



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION

NEW/ADDITIONAL PREMISES AND CHANGE OF MANAGEMENT/STAFFING (Independent Higher Education)

INSTITUTION: Unicaf University

ADDRESS: Administrative Office
Unicaf Building
Old International Airport
Larnaca
7130
Cyprus

HEAD OF INSTITUTION: Dr Nicos Nicolaou

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 19 October 2021

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 27 January 2022

PART A – INTRODUCTION

1. Background to the institution

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

Unicaf was founded in 2012 as the e-learning extension of the Educational Excellence Group (EDEX), one of the largest private education groups in Europe to specialise in online provision. Unicaf's university brand was established in Malawi in 2016, in Zambia in 2017 and most recently in Uganda in 2021.

The vision of UU is to positively contribute to the educational, economic and sustainable development of the local communities and the region by providing high-quality internationally recognised academic programmes which focus on developing professional skills promoting employability. The Institution aims to become the leading responsible and sustainable higher education institution which effectively combines online learning with face-to-face instruction, and to contribute to academic research and professional practice which serves the interests of the local communities in the countries in which UU operates, as well as the interests of the wider global environmental agenda.

Oversight of standards and the administrative functions of the Institution lies with UUF. The staff at the UUF administrative offices include academic programme development teams, finance and administration departments, online library management staff, and student support and welfare services. The federal and regional campuses work together to provide admissions services, online course access, student support services and administrative support.

The Chief Executive Officer (CEO) of the Institution is based in Cyprus, and is supported by the Vice-Chancellor of UUF, the Deputy Vice-Chancellor of UUF and the Pro-Vice-Chancellor (Academic Innovation), and the heads of the academic, support and finance departments. The CEO reports to the Unicaf Board of Directors. The Senate is the senior academic body and the University Council has oversight of administration and budgets across all centres. The Malawi, Uganda and Zambia campuses each have their own Vice-Chancellors, who operate in line with the requirements of their local regulatory authorities.

2. Brief description of the current provision

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

In Malawi, seven undergraduate programmes are offered. These are the Bachelor of Arts (BA) in Business Administration, BA in Hospitality Management, BA in Economics and Business, Bachelor of Science (BSc) in Computer Science, BSc in Supply Chain Management and Logistics, BSc in Accounting and BSc in Finance. #

The postgraduate provision includes Master's degrees in Business Administration with seven specialisation streams. These streams are General, Management Information Systems, Oil, Gas and Energy Management, Management, Health Management, Finance, and Marketing. The provision also includes Master's degrees in Education, Healthcare Management, Organisational Psychology, Public Administration, and Web Design and Development.

Doctor of Business Administration (DBA), Doctor of Education (EdD) and Doctor of Philosophy (PhD) programmes are also offered. PhD study is available in Marketing Management, Information Technology (IT), Education, Business Administration, and Accounting and Finance.

Unicaf University in Zambia offers Bachelor's degrees in Accounting and Finance, Hospitality Management, Marketing, English Language and Literature, Law, and Business Administration. Postgraduate Master's programmes are offered in a wide range of subject areas, including Business Administration, Business Administration in Management, Business Administration in Marketing, Business Administration in Finance, Business Administration in Oil, Gas and Energy Management, Business Administration in Health Management, Business Administration in Management Information Systems, Law, Managerial Psychology, Public Administration, Healthcare Management, Education, Educational Leadership and Management, English Language and Literature, and Web Design and Development. Three Doctoral degrees are also offered in Philosophy (PhD), Business Administration (DBA) and Education (EdD).

Unicaf University in Uganda has been licensed by the Ugandan National Council for Higher Education to offer four undergraduate programmes, including BA in Business Administration, BA in Healthcare Management, BA in Tourism and Hospitality Management and a BSc in Business, Accounting and Financial Management.

At the time of the inspection, 12,207 students were enrolled, with 3,606 studying at Unicaf University in Malawi and 8,601 registered with Unicaf University in Zambia. The majority of students are enrolled on postgraduate programmes. Most students are male, and students are drawn from a wide range of countries, including Nigeria, Zambia, Malawi, Kenya, Ghana, Jamaica, Botswana, South Africa, Ethiopia and Egypt. Students from Europe, Asia, the Caribbean and South America are also represented. No students under 18 years old are accepted.

