

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** Unicaf University

**ADDRESS:** UNICAF Building  
Old International Airport  
7130 Larnaca  
Cyprus

**HEAD OF INSTITUTION:** Dr Nicos Nicolaou

**DATE OF INSPECTION:** 7, 9 & 11 October 2019

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

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

DATE: 30 January 2020

## PART A – INTRODUCTION

### 1. Background to the institution

Unicaf University (UU/the Institution) is a privately-owned independent university which offers accredited bachelors, masters and doctorate degrees via distance learning as well as through a blended learning option in Malawi and Zambia. The administrative office of Unicaf University Federal is based in Larnaca, Cyprus, and the Institution has campuses in Malawi and Zambia. The Institution also has learning centres offering enrolment advice and access to computer labs, internet and other student services in nine other African countries including Egypt, Ghana, Kenya, Uganda, Rwanda, Morocco, Nigeria, South Africa and Zimbabwe. New campuses are currently being developed in Uganda and Rwanda. In addition, a new university license has been awarded in Zimbabwe. The application for accreditation and the inspection only covers the provision in Malawi and Zambia.

The vision of UU is to become a lead provider of higher education combining e-learning with face-to-face instruction, and to contribute to relevant scientific research which serves the interests of local countries and communities across sub-Saharan Africa. The Institution aims to contribute to the educational and economic development of local communities through the provision of accessible, internationally recognised education programmes which focus on developing professional skills. Programmes are made accessible and affordable to low income groups through scholarships which offer up to 80 per cent discount on fees.

The mission of UU is to assist students to become educated individuals, to achieve their academic and career goal and to assume responsible roles in a changing world of international co-operation and interdependence.

Unicaf University is owned by Unicaf, which received investment from the Commonwealth Development Corporation (CDC) Group, which is the UK Government's Development Finance Institution, Goldman Sachs, EDEX and University Ventures in the United States.

The Chief Executive Officer of the Institution is supported by officers in the various department and the Chief Academic Officer/Vice Chancellor Unicaf University Federal and a vice chancellor, and reports to the UNICAF Board of Directors. Each full campus has its own Vice Chancellor and Pro-Vice Chancellors who operate in line with their local regulatory authority requirements, with oversight of standards and administration provided through the administrative office of Unicaf University Federal in Cyprus. The staff at the administrative office include the Deans of Faculty, academic programme development teams, financial and administration departments and online library management staff as well as student support services.

Unicaf was founded in 2012 as the e-learning extension of EDEX to specialise in online provision. Unicaf's university brand was established in Malawi in 2016 and in Zambia in 2017. The administrative office and the campuses work together to provide admissions services, online course access, student support services and administrative support.

### 2. Brief description of the current provision

All Unicaf University programmes are offered online with a blended learning option available for students enrolled with Unicaf University Malawi campus approved provision and with Unicaf University Zambia campus accredited programmes. The blended learning option includes face-to-face tutorials and some additional subject based classes to support students' understanding of the module content.

In Malawi, seven undergraduate programmes are offered including a Bachelor of Arts (BA) in Business Administration, BA in Hospitality Management, Bachelor of Science (BSc) in Computer Science and BSc in Supply Chain Management and Logistics, BSc in Accounting, BSc in Finance and BA in Economics and Business. The postgraduate provision includes master's degrees in Business Administration, Education, Organisational

Psychology and Public Administration. The following master's degrees have been recently registered but provision is not yet launched: MBA Management Information Systems, MBA Health Management, MBA Oil, Gas and Energy Management, MBA Management, MSc in Healthcare Management and MSc in Web Design and Development. In addition, the university offers the following doctorate degrees: Doctor of Business Administration (DBA), Doctor of Education (EdD) as well as Doctor of Philosophy (PhD) in Marketing Management, Information Technology (IT), Education, Business Administration and Accounting and Finance.

Unicaf University Zambia campus offers undergraduate programmes in Accounting and Finance, Hospitality Management, English Language and Literature, Law and Business Administration as well as master's provision in Business Administration, Business Administration in Management, Business Administration in Finance, Business Administration in Oil, Gas and Energy Management, Business Administration in Health Management, Business Administration in Management Information Systems, Law, Education, Educational Leadership and Management, English Language and Literature, Managerial Psychology, Healthcare Management, Public Administration and Web Design and Development. Three doctorates are offered in Philosophy, Business Administration and Education.

At the time of the inspection, 7,010 students were enrolled, with 2,878 studying with Unicaf University Malawi campus and 4,132 registered with Unicaf University Zambia campus. The significant majority of students are enrolled on postgraduate programmes. The current numbers represent a significant growth on the previous year's enrolments of 3,050. A small majority of the students are female and students are drawn from a wide range of countries including Nigeria, Zambia, Malawi, Kenya, Ghana, Jamaica, Botswana, South Africa and Egypt, as well as further afield in Europe, Asia, the Caribbean, and South America. No students under 18 years old are accepted.

Students are enrolled on a continuous basis for all provision as part-time learners, and the large majority of students are in employment.

### **3. Inspection process**

The inspection was undertaken by a team of three inspectors, including a student inspector. A one-day visit was made by two inspectors to the administrative office of Unicaf University Federal in Cyprus, prior to travelling to Malawi and being joined by the student inspector for one day visits to the Malawi and Zambia campuses. Meetings were held with the Vice Chancellor and the Senior Managers, admission and support staff and the student information system and staff records were inspected in Cyprus. Meetings were also held with the Vice Chancellors, the Senior Managers, teaching staff, students and administration, and admission staff on each of the campuses. A wide range of documentary evidence was scrutinised both in advance of the inspection and during the inspection visits. Teaching observations were carried out in Malawi and Zambia. The Institution cooperated very positively with the inspection preparations and the visits.

## PART B - JUDGMENT AND EVIDENCE

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

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

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

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input type="checkbox"/> Yes	<input checked="" 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

A clear institutional structure is set out in the organisation chart and is supported by detailed job descriptions which set out the responsibilities of the senior managers. Remits are also in place for all committees and supported by clear minutes of meetings.

