

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

INSTITUTION: Ikh Zasag International University

ADDRESS: Bayanzurkh District
4 Khoroo, B. Dorigiin Street
PO Box 349
Ulaanbaatar 13381
Mongolia

HEAD OF INSTITUTION: Dr Namsrai Nyam-Osor

DATE OF INSPECTION: 6-8 November 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period.
- Probation accreditation.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 14 Dec 2017

1. Background to the institution

Ikh Zasag International University (the Institution) was founded in 1994 and is a private university based in Ulaanbaatar, the capital city of Mongolia. It is located on two campuses. One campus is in the centre of the city. A second campus, about 10 kilometres from the main one, was established in 2000 and is located in an area which is designated as the location for the future development of the city.

In addition to the university, there are two further schools within the group. One school offers certificate programmes and there is a secondary school offering programmes delivered in English and Mongolian. This re-accreditation inspection concentrated only on the University.

The Institution is a registered private limited company in Mongolia. It has one sole director. Its mission is to bring knowledge within reach through education and research to enrich and develop the future of students, communities, industry and society. Its aim is to become a modern global institution with developed technology and innovation, to define ways for positive change nationwide. Its objectives are to develop progressive teaching methods using effective technology enabling students and graduates to use their knowledge, ability and talents to the full for the benefit of the people of Mongolia and to undertake wider international research.

The most senior position in the Institution's executive structure is its President. A member of the Mongolian parliament chairs the Governing Board and the President reports to him.

The Institution has continued to develop and expand since its inception and now has a variety of partnership arrangements with numerous overseas organisations in Europe, Asia, Australia and the United States of America (USA).

2. Brief description of the current provision

There are currently ten branch schools offering bachelor degree programmes and one school offering master's programmes and doctor of philosophy (PhD) studies. In September 2016, the Institution commenced the delivery of a medical degree programme. An innovation centre provides students with the opportunity to implement their knowledge and enables them to obtain practical hands-on experience to complement their academic studies.

There are many undergraduate courses offered at the Institution. These can be categorised under the broad subject headings of law, accounting and finance, economics, banking, business and management, information technology, international relations, hotel and catering, tourism, marketing, human resources, construction, engineering, medicine, dentistry and public health, foreign languages, art and design, history, film and television.

Post-graduate master's courses are offered in business administration, accounting and finance, tourism, marketing, human resources and law and also PhD candidates are recruited in the subject areas of law and history.

The Institution is accredited, until 2018, by the National Council on Higher Educational Accreditation which is the major Mongolian accreditation body and the Ministry of Education, Culture, Science and Sports. All programmes must be approved by the Ministry of Education before they are permitted to run. The Institution continues to be monitored each year by the Ministry.

At the time of the inspection, there were 5,897 students, 5,553 full-time and 344 part-time. Five hundred and eighty-four students were under 18 years of age studying or enrolled to study on 47 courses. The majority of students are female. Most students are of Mongolian ethnic origin but some are recruited from China, Russia, Korea, the Philippines and Turkey.

Enrolments to the Institution take place each autumn and traditional