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

3. Inspection process

The inspection was conducted remotely over one day by one inspector. Meetings were held with senior managers, and academic, administrative, admissions and student services staff. No students had commenced study at the Uganda campus at the time of the inspection. A virtual tour of the new campus in Kampala, Uganda was provided in advance, and a meeting held with local managers to discuss facilities and health and safety. A range of documentation was provided electronically and scrutinised in advance of the inspection. The Institution co-operated very positively with the inspection process.

4. Background to the supplementary inspection

Unicaf University was awarded a five-year licence to deliver undergraduate programmes in Kampala by the Ugandan National Council for Higher Education in March 2021 and its academic programmes were accredited in June 2021. The reason for the supplementary inspection is to accredit Unicaf University provision being offered in Kampala. New staff have been appointed to manage the provision in Uganda, including a new Vice-Chancellor, a Director of Academic Affairs, a Business Manager and a Country Manager. A spacious campus has been established offering space for teaching, administration and private study.

5. Inspection history

Inspection type	Date
Full Accreditation	7, 9 & 11 October 2019

Mid-way Probation Review	3 September 2020
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Supplementary	3 September 2020
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End of Probation Review	16 December 2020
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PART B – JUDGEMENTS AND EVIDENCE

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

1. Compliance with BAC accreditation requirements

1.1 Governance, Strategy and Financial Management (full inspection)

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

1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear information on the management structure is set out in the organisation chart, which is made available to stakeholders online. The duties and responsibilities of senior managers are made available on the federal and regional university websites, providing clarity for all stakeholders. A clear committee structure sets out the management of academic standards with the Senate as the senior body with oversight of academic matters, and the role of the University Council and Board of Directors in maintaining oversight of the strategic and financial development of the Institution.

Clear links between governance and management are articulated through the committee structure and remits. Annual monitoring reports setting out academic performance are submitted to the Senate, the University Council and the Board of Directors by senior management, which effectively supports oversight of the Institution. The clear committee structure effectively supports the integrity of provision.

Policies and procedures are developed in consultation with internal and external stakeholders, including professional bodies, country-based advisory boards and the outcomes of regional skills audits. The process is effective in ensuring that policies comply both with country-based statutory requirements and stakeholder views.

A clear risk assessment policy and procedure are in place and identified risks are regularly reviewed by the senior management team, with reports submitted to the University Council and the Board of Directors. Actions are overseen and evaluated by the Vice-Chancellors at the federal and regional level to ensure that identified risks are effectively managed. The Institution recognises the need to manage risks associated with radicalisation and extremism, and has developed an appropriate policy and risk assessment, along with training for staff to ensure that students are protected. Student handbooks also contain information on the risks associated with radicalisation and extremism.

Appropriate documentation sets out the relationships both with partner universities and the regulatory authorities and clearly articulates responsibilities and reporting requirements. Responsibilities are effectively managed by federal and regional senior management.

Clear communication channels are in place across all levels. The committee structure ensures that information and reports are regularly submitted and reviewed, including by the University Council and the Board of Directors. Staff and students receive regular newsletters updating them on developments, and external stakeholders receive news updates through the website to ensure transparency of information.

The governance arrangements are clearly articulated and support the effective management of the Institution.

2. The institution has a clear and achievable strategy

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Unicaf University Service Charter and Strategic Plan 2018–2023 is approved by the Board of Directors and clearly sets out the key strategic objectives in line with the Institution’s mission statement, vision and commitment to high-quality service delivery.

The strategic plan has been developed in consultation with internal and external stakeholders. The strategic plan is supported by clear implementation plans and a sufficient budget to ensure that students have access to appropriate teaching and materials for a high-quality learning experience.

The strategic priorities are effectively communicated to all stakeholders through publication on the federal and regional websites to ensure these are accessible, and through the annual Unicaf University conference, where stakeholders can provide input on further priorities.

Regular reviews are conducted at programme, departmental and institutional level, and performance is measured against key indicators and strategic targets agreed by the University Council and the Board of Directors. Performance outcomes are effectively reviewed through the committee structure to ensure that actions are identified and agreed as appropriate.

The clear and well-defined strategy reflects the views of key stakeholders and effectively supports the management and development of the Institution.

3. Financial management is open, honest and effective

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|-----|--|---|-----------------------------|
| 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 Chief Financial Officer is based in the Unicaf University Federal Administrative Office in Cyprus and is responsible for the oversight of financial management in line with clear procedures. The budgets are approved by the University Council and the Board of Directors.