1.1 However, the documentation is only available to managers and is not included in handbooks or made available through the Virtual Learning Environment (VLE) to all staff and students.

The organisation chart includes identification of senior committees and the location of senior decision-making authorities. The senate is the senior academic committee, with a clear remit to manage the integrity of academic standards and freedom and is supported by other committees including the teaching and learning committee, the research committee and the teaching approval committee. The university council is the senior committee with oversight of administration and budgets.

Governance and management links are clearly articulated in both the organisation chart and remits of committees, along with the documented responsibilities of senior management. Senior managers ensure that monitoring and evaluation reports are drafted and submitted to the board of directors for their approval.

Policies and procedures appropriate to the development and management of provision are in place. Policies and procedures are based on both consultation with stakeholders and compliance with the regulatory authority requirements of the countries in which programmes are approved and accredited for online and blended learning.

A clear risk assessment policy is in place and risk assessment reports are drafted by the senior management team and reviewed on an ongoing basis by both the university council and the board of directors. Actions in response to identified risks are agreed by the senior bodies and implementation is overseen by the senior management team including the Chief Finance Director, the Vice Chancellor and the Pro-Vice Chancellors at a federal and regional level.

Relationships with partner universities are formally defined in memoranda of understanding. The memoranda set out clearly the responsibilities of both parties in relation to programme development and facilities for programme delivery, including Unicaf facilities linked to partner university campuses in Zambia and Malawi.

Communication channels are in place to allow information to be passed between levels of the Institution through the committee structure. Reports are drafted at programme, faculty, department and senior management level, and reviewed by senior committees before being brought to the attention of the board of directors. The board of directors communicates with the senior management team who in turn ensure messages are passed to staff through managers of departments and faculties.

The Institution has effective mechanisms for ensuring that it is effectively governed, based on clear policies, procedures and the committee structure.

## 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 type="checkbox"/> Yes	<input checked="" 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 are 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 Institution Strategy 2018 to 2023 has been drafted by the senior management and reviewed by the senior committees prior to being approved by the board of directors. The strategic plan reflects the priorities of internal and external stakeholders and the mission of the Institution. Implementation plans reflect the requirements of programme delivery and the need to ensure programmes are supported by high quality online materials and library resources to deliver a positive student experience.

Stakeholders, including advisory boards in Malawi and Zambia, along with feedback from students and staff inform the development of strategic priorities. Priorities include management of resource and programme development as well as the setting up of new centres across Africa to make learning accessible. Students and staff, as well as external stakeholders, are invited to participate in a number of events including the annual Unicaf conference, where they have an opportunity to inform priorities.

2.3 The Institution strategy is communicated to senior staff, but is not accessible or communicated to all staff, students and external stakeholders.

Regular and systematic reviews are conducted by the senior management including external audits with terms of reference and key performance indicators agreed by the board of directors. Performance is measured against key performance indicators which include financial, recruitment and student achievement targets.

The clear institutional strategy sets out priorities for growth and development across Africa to bring opportunities for higher education study to communities and students who would not otherwise be able to gain higher level qualifications.

**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 financial processes and procedures are transparently managed by the finance department at the administrative office of Unicaf University Federal in Cyprus. The Chief Finance Director has oversight of all financial management procedures and all major areas of spending and budgets are approved by the board. Clear and appropriate records are kept at department, campus and federal level.

Accounts are audited annually by an independent external audit organisation and results made available to the board along with key management reports detailing organisation performance.

The financial management of the Institution is well documented and independently audited to ensure its accuracy and transparency.

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

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

**Comments**

The management structure of the organisation is clearly set out in the organisation charts both at federal level and for the campuses in Malawi and Zambia, supported by clear and appropriate job descriptions.

4.1 The organisation structure is not, however, formally available to staff and students either in handbooks or through the VLE. Managers and stakeholders who are members of committees have access to the management structure.

Reporting arrangements are clearly and consistently set out in job descriptions for all levels within the organisation. Course, department and faculty level responsibilities are well understood by staff. The growth of the Institution and

the development of new programmes are supported by the regular review of job descriptions and the allocation of responsibilities by senior managers.

The committee structure and the role of individual committees are clearly set out in the individual committees' terms of reference, which also include both the membership and frequency of meetings. All meetings are clearly recorded, and associated action plans are developed.

Appropriate procedures are in place for the production of information for internal and external publication. Information is devised at programme or department level and then reviewed by managers and forwarded to senior management for approval. The Vice Chancellor and the Pro-Vice Chancellors regularly review information to ensure that it remains accurate and fit for purpose.

Clearly documented procedures and responsibilities support the effective management of the Institution and regional campuses.

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

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

The Institution has expanded significantly over the last few years, which has led to the need to recruit more administrative staff to effectively support all ongoing functions of the Institution. The team at the administrative office of Unicaf University Federal is sufficient to support the key functions of the organisation including student admissions, enrolment, student services and the management of data.

The administrative team functions are clearly set out in the departmental organisation chart and are appropriately structured to support management functions. Job descriptions detail the individual post responsibilities along with clear reporting lines which are available to departmental staff.

Policies and procedures are appropriate to support the functions of the Institution. Clear policy documentation is maintained by the administrative office of Unicaf University Federal in Cyprus. Supplementary local policies are developed to comply with the national higher education authorities in Malawi and Zambia and made available to staff as appropriate.

Clear procedures are in place for the timetabling of classes and tutorials for those students on the blended learning option in Malawi and Zambia. The process is centrally managed by the administrative office of Unicaf University Federal in Cyprus who liaise with local administrators and managers. Online support is also monitored centrally, with academic staff expected to be available at least four days per week.

Data collection and data management responsibilities are set out in clear policies and procedures which are adhered to by all staff. Data collected at campus level is checked and then forwarded to the administrative office of Unicaf University Federal in Cyprus where data is processed, checked and used to inform programme and management reports. All data is securely stored and encrypted as appropriate.

