular quality assurance meetings.

The Institution regularly undertakes monitoring of operations to review quality. For example, course co-ordinators sit in on each module to monitor delivery. Student feedback is regularly collated and reviewed to identify areas for improvement.

The performance of academic programmes is measured against a range of relevant performance indicators. Managers compile a number of reports that present the results of the Institution's reviews and incorporate action plans. For example, programme reports are completed to provide information on the outcomes of performance reviews. In addition, module reports completed by course co-ordinators rate the performance of courses in different areas and make suggestions for improvements. This helps to ensure that the quality of education provided is maintained or improved over time.

The Institution places a high priority on the quality of the student learning experience. End-of-class questionnaires are used to gather appropriate information on students' views. The outcomes are analysed and communicated to relevant staff in order to identify and implement any improvements that are required.

Course co-ordinators produce an end-of-module report that briefly evaluates the performance of the lecturer, administration and content coverage.

27.7 However, the end-of-module reports are brief and do not include measures of student satisfaction, completion rates and achievement levels.

Programme directors complete an annual programme report. Reports provide a summary of achievement, and some include a summary of progression and the current position.

27.9 Key performance indicators do not include an analysis of student outcomes in terms of year-on-year performance, to highlight any significant variations.

Key performance data is collected in the MIS.

27.10 However, this data is not currently collated into a general performance report to include an analysis of year-on-year data, including student satisfaction, retention and achievement, and staff performance.

All current programmes are adopted from affiliated external partners. External partners regularly review and make changes to the programmes and effectively communicate the changes to the Institution to ensure these are up to date. Institutional systems ensure the effective consideration of programme reports.

27.12 However, a formal action plan is not created following review of performance reports.

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

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

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

**Comments**

The Institution has a variety of suitable mechanisms in place to promote continual improvement and enhancement. For example, faculty development workshops are held three times a year and are used to share good practice between teaching staff.

28.2 Annual programme reports do not consistently and formally identify areas requiring further enhancement.

Staff meet periodically to discuss and identify actions for improvement and actions are identified in minutes of meetings

28.3 However, managers do not implement and systematically review formal action plans for enhancement.

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

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

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

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

**Comments**

Lecturers are appropriately trained and have a good understanding of the requirements of online, distance and blended learning delivery. Learning is appropriately supported by lecturers' use of the Institution's chosen delivery platform and its VLE.

Staff receive ongoing training in the use of instructional techniques to support student learning.

Lesson observations show that lecturers have a good understanding of the challenges and demands of online, distance and blended learning.

Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

Appropriate guidance on how to study and use the online tutorial materials is made available to assist students to learn effectively and efficiently.

#### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No



## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

Board members have a wide range of expertise in finance, human resources, risk assessment and legal matters, which helps them to challenge and support senior leaders effectively.	
Actions required	Priority H/M/L
1.5 1.6 A formal risk assessment procedure must be developed, implemented and regularly reviewed, with responses evaluated by senior management.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

An effective and appropriate structure of committees is in place to ensure the smooth running of the Institution.	
Actions required	Priority H/M/L
4.4 The Institution must ensure that all committees have appropriate terms of reference and planned meeting schedules, and that meetings are accurately recorded.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.12 Managers must implement clear and effective procedures for internal and external moderation at the post-assessment stages for all courses.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.7 Managers must introduce a clearly documented and transparent appraisal system for all staff, including teaching observations as appropriate.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.6 The Institution must ensure that language proficiency is included as part of the initial assessment of students' capability to complete their chosen programme.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
9.3 The Institution must ensure that there is a fair, transparent and consistently implemented procedure for staff to seek financial support for their research and other professional development.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
10.2 The Institution must ensure all programme information includes details of learning outcomes, assessment and modular content.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

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

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

Actions required	Priority H/M/L

14.8 The Institution must ensure that there are effective policies and procedures in place to protect students from the risks associated with radicalisation and extremism, including training for staff.  High  Medium  Low

**PREMISES, FACILITIES AND LEARNING RESOURCES**

**Institution's strengths**

The professional, modern and spacious premises provide students with a comfortable and well-resourced environment for study and socialising.

The library and wide range of online learning resources support students' independent learning skills well.

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

**QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT**

**Institution's strengths**

Leaders and managers have implemented a broad range of feedback processes to gather effectively the views of students and other stakeholders.

Actions required	Priority H/M/L
27.7 27.9 27.10 The Institution must ensure that programme and institution reports include analysis of key data, including student satisfaction and achievement rates, as well as year-on-year comparisons of programme and staff performance and significant variations.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.12 Senior leaders must produce appropriate action plans based on the consideration of programme reports.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.2 28.3 Managers must ensure that all annual programme reports and action plans include areas for enhancement that are reviewed by appropriate committees.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

**ONLINE, DISTANCE AND BLENDED LEARNING**

**Institution's strengths**

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

The intended learning outcomes for the EMBA programme should be clearly articulated and made publicly available.

It is recommended that all academic meetings be regularly scheduled and officially minuted.

The full cost of tuition should be stated on the Institution's website and other promotional material.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