All accounts are externally audited annually and reports are shared with the Board of Directors and senior management to support the ongoing management of provision and new developments.

The financial management systems are clearly documented and understood and support the effective management of the Institution.

1.2 General and Academic Management and Administration (full inspection)

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

4. The institution is effectively managed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The clearly defined and documented management structure is communicated to stakeholders through the website. Responsibilities are set out in appropriate job descriptions, which include line management responsibilities and reporting lines. Job descriptions effectively articulate responsibilities at programme, departmental and at faculty and senior management levels.

The committee structure is clearly set out in a diagram that is available to all stakeholders through the website. The remits of committees are clearly defined and support the sharing of information across all levels of the Institution, including management and approval decisions. All committee meetings are formally recorded and supported by appropriate action plans that are reviewed and evaluated at each meeting.

All information provided to students, staff and other stakeholders is regularly monitored, reviewed and updated to ensure accuracy. Programme information is systematically updated as part of programme and module reviews. The academic teams provide updates to course information, which is approved at faculty

and senior management level prior to publication to ensure its fitness-for-purpose. The marketing team ensures that information provided to stakeholders is regularly updated, including newsletters approved by senior management, to support broader engagement with the Institution by external stakeholders.

The committee structure and defined responsibilities ensure that the Institution is effectively managed.

5. The institution is administered effectively

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The size of the administrative teams, both at the administrative offices in Cyprus and at the campus sites in Malawi, Uganda and Zambia, is sufficient to support the effective management of the Institution. The administrative structure is clearly defined and documented in the organizational chart. It is understood by staff and students, who are able to seek appropriate support as needed.

Administrative policies and procedures are well documented and made available to staff and students through handbooks and the central electronic repository. The quality assurance department is responsible for ensuring that all policies concerning teaching and learning are uploaded to the central repository and that staff are alerted when updates are available. The systems for updating and disseminating policies and procedures ensure that staff and students are kept well informed.

All timetabling of classes is coordinated centrally by the scheduling team in Cyprus, which liaises with campus administrators and academic managers to ensure that teaching staff are appropriately allocated to modules. End-of-module and annual surveys confirm student satisfaction with timetabling arrangements.

Data management and collection systems are securely managed. The systems are clearly documented and records are regularly updated by staff in the administrative offices in Cyprus, who receive local campus information from regional staff. Information is provided efficiently to departments and senior management in line with policies and procedures to enable effective use of data in management planning and reviews.

Procedures for the management of administrative records are clear and effective. Staff are provided with appropriate access, which is managed and monitored by the system administrators.

Staff and student records are regularly updated. The Human Resources (HR) department manages staff records and updates records based on information received from departments and updates of staff's personal information, including any Continuing Professional Development (CPD) undertaken. Student records are managed by the registry staff and reflect student progress and credits gained. Students' grades and transcripts are made available electronically through a secure portal on the student portal. Identity checks are undertaken as part of registration and prior to graduation to verify the identity of individual students. All records are kept securely in line with data protection policies.

All assessments are effectively co-ordinated by staff in the quality assurance department, which liaises with faculty staff to ensure programme requirements are met. The marking, internal moderation and second marking of assessed work are co-ordinated by members of the quality assurance team, who ensure that any discrepancies are promptly resolved. Assessment feedback is checked at programme level by subject managers and sampled by the quality assurance team to ensure it is clear and constructive and that standards are maintained. Standardisation of marking has also been introduced to further assure the academic standards within and across programmes.

Students are provided with access to their marked assessments in a timely manner through the student portal, normally within two to three weeks of submission. Students are provided with access to their online transcripts through the student portal and are able to request hard-copy transcripts of their grades as needed.

The policy on the collection and refund of student fees is clear and made available to students as part of the enrolment process. Fees are clearly specified for all programmes through the website, along with module registration requirements.

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

The Institution has clear and appropriate policies for the recruitment of suitably qualified staff. All qualifications and references of new staff are verified and criminal records checks are made with local authorities to ensure the safety of students and other staff.

Staff are all suitably qualified for their roles and responsibilities, with their duties set out in detailed job descriptions and performance monitored through initial mentoring and annual appraisals. Most academic staff hold postgraduate qualifications, and academic staff are generally only allocated to modules where they hold a qualification above the level of the programme they are teaching. All academic staff involved with doctoral programmes hold a doctorate.