Administrative records are checked and collated at a local level with detailed oversight and tracking undertaken administrative office of Unicaf University Federal in Cyprus. The administrative office of Unicaf University Federal in Cyprus provides regular updates to senior management on student recruitment, retention, achievement and feedback. All records are securely stored with electronic data protected by passwords accessible to approved staff only. Data is accessible and made available to management staff at a federal and campus level to support the ongoing management and evaluation of provision.

Student records are stored on an appropriate Student Information System (SIS) which is accessible to management and regularly checked and updated by the administrative teams to include student results, and any changes of circumstances. Students are able to access their information and results through the SIS using individual logins.

The human resources department is responsible for the management of staff records which are regularly updated to include any continuous professional development. Records are securely stored at the administrative office of Unicaf University Federal in Cyprus.

Data protection systems are robust and reflected in organisational policies to ensure that data is managed in accordance with data management legislation in the European Union (EU) and the requirements of the countries in which the campuses are located.

Robust systems are in place to confirm the identification of all students who register on programmes and to whom credits are awarded. All students provide copies of passports and transcripts of previous qualifications as appropriate.

All assessments take place online. Students have access to clear module handbooks and assignment briefs through the VLE, and submit their work electronically using individual logins.

Marked work is systematically sampled by the quality assurance staff in Cyprus to ensure that grading decisions are appropriate and standards are consistently maintained. External academic staff are also used to sample work to further ensure that standards are being met.

Students are able to access their grades and feedback from tutors via the SIS system and the VLE. Lecturers post results to the appropriate section of the online administration of courses system, and these are then made available to students who have logins to access their grades. Grades are made available to students within two weeks of the submission of assessments and in many cases within a week. The rapid management of assessment and feedback represents good practice in supporting students to improve their work.



The policy for the collection and refund of student fees is made available to students at the enrolment stage. The policy clearly specifies fees, the procedures for the collection of fees at programme and module registration stages, as well as the circumstances in which refunds may be approved.

The administrative support is clearly defined and understood by all staff and provides appropriate support to ensure that the Institution functions effectively.

**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 which includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Effective recruitment policies and procedures are in place to check the suitability and qualifications of all staff. Qualifications are authenticated and references followed up by human resources staff as appropriate. Criminal records checks are carried out with local authorities to ensure teaching staff are safe to deliver blended learning to students.

All staff have clear job descriptions setting out key duties and responsibilities, with clear roles and reporting lines identified for the senior managers. All staff are suitably qualified for their respective roles with previous teaching experience. All academic staff have degree qualifications, and in most cases hold postgraduate qualifications at a level above the qualification on which they teach. Staff delivering doctorate level qualifications are required to have a doctorate.

There is a comprehensive online induction programme including modules to help new staff learn how to use the online software. All academic staff are required to complete and pass the Tutor Orientation Course (TOC) as part of their induction to the Institution.

A clear and appropriate policy on equality and diversity is in place along with a complaints procedure, available to staff through the VLE. Staff confirmed that they are aware of policies to avoid discrimination and that staff have equal rights and the opportunity to make formal complaints if required.

There are regular Continuing Professional Development (CPD) activities for staff including those focusing on good pedagogical practices. Staff are supported by senior managers to obtain additional skills and qualifications as appropriate. Unicaf University also offers teaching staff an 85 per cent discount to study for a Unicaf doctorate qualification.

The performance of all staff is monitored through performance reviews and in the case of teaching staff, observations of teaching take place at regular intervals. However, the appraisal system has only recently been implemented for all staff, having been trialed with the staff administrative office of Unicaf University Federal in Cyprus, and is now being introduced for staff working in Malawi and Zambia. The outcomes of teaching observations are used to inform staff

development requirements along with module feedback from students. Where development needs are identified, support is put in place to provide appropriate training, coordinated by the staff at the administrative office of Unicaf University Federal in Cyprus.

The recruitment procedures, which include the checking of qualifications and suitability for teaching or administrative roles, ensure that appropriately qualified and experienced staff are recruited to both teaching and administrative positions.

## 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

There are clear processes in place for the development of programmes, including consultation with stakeholders. Local advisory boards are convened which include local sector and business external representatives. The detailed validation process also includes approval and compliance with local higher education authorities.

The programme specifications which detail the learning outcomes for each course, the assessment strategies and marking schemes are clear and are available for all staff and students to download from the VLE.

All programmes have regular module reviews, and each full cycle of a qualification triggers a programme review with a committee made up of teaching staff, other academics, industry professionals and students.

A clear process and a record of acquisitions and requests for resources are in place to ensure a fast and efficient response in order to support the growth of the provision offered at each campus. Academic staff are able to identify additional resources based on their own research and feedback from students.

Course materials, resources and online module content are developed centrally by dedicated programme teams to ensure consistency across all qualifications and sites. Budgets are approved by senior management based on rationales submitted by academic teams.

Students provide feedback via a questionnaire for every module studied. Students also have the opportunity to talk to student union representatives and to raise questions or provide feedback about a specific programme or campus related issues. Students are also able to provide ongoing feedback through their tutors.

The clear policies and procedures for the development and review of programmes support the effective academic management of provision.

## 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 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

The entry requirements for all programmes are published on the Institution's website and are included in the clear and accessible programme descriptors.

The English language requirements for undergraduate and postgraduate provision are appropriately included on the website, and also confirmed under the admissions criteria. Prospective students are notified that they should have evidence of English language proficiency although, where this is not available, applicants may take an English language test.

Students have access to a clear online application procedure, and all applications are reviewed by the admissions officers who check that applicants meet the entry criteria, and also verify previous qualifications submitted by applicants. Where prospective students enquire about qualifications through the Malawi and Zambian campuses, trained enrolment student advisors provide face-to-face advice and guidance to inform student choices and ensure that they are clear about the entry requirements. Enrolment advisors also available to assist prospective students with making an application which represents good practice.

All application enquiries are handled promptly with applications being reviewed and responded to normally within 24 to 48 hours. Student enrolment advisors are also available to provide clarification on course content, entry requirements, methods of payment and information on how to apply for scholarships. The support available to prospective students effectively supports informed choices of programme. However, the duration of programmes and number of modules to be completed each year is not always clear and students indicated they would find this information useful.

Clear and robust systems are in place to ensure that applicants have the capability to complete their chosen programme. Prospective students are required to provide evidence of previous qualifications and English language proficiency, and certificates or transcripts linked to previous qualification are checked to ensure that entry requirements are met. Applicants' language skills are also assessed through admissions interviews and students' personal statements, which provide further evidence to inform the admission decisions. The admissions process supported by advice from enrolment student advisors effectively ensures that applicants understand the skills and knowledge requirements of programmes. The Institution also ensures that applicants understand that they are responsible for checking that they will be able to engage with their chosen programme as part of the admission procedures.

A clear policy on the accreditation of prior learning is available to prospective students. Prior experiential learning is considered as a part of the applications process, so that students may be able to apply for entry to a master's programme with higher national diplomas or equivalent qualifications and at least two years' sector related work experience. Each case is considered on individual merit. Where a student may not meet the experience requirements for master's level study, enrolment advisors follow up and contact the applicant at a later point to check whether they may have gained the required experience to meet entry requirements.

Few agents are used by the Institution, and those who work with Unicaf University are provided with clear information about the provision, entry requirements and the online admissions process. All interested applicants are then directed to talk to enrolment advisors.

Unicaf University has a clear and well managed system which effectively ensure that appropriate students are enrolled onto the online and blended learning provision.

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

9.1 The institution encourages academic staff to undertake research in relevant fields and to publish their findings.  Yes  No  NA

9.2 Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.  Yes  No  NA

9.3 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.  Yes  No  NA

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Academic staff are supported and encouraged to undertake scholarly activities or additional qualifications that inform their teaching and learning. The formal application process for staff development, materials and CPD activities is fair and transparent.

9.1 However, there are limited formal processes to encourage and facilitate staff to undertake research and to publish papers.

Guest speakers, meetings and an online teaching forum on the VLE offer opportunities for staff to share good practice and discuss research activities. The annual conference also allows senior managers from each site to meet and communicate ideas, and to discuss recent research developments which informs programme development.

The Institution is planning to develop a research strategy and support systems for staff undertaking research and to provide opportunities for publication. There is currently no strategy or minimum requirement for staff to undertake research or specific scholarly activities, though staff are able to apply for support to attend conferences or to participate in other events.

The campuses in Malawi and in Zambia organise guest lectures which are also open to the public. Staff are able to use the online communications systems to share their own research and to participate in discussions.

Scholarship activities are supported by the Institution which shares good pedagogical practices through staff development activities and the VLE. As a non-research institution, the development of research communities is still in its early stages.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Information available on the Institution's website is both accurate and informative. Programme information includes the costs, broad curriculum content, and the availability of scholarships. Students are provided with clear information about the local campuses and the online facilities which support online and blended learning. The information provided is helpful in assisting students to make informed programme choices.

Programme information and the nature of assessment requirements are included in programme and module handbooks which are available to students on the VLE. Handbooks are updated at least once a year and reflect any changes to provision.

Changes to programme information are approved at programme, faculty and senior management level, and signed off by the Vice Chancellor at the headquarters in Cyprus. The status of all programmes is clear including programme level and awarding body.

Students have confirmed that accurate information with regard to fees, assessments and learning materials is provided once they enrol on a module, as well as prior to enrolment. This information is also explained, by student advisors, either through face-to-face or online and telephone meetings.

The materials published about provision offered by Unicaf University are clear, accurate and regularly updated.

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

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

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<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 which 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 type="checkbox"/> Yes	<input checked="" 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.  Yes  No
- 

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

**Comments**

Lecturers have the appropriate experience and qualifications to effectively deliver programme modules at a level equal to or below their own qualifications. Many modules have subject specialist lecturers who deliver online sessions via the VLE. All staff are approved by the University Teaching Approvals Committee (UTAC) based on consideration of their qualifications and prior educational and sector experience. New staff are closely monitored to ensure that their teaching meets institutional requirements, and assessments are second marked to ensure that fair decisions are made.

The programmes are delivered and assessed in appropriate ways to enable students to succeed. Assessment schedules and assessment briefs are designed by the programme teams at the federal headquarters and are checked by senior academic staff to ensure that all learning outcomes are met. For research-based projects, however, the Institution has yet to fully develop and implement the framework and procedures for the consistent and effective management of dissertations and to provide clear information to the research committee.

All modules are designed and resourced centrally to provide progressive learning through each module with formative assessment required at regular intervals. Lessons are relevant and structured according to the module content and learning outcomes. End of module student feedback is also used to inform the monitoring of the learning delivery.

Throughout each module students are encouraged to take part in formal discussions through the VLE and to participate in formative assessments and as appropriate group work. Feedback on formative assessments allows staff to monitor individual student progress in developing the required knowledge and skills. Summative assessments are used in each module to evidence that students have met the learning outcomes.

Clear schemes of work and lesson plans are developed centrally by the course teams in Cyprus to facilitate tutors to deliver the module learning outcomes. Tutors customise lesson plans to include local case studies, as appropriate.

11.5 Whilst students are encouraged to declare any learning difficulties or disabilities as part of the application process, limited training is provided to staff in supporting different learning styles and to differentiate materials accordingly. None of the academic staff at either campus are trained to recognise learning difficulties or how to support learners with special needs, although the Malawi campus has computers with voice activated technology to support students with visual impairments.

Tutors encourage students to participate in group work through use of online forums as well as through blended learning activities, as appropriate. Students confirmed that they have a number of opportunities to participate in activities which support their learning. There are a number of online libraries used to support research and learning, and students are actively encouraged to undertake their own research as part of developing their skills as independent learners.

The number of classrooms and resources is appropriate for the current number of learners accessing the campuses and IT facilities. A request for additional computers in Zambia has been submitted to the federal committee to provide additional resources for the blended learners. There is a good academic support mechanism for students via the VLE.

The services provided both online and through blended learning are effective in facilitating student learning.