Staff induction is clear and effective and, for administrative staff, is conducted at departmental level. All academic staff are required to successfully complete a robust online Tutor Orientation Course (TOC), which includes modules on the use of software and online teaching requirements and good practice, as well as information on institutional policies and procedures. Staff are also provided with information on strategies for supporting students with learning difficulties and/or disabilities to ensure that students are provided with a positive learning experience. The comprehensive tutor induction represents good practice.

Clear and appropriate policies on equality and diversity and complaints and appeals are made available to all staff and are also covered as part of induction to ensure that staff are made aware of these.

The performance of all staff is monitored and evaluated through a clear appraisal system. The appraisal of academic staff includes observations of teaching. Outcomes of all appraisals are appropriately used to identify professional development needs. Where staff would benefit from additional qualifications, including those linked to pedagogy, support for this is coordinated through the administrative offices in Cyprus. Staff are also provided with information about online conferences and research events that may be of interest to enable broader engagement with subject-based specialisms and to support teaching practice.

The policies and procedures for the recruitment of staff are clear and appropriate.

7. Academic management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has clear and appropriate procedures for the proposal, design and validation of programmes. New programme proposals are based on stakeholder consultations, general market research information and country-based education priorities. Where new provision is proposed, a range of stakeholders are consulted, including local business representatives and external academics who are members of regional advisory boards, as well as students and regulatory authorities. All UU programmes are also approved and accredited by the appropriate country-based higher education authorities.

The learning outcomes of programmes are published online through detailed programme descriptors. Students applying for programmes are also able to obtain additional information through the locally based student enrolment officers. More detailed information on programmes, including assessments and marking schemes, is available to students and staff through the student portal.

A schedule of module and programme reviews ensures that all provision is regularly evaluated based on student feedback, the views of staff and completion rates. Programmes are also formally reviewed after each full cycle of delivery to ensure that these remain fit for purpose, in accordance with the prescribed procedures in the relevant jurisdiction. This can include industry professionals and academic staff. Full records of any meeting are kept.

Appropriate procedures are in place for the acquisition of academic resources, and budgets are approved by senior management. Academic resources are also informed by the schedule of module and programme reviews to ensure that resources reflect the latest sector developments. Coordination for course material development across the network is undertaken centrally by the Federal programme teams operating out of Cyprus, who work with all the local teams to ensure that all learning materials are of a consistent standard and are reviewed by the quality assurance team.

Students' views are actively sought in the review of modules and programmes. End-of-module questionnaires, as well as feedback through the students' union and tutors, are used to inform modifications and new developments. All programme developments are reviewed by senior management to ensure they fit with the Institution's mission and meet the requirements of local regulatory authorities. Students are also consulted as part of the development of new provision. The active engagement with students ensures a student-centred approach to teaching and learning.

The use of clear policies and procedures and the regular review of modules and programmes effectively support the effective academic management of all provision.

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

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Prospective students have access to clear information on the entry requirements of all levels of programmes through the Institution’s website. Levels of programmes are clearly included in the detailed programme descriptors, which are published through the website, along with English language proficiency requirements.

All applicants are required to complete a formal application process that includes evidence of prior qualifications and English language skills, either through a high-school certificate or an International English Language Testing (IELTS) certificate or equivalent. All certificates are checked to ensure students meet the entry criteria. Where students do not have any formal evidence of English language proficiency, they are able to take an appropriate in-house English language test.

All applications and enquiries are dealt with very promptly, with student enrolment officers available to provide any additional guidance about programmes and the application process, either online or in person through the regional campuses. Student advisers are also available to assist students with making an application as needed. The accessible and personalised support ensures that students are able to make informed decisions.

Students are interviewed by the enrolment advisors as part of the application process, and English language proficiency is assessed through their personal statement and as part of the interview. The detailed programme descriptors and advice provided by student enrolment officers ensure that students are made aware of the skills and knowledge needed to engage with their chosen programme.

The Institution has a clear accreditation of prior learning policy that is made available to students as part of the application process. Students who do not have sufficient workplace experience to undertake Master’s-level study receive clear guidance on what they may need to do in order to access the programme.

Where recruitment agents are used, they receive clear information about the programmes and entry requirements as well as the online admissions process. Agents are monitored by the federal administrative office staff. All applicants are directed to the Institution’s enrolment officers to ensure that they have appropriate qualifications and that they fully understand the entry requirements.