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

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- 12.1 Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.  Yes  No
-

12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<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 type="checkbox"/> Yes	<input checked="" 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**

Students are provided with a clear assessment schedule and assessment briefs for every module. The schemes of work are structured to ensure teaching covers the module learning outcomes and includes tutorial and revision periods as appropriate. Assessments are clearly linked to the learning outcomes and provide explicit evidence of students' understanding and knowledge of course content.

The marking schemes are detailed and clear, with rubrics ensuring marking covers all elements of the learning requirements. Grading criteria requirements, reading, assessment strategies and tasks are clearly defined in each module to help learning and achievement.

Feedback to learners is extremely prompt, with most students receiving feedback within a week, and in many cases within 48 hours.

12.4 However, the quality and clarity of feedback is not always consistent, and in some cases the feedback is not clearly linked to specific learning outcomes and grade descriptors. Furthermore, the level of detailed feedback is variable, ranging from explicit and constructive feedback against each of the grading criteria to one sentence providing no information on how to improve.

The Institution has an appropriate anti-plagiarism policy which is made available to students as part of the guidance they receive at induction. All work submitted by students is checked through an online system which identifies similarities to other published and submitted work. The percentage of similarities deemed acceptable allows for professional language and regulations. However, the percentage varies between areas of provision and campuses.

The mitigating circumstances process is appropriate and ensures that individual learners are able to claim extensions or to delay assessments based on evidence linked to external circumstances. Students also have access to a clear policy and procedure which allows them to put forward an appeal against grading decisions.

Systems for informing students of the assessment requirements linked to modules and programmes are clear, and students receive timely feedback.

**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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

Course materials and modules on the VLE are developed centrally to ensure an appropriate level of study and progression. The course content is appropriately resourced with reading, formative tasks and lesson plans for each module which allows learners to achieve the required learning outcomes for their programme of study.

Course materials are kept up-to-date and support students to achieve their learning outcomes. Module feedback from students, and programme reviews with industry professionals at the end of each full programme cycle are used to review and revise programme specifications and course materials.

The VLE content is designed to offer a wide range of learning resources to aid student learning and understanding. Resources include key texts and e-books, videos, case studies, quizzes and online lesson presentations. All modules feature formative and summative assessment with clear pass marks for each course. Learners also have the option to visit a local campus for additional tutorials or blended lessons.

13.5 Students only have access to the module learning resources, feedback and reading lists on the VLE whilst studying a specific module. Two weeks after the module has finished the content is locked out so students cannot refer back to resources or reading from previous modules, which does not facilitate integrated programme learning.

The extensive online library and range of learning resources ensure that students have access to a good range of learning materials.

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

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

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

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

Students have access to both an online student services support staff and to module tutors, who are readily available to respond to student queries, both academic and pastoral. The Malawi campus includes the provision of an onsite medical centre staffed by a nurse where students and staff have access to free medical assessments and minor injuries treatment as required.



A well-structured and constructive online induction module which includes basic computer skills and library information is made available to all students. Students confirmed that they find the module straightforward and comprehensive.

As a mainly online based institution, students are provided with a step by step guide on how to use the VLE and online library, as well as information on technical support should they encounter IT issues. Pastoral support and IT support is available through student services staff based at the administrative office of Unicaf University Federal in Cyprus, who respond promptly to students' messages, as well as through academic and administrative staff based in Malawi and Zambia. Students also have contact numbers for staff based at the regional campuses. However, the use of social media and other messaging services, which are external to the organisation, do not provide a clear and accurate record of all correspondence between staff and students.

There is a clear policy on discrimination and abusive behavior, and students are made aware of the disciplinary procedures linked to breaches of the student code of conduct.

14.8 The Institution does not have a risk assessment, policy or training to raise staff awareness of the dangers of radicalisation and extremism.

Students have access to appropriate support and guidance primarily through online contacts and campus staff which they confirm provides effective help and support as needed.

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

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 15.1 | Students have appropriate access to teaching staff outside teaching and learning sessions.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.2 | Students have access to appropriate support to enable the regular review of their academic progress.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.3 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.4 | Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.5 | Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.6 | The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.7 | Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.8 | Students with special educational needs and 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 are provided with academic staff contact details through programme and module handbooks. Students are able to e-mail the module tutors and other teaching staff outside teaching and learning sessions, and normally receive responses within 24 hours.

Information on student attendance, progress and achievements is recorded on an ongoing basis, and students are able to access their grades and feedback through the online student information system. Where students are not logging on to modules, attending tutorials or failing to submit work, messages are sent requesting clarification of circumstances, and meetings with tutors or support staff arranged, as appropriate. To further improve the monitoring of student

engagement, the Institution is introducing improvements to systems to gather and analyse all student engagement information more effectively.

Student advisors are readily available to offer students advice and guidance as to alternative options of study should they wish to withdraw or change their programme of mode of study. These advisors are available for both face-to-face and online consultations. The significant majority of students are studying whilst also working and seeking to gain qualifications to promote career progression. As far as possible, staff with professional sector knowledge are available to offer support and guidance.

The student complaints policy and procedure are clear and accessible to students through the VLE. Students can informally raise a complaint before proceeding to raise a formal complaint which is responded to within specified timelines, with use of external adjudication as appropriate. However, no central register of complaints is held at either regional or federal level.

The induction module, which must be passed by all students, offers clear guidance to students on how to study and learn effectively and efficiently.

The Institution has some specialist provision in place to support those students with special educational needs, including an audio typing system, a ramp and an IT study centre on the ground floor in Malawi. Where additional needs are declared or identified, additional help is provided, and students are advised of the support available.

Students receive appropriate academic support and guidance through the online access to tutors and other support staff as required.

**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, which is specific to international students, continues 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**

Two clear international student guidebooks are available on the website which are specific to the respective campuses in Malawi and Zambia. These include useful information about the Institution and the campuses, and about the country of study with details of typical living costs included. All students must take an online induction module and, for international students studying through blended learning, this is supplemented with an orientation programme on campus.

The online nature of programmes delivered by Unicaf allows for flexibility with time zones, prayer time and other issues related to electricity supplies or online connections in remote regions.

Additional guidance and support are available through the VLE, online, via telephone or through face-to-face support at any Unicaf learning centre or campus. There are international support staff who can deal with regional issues and speak different languages to aid communications with learners. Students expressed satisfaction with the support provided by the university, and feedback from students confirms that communication with support and guidance teams is timely and informative.

**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**

Attendance and engagement with both online and face-to-face teaching is effectively monitored. Tutor handbooks set out the requirements for monitoring student attendance and engagement with online learning materials. Students who attend face-to-face teaching are required to sign the register, and any lateness or absence is noted by the tutor.

The clear procedures for monitoring attendance require tutors to keep an attendance log tracking the number of times individual students log into the module materials each week, and to follow up low attendances with the individual student.

Blended learning sessions have clear attendance and punctuality forms which students are required to complete including the time they arrived in class and the time they left. The forms are signed by the Academic Affairs Officer and the Director of Academics who confirms the date of the session to ensure the accuracy of the information.

Attendance data is effectively managed and collated. All attendance is collated centrally by the administrative office of Unicaf University Federal in Cyprus who receive all attendance information for online and blended learning programs. Members of the administration team are able to quickly identify where attendance is falling and draw this to the attention of academic managers for follow up action.

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

- |      |   |                              |                             |                             |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 18.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <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 which may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

Students are kept well informed of any upcoming social events through the VLE or via e-mail. These include open lectures, sports activities and volunteering for community projects. Any social activities are also uploaded to the Institution's website to ensure prospective students have an awareness of the social programmes available. Activities including sports are kept affordable for the students who wish to participate.

Students can also suggest and be provided with support to set up their own activities as needed. Online forums are used to make students aware of planned activities. As appropriate, relevant staff also participate in activities, for example, leading the entrepreneurship society.

All students are encouraged to take part in discussion groups through the use of online forums and to suggest activities they may be interested in participating in.

All students are made aware of activities taking place on each campus and are invited to participate through the use of online forums.

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

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

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

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

**Comments**

The campus and teaching facilities in Malawi and Zambia comply with local regulatory and statutory requirements. The Institution has secure tenure on all its premises including the administrative office of Unicaf University Federal in Cyprus, which are clearly documented through the lease agreements. The premises in Zambia are shared with the Cavendish University School of Medicine.

The premises are approved for the delivery of higher education in both Zambia and Malawi by the respective National Higher Education Authorities.

**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

The access to the campuses in both Malawi and Zambia is through a gate which is controlled and monitored by security.

However, students at the Zambia campus are not required to sign in when entering the campus. There is also no requirement for students to sign in with reception staff in Zambia when entering the building.

All premises are well maintained and are cleaned on a daily basis.

Health and safety awareness are raised as part of the induction and orientation process.

The Malawi campus includes the provision of a free health clinic where staff and students can gain access to free health advice from a qualified nurse. Appropriate blood tests are undertaken and inoculations provided as part of broader health and wellbeing support for students and staff. The provision of health care advice and guidance represents good practice.

Signage is adequate and shows the location of Unicaf rooms and facilities on the campuses.

The campuses provide sufficient circulation space for staff and students including provision of cafe facilities.

Toilets are sufficient for the numbers of staff and students and are kept clean and include appropriate handwashing facilities.

The classrooms and offices have access to sufficient light and are well ventilated. Some rooms have air-conditioning and there are plans to extend the air-conditioning to all classrooms.

The premises to house the administrative office of Unicaf University Federal in Cyprus provide high quality office space including a number of social and refreshment areas for staff. The office space has been designed to allow for increased staff numbers to support the Institution's strategy for further expansion of provision.

The facilities provided for students and staff are appropriate to the range of provision and number of 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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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**

Learning areas and classrooms provide appropriate accommodation for teaching. Most of the face-to-face teaching sessions are run as tutorials with small numbers of students, and classrooms are allocated appropriately to accommodate group sizes. Students confirm that they are happy with the accommodation, including computer rooms for accessing online materials.

Suitable policies and procedures set out the conduct of assessments in the Institution's assessment policy. All assessments take place online, and no group examinations are conducted.

**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**

Both the Malawi and Zambian campuses provide sufficient space and facilities for private study, and for students to work together on formative group work assignments. The large majority of students study as online learners rather than through the blended learning optional mode of study.

The workspace for staff provides appropriate facilities for preparation and marking as well as for meeting with students. Staff rooms and offices are provided for all full-time staff, with academic staff on short-term teaching contracts also having access to desks in the staffrooms.

Students are provided with suitable spaces in which to socialise and relax. A common room area is provided for students in Malawi who also have access to a cafeteria where they can purchase refreshments at a subsidised cost. Zambia enrolled students have access to social spaces shared with Cavendish University and the Institution's own cafeteria offering food and refreshments.

Staff rooms allow for the storage of personal possessions. Students are advised to keep their personal possessions with them at all times when using the computer facilities or attending tutorials.

The administrative office of Unicaf University Federal in Cyprus and the campuses have appropriate areas for holding meetings. Meeting rooms are available on the campuses and at the administrative office of Unicaf University Federal in Cyprus, which can accommodate larger and small meetings. At least one meeting room on each campus has the technology to support online meetings with staff on other sites.

The administration offices on all sites are sufficient to house the administrative staff and are networked to allow for the easy exchange of information between the administrative office of Unicaf University Federal in Cyprus and the campuses.

**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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<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**

There is no physical library. The Institution supports all programmes through its online library which houses a wide range of journals, e-books and other publications which are accessible through computers, tablets and mobile telephones. Student feedback indicates a good level of satisfaction with the range of online resources, though download times can vary according to the locally available internet connection.

Library resources are regularly reviewed and updated based on feedback from students and module and course reviews. Where new programmes are developed, appropriate online resources form part of the programme approval submission.

The online library is accessible at all times and its resources effectively support students to complete their studies.

**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 VLE online system allows learners to access course content and lessons from a variety of different mobile platforms. The system is robust with a dedicated IT development and support team. Some learners have experienced slow internet connections, particularly in Malawi. However, this is due to the broadband service in specific regions as opposed to any problems with the VLE servers or access issues.

The online resources and tasks set within each module encourage discussion and group work. The induction process also includes details of academic and additional support available throughout the duration of study.

There are currently a sufficient number of computers in Malawi, some with specialist software installed for learners with visual impairments. The Zambia campus currently requires some additional computers with a capital bid already submitted to the federal committee to provide more computer access for blended learners. Acquisitions and capital bids processes are clear and responsive to learner needs.

A dedicated VLE development team and IT support provide a very comprehensive learning platform and access to specialist support services. The servers are maintained by a large well-known specialist online service provider who ensures additional storage space is always available for expansion and additional demand. This ensures consistent online access for staff and learners and represents good practice.

The IT resources and support services ensure that students and staff have access to learning resources which are fit for purpose.

## INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

- |      |  |   |  |
|------|--|---|--|
| 26.1 | The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken. | <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 type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution regularly obtains feedback from learners which informs course development, module reviews and programme reviews. Local academic staff, student representatives, academic and industry professionals sit on appropriate committees to review the curriculum and support the development of new provision. All meetings are appropriately recorded. The Institution also has a programme of open lectures to which the public are invited. These are of interest to local businesses and the community. Short IT courses are also offered free of charge to high school students in Malawi to help them improve their knowledge of online systems.

Each campus has a student union with elected representatives with a remit to represent learners views. Representatives gather feedback about the programmes, resources and any other local problems. The information gathered is considered by the Institution as part of its academic reviews and scheduled senior management meetings.

The senior management at each campus and at the administrative office of Unicaf University Federal in Cyprus take forward developments including revisions in programme specifications, campus facilities and online provision based on student and external stakeholder feedback.



26.3 However, changes, developments or improvements that have been made in response to the feedback are not formally communicated to learners or external stakeholders.

Feedback is regularly and systematically collected from all stakeholders and effectively informs the continuing development and ongoing management of the provision.

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

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<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 checked="" type="checkbox"/> Yes	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Clear and effective documentation guides the management of quality assurance. The Institution's quality assurance policies and procedures are effectively introduced to staff as part of the TOC which forms part of the new teaching staff induction process. A comprehensive tutor handbook is also available online. Students confirmed they are aware of the second marking and moderation procedures that form part of the quality assurance process.

The quality assurance department at the administrative office of Unicaf University Federal in Cyprus maintains effective oversight of standards and provides regular reports to the senior management. Reports include the evaluation of student data and information on an ongoing basis against targets and key performance indicators linked to the strategic plan. Campus senior managers, deans of schools and programme leaders all regularly review end of module and end of programme reports as part of the embedded quality assurance and review procedures.

Clear templates support the production of annual monitoring reports at both programme and institution level. Reports are reviewed by the senior management team, the senate as the senior academic forum, and the council as the senior administrative body, and action plans and priorities are agreed. Management reports are compiled at least twice per year and senior management review the overall performance of the Institution against established performance indicators including recruitment, retention and achievement targets. Minutes of management meetings include the discussion of institutional performance, and areas for further development are included in action plans.

The Institution has effective mechanisms for collecting and analysing student feedback to inform the oversight of the quality of the student learning experience. Students complete feedback surveys at the end of each module and results are collated and evaluated by the administrative office of Unicaf University Federal in Cyprus and distributed to campuses, programme leaders and to senior managers as appropriate. The regular feedback from students informs the course reports and annual monitoring reports and areas for improvement are identified.

The requirements for module and programme reports are well understood. Programme reports and annual monitoring reports include the consideration of student feedback as well as completion and achievement data against set targets. Management also compile year on year data tables which are evaluated as part of management reports. The information effectively informs the annual monitoring procedures. As most students are studying part-time whilst also working, information collected focuses on career progression and promotion information rather than progression into employment.

Staff performance is reviewed against key performance indicators which also form part of the staff appraisal process. Student satisfaction and success rates are reviewed at programme, campus and institution level. Module evaluation reports are analysed to monitor the quality of learning and also considered by the teaching and learning committee to identify where improvements need to be made, resources updated and other issues addressed.

The Institution does not have a formal research base but staff are supported to travel to conferences and to engage with activities to support their current knowledge and sector expertise.

Programmes are regularly reviewed, with full periodic reviews taking place every two to three years, to ensure that they remain current and fit for purpose. Where programmes are being developed, reviewed or revalidated, local advisory boards including external stakeholders are established to ensure that new and revised programmes meet sector employment needs. The consultation with local employers and sector professional represents good practice.

Programme reports are effectively used to inform regional and federal action planning. Key priorities are discussed by campus management who liaise with the management at the administrative office of Unicaf University Federal in Cyprus. Regular meetings take place between regional and central vice chancellors and pro-vice chancellors to identify priorities for development, and recommendations presented to senior committees and the board of directors for approval. Action plans linked to committee and management meetings are then used to track and evaluate progress.

The clear policies and procedures supported by effective communication channels and quality assurance mechanisms to ensure that standards are consistently monitored and performance against set targets are tracked.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

## Comments

Well established mechanisms are in place for the identification and sharing of good practice. Module and course reports along with peer reviews of teaching are used effectively to identify both good practices and areas for development. The monitoring processes provide the opportunity for staff at module, programme and faculty level to reflect on the operation of provision and to highlight good practices and areas for improvement. Good practices are shared across the Institution through the VLE and electronic messages to enable broader staff access.

Monitoring reports are reviewed by the teaching and learning committee and by senior management. Actions plans are developed drawing on annual monitoring reports and the evaluation of previous report actions and recommendations. Action plans are regularly reviewed through the Institution's committee structure with oversight maintained by the senior management team at both federal and regional level.

The strong commitment of the Institution to the continuing enhancement of provision is effectively supported by review procedures and monitoring reports.

## 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

All teaching staff are effectively supported to understand the requirements of online and blended learning. All teaching staff are required to take and pass the online TOC comprised of four modules, which provides well-structured training to support online delivery. The TOC includes information on the regulations and guidelines for the delivery of programmes. All lecturers are required to pass quizzes about Unicafe regulations, and to pass the TOC module tests with a minimum score of 70 per cent. The training course coordinator meets with all new lecturers and verifies their readiness to be allocated teaching. The training and support provided to new tutors represent good practice.

Tutors who deliver blended learning modules engage in peer observation to assist them in developing their practices. The use of the online systems is fully covered through the TOC training and staff are familiar with the functions of the VLE by the time their training is complete. Tutors also have access to the Local Tutor Resource Centre (LTRC) which provides updates on pedagogy and communication strategies for face-to-face teaching. The TOC and LTRCs ensure that staff have a clear understanding and access to additional materials to enable the effective teaching of online and blended learning.

The clear and comprehensive online student induction module provides students with information and practical training to develop their understanding of the VLE and to develop digital literacy skills. All students must pass their induction module before they are provided with access to their programme modules. Students receive guidance on how to study and are provided with clear timelines within which online materials must be studied and activities, both

formative and summative, completed. Students have access to support online both through the student support services and the tutor allocated to the delivery of the module.

The comprehensive online training provision for staff and for students ensures that they are well prepared to engage with online learnings. Training ensures that staff are clear about the challenges and the good practices associated with the delivery of online and blended learning. Both staff and students have access to a wide range of online resources and access to clear information, guidance and support.

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

Declaration of compliance has been signed and dated

Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's Strengths

The regular and systematic reviews of the Institution's performance against key performance indicators enable the senior management to address any areas for development.

The TOC provides detailed information and training to new academic staff to enable them to understand the requirements of delivery and management of online learning.

Actions Required	Priority H/M/L
1.1 The Institution must make information on the organisation's structure and responsibilities available to all staff and students to promote a broader understanding of management responsibilities.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.3 The Institution must introduce mechanisms to ensure that the strategic plan objectives are clearly communicated to all stakeholders to enhance their awareness of the development priorities of the organisation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

The face-to-face advice and guidance effectively inform student programme choices and ensure students are clear about the entry requirements.

The clear advice and guidance provided to prospective students support their programme choices and make them aware of the scholarships available to promote student engagement and as part of the widening participation and social inclusion strategy.

Actions Required	Priority H/M/L
4.1 The Institution must provide clear information about the structure and responsibilities of key post holders and the remits of committees to all staff and students to ensure that they understand the responsibilities within the Institution.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
9.1 The Institution must develop a clear policy and procedure to support staff to engage in research activity to support their subject knowledge and the work of masters and doctorate students.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

The well-structured, constructive and accessible online induction module provides students with guidance on the use of the VLE and effectively supports the development of independent learning and digital literacy skills.

The timely and accessible response to students' questions effectively supports students to engage with their modules.

Actions Required	Priority H/M/L
11.5 Training must be provided for academic staff to ensure staff have an understanding of how to support students with learning difficulties or disabilities to enable them to achieve their qualifications.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
12.4 A clearly structured approach must be introduced to ensure the consistency, clarity and constructiveness of feedback to all students.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

13.5 The Institution must ensure students have access to all study resources throughout their period of study including access to resources linked to completed modules.  High  Medium  Low

## STUDENT SUPPORT, GUIDANCE AND PROGRESSION

### Institution's Strengths

The ongoing pastoral support effectively assists the students in dealing with non-academic issues and supports their continuing engagement.

#### Actions Required

#### Priority H/M/L

14.8 The Institution must develop appropriate mechanisms to raise staff awareness of the dangers of radicalisation and extremism and prevent students from being radicalised.  High  Medium  Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's Strengths

The spacious and well-appointed facilities in the federal headquarters provide a very good work environment for academic and administrative staff.

The provision of the free health care clinic in Malawi, offering tests and health checks, supports the health and well-being of staff and students very well.

The provision of specialist equipment in Malawi supports students with visual impairments to engage with higher education studies.

The use of external servers and service providers ensures sufficient capacity for ongoing programme storage and allows for future development needs.

#### Actions Required

#### Priority H/M/L

None  High  Medium  Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's Strengths

The use of local advisory bodies to inform new programmes developments ensures that course content is informed by local knowledge needs and is fit for purpose.

The community programmes, including free lectures and basic skills IT courses, effectively support knowledge and skills development amongst adults and school children in local communities.

#### Actions Required

#### Priority H/M/L

26.3 The Institution must fully implement mechanisms to inform stakeholders of actions taken in response to their feedback.  High  Medium  Low

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's Strengths

The comprehensive training and support provided to teaching staff and new tutors ensures that tutors have the knowledge and understanding to support online learning delivery well.

The support provided to teaching staff through the tutor resources centres effectively supports the online and blended learning programme delivery.

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

### RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution implements performance reviews for staff across all countries to help identify staff development needs and to inform the provision of continuous professional development.

The Institution should consider including the duration of programmes and number of modules to be completed each year as part of pre-course information to enhance transparency.

It is recommended that the Institution develops a framework and procedures for the consistent and effective management of dissertations and to provide clear information to the research committee.

It is recommended that the Institution ensures that the percentage guidance on similarity scores is consistently implemented across all provision and campuses, and that similarity scores are included in the feedback rubrics to highlight plagiarism incidence and risks to students.

The Institution should consider only using channels for formal communications with students which utilise safe messaging services and provide a reliable record of communications.

The Institution should consider developing information, advice and guidance for all students on careers and further studies to support their progression into further study or employment.

It is recommended that a complaints register be instituted to support the management oversight of issues identified by students and to support enhancements.

### COMPLIANCE WITH STATUTORY REQUIREMENTS

The fire extinguisher provision on the Zambian campus does not meet local authority statutory requirements, as noted by the Zambian Higher Education Authority during the visit in November 2018. Provision of additional fire extinguishers is identified in the Zambian campus action plan and had not been implemented at the time of the inspection visit.