The recruitment and admissions processes are clearly documented and accessible. The help and advice provided effectively support students in their choice of programme.

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

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

9.4 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No NA

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

Comments

The Institution actively encourages its staff to engage with research and to gain additional qualifications as appropriate, including access to doctoral study. Unicaf University is developing its own online journal for staff to publish their research papers. Staff are also encouraged to seek external research funding and to publish their findings in international peer-reviewed journals. To assist staff in engaging with conferences and external research opportunities, a research newsletter is published.

Staff are encouraged to engage in research and scholarship that inform their teaching. Good pedagogical practice is made available through access to staff development activities, including with partner universities in the United Kingdom and in Cyprus.

A clear application process for financial support for research and training activities effectively supports staff to apply for funding. This includes funding for additional qualifications to support teaching and research as well as attendance at conferences. A Research Officer is available to provide staff with information and support in accessing local and international research and training opportunities.

Staff are encouraged to share their research work with colleagues through the Institution’s student portal. This allows staff based in different countries to share their research interests and to collaborate as appropriate. In addition, guest lectures are organised on regional campuses, which are open to staff, students and the public. However, no cross-institutional research groups open to staff have been established to facilitate the exchange of ideas and broader co-operation.

Staff are provided with appropriate information and support to enable them to engage in scholarship, research and professional development activities.

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 and 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 text and images provided through the Institution’s website provide accurate information about the campuses and facilities offered as well as details of individual programmes. Students are able to gain a clear picture of where the campuses are located and the teaching, library and social facilities. Online and blended learning options are clearly set out.

Clear, accurate and detailed programme descriptors include information about the core modules to be studied during each year of the programmes along with the learning outcomes. Information on curriculum

content and assessment requirements is available in programme and module documentation that are published on the student portal, along with progression routes and options. All programme information is updated at least annually and includes clear details of the approval status, level and awarding body.

The accuracy of information is checked by programme and faculty teams, with changes being approved at faculty and senior management level. The Vice-Chancellor of Unicaf University Federal based in the administrative office in Cyprus provides final authorisation for all programme- and institution-related information.

Information on course fees, including the costs of assessment, is published on the website and student portal, along with information about scholarships. Student advisers and enrolment officers are also available online or on campus to provide additional explanation and clarification to students on costs as needed.

The policies and procedures for the production, review and authorisation of information published by the Institution are effective in ensuring that information is accurate and complete.

1.2 Premises, Facilities and Learning Resources (full inspection)

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

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

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input 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 secure leases on all its premises. The Uganda lease has been agreed to last for five years and is renewable. UU has also purchased a plot of land in Kampala, which will be developed in the future to meet campus requirements.

The Uganda campus received its licence to offer higher education programmes in March 2021 from the Ugandan National Council for Higher Education, which also approved the campus. If required, additional rooms may be rented in nearby hotels for events or additional activities.

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

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

21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Secure access to the Ugandan campus is appropriately managed. The identity of all staff and students is checked by security at the entrance gates. Visitors are required to register with the reception staff and are provided with visitor passes. Visitors are required to report back to reception before leaving.

The virtual tour of the campus buildings confirmed that the buildings are clean and well maintained. The Business Manager is responsible for the maintenance of the campus buildings and facilities, which are also inspected by the National Council for Higher Education and the Kampala City Authorities to ensure compliance with health and safety requirements.

Guidance on health and safety is provided to all students, staff and visitors, including information on fire evacuation assembly points. Signage is clear and rooms and emergency exits are clearly marked. The campus was not open for teaching at the time of the inspection, and final preparations to facilities were being completed. Notice boards for displaying information were not yet in place to display general information for staff and students. Additional signs for some corridors indicating the location of the nearest exit have been ordered. Senior managers confirmed that work to complete all signage information and to put up display boards will be completed before the campus officially opens to students.

The Ugandan campus is spacious, with a variety of circulation spaces for students and staff, including a canteen and outdoor seating areas, and a well-appointed reception area for receiving visitors.

The toilet and handwashing facilities are appropriate for the planned number of staff and students and are regularly cleaned and sanitised in compliance with local health and safety requirements. All rooms are well lit and well ventilated, with air conditioning available in teaching areas.

The Ugandan campus provides a safe and well-maintained environment for staff and students.

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

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

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

Comments

Classrooms and study areas provide appropriate and comfortable accommodation for teaching and private study, including a library and e-library with computers for research and study purposes.

The on-site clinic provides a well-appointed space for the administration of first aid and for staff or students to rest while awaiting further medical attention. Plans are in place to employ a nurse who will also be available to provide some broader health and well-being advice and guidance.

Classrooms are available for students to undertake assessments. All assessments normally take place online, and no group examinations are conducted.

The campus in Uganda provides appropriate accommodation for learning and teaching.

23. There are appropriate additional facilities for students and staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Students studying on the Ugandan campus are provided with appropriate spaces for both private study and group work in the two library areas. Students can also access classrooms when they are not in use, as well as tutorial rooms.

Appropriate office space is provided for academic staff on campus to undertake their lesson preparation and marking in the designated staff rooms. Staff are able to hold meetings with students in the tutorial rooms, which provide privacy for individual student meetings.

The campus canteen and general social areas provide sufficient space for staff and students to consume refreshments and to socialise, including common room and outdoor seating areas.

Lockers are provided for students within the general circulation space for the secure storage of their personal possessions, as required. Staff are able to store their possessions securely in their designated staff rooms and offices.

Senior managers are provided with appropriate office space, and the offices provided offer comfortable accommodation for academic and administrative staff. Private meeting rooms are also available and can be booked as required. Administrative offices are of an appropriate size for the number of staff and have secure cabinets and computer access for the management of staff and student records.

The Ugandan campus offers comfortable and appropriate work and social space for staff and students.

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

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 24.1 | There is sufficient provision of learning materials, including books, journals and periodicals and online materials. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.2 | There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.3 | The library has sufficient space for student independent study and group working. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

In compliance with the requirements of the Ugandan National Council for Higher Education, a physical library containing key texts to support the four accredited undergraduate programmes is provided. In addition, students have access to a wide range of electronic learning materials and texts, including peer-reviewed journals, through the Unicaf University online library, which is accessible both on site and remotely, and is appropriate for supporting online and blended learning.

All learning resources are systematically reviewed and updated as part of the module and programme review process, which includes consideration of student feedback. Resources to support business and management studies have recently been expanded as this is a key strategic area of provision for the Institution internationally. Upgrading of library systems has resulted in all resources being available to all students, rather than, as previously, being limited to students studying individual modules. This represents good practice.

Students undertake either online or blended learning, and the two library areas provide appropriate space for individual study and group work.

There is a comprehensive lending policy in place for borrowing books from the physical library, and a clear policy, which is covered as part of induction, on access to online texts and materials.

Students have access to suitably qualified staff to assist them with access to both online materials and books from the campus library. Tutors are also available to offer students advice and guidance on appropriate resources, in addition to module reading lists.

The resources available both online and in the physical library provide appropriate learning resources to support the student body.

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 which 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 student portal allows students to access course content and lectures from a variety of different platforms including laptops, tablets and mobile telephones. The system is robust and supported by a dedicated IT development and support team in Cyprus.

The wide range of online resources available through the student portal effectively supports student learning. Students also have access to tutorial support to help them with their studies, and the comprehensive induction programme supports students to understand how to access resources. Students are encouraged to undertake group work through the student portal to support broader engagement with other students. Student advice and support are also available to all students online through student support services on campus.

There is currently a sufficient number of computers at the Ugandan campus for students undertaking blended learning. The UU acquisitions and capital bids processes are clear and responsive to students' needs, and effectively support the provision of up-to-date software to support the programmes.

The dedicated student portal development and IT support team provides access to specialist support services. The servers are maintained by a large, well-known specialist online service provider to ensure that the system is well maintained. In addition, an IT support specialist is available to staff and students on site in Uganda. The availability of IT support ensures consistent online access for staff and students.

IT resources and support are clear and well managed and they effectively support online teaching and learning and student access to resources effectively.

1.3 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF ACTION POINTS

ACTIONS REQUIRED

None

High

Medium

Low

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

The Institution should consider continuing to develop opportunities for staff to engage in research groups to share interests and opportunities for collaboration.

The Institution should ensure that the additional planned signage is put in place to indicate the location of exits in all areas.

It is recommended that notice boards are put up in appropriate areas to provide additional information to staff and students on local facilities and events.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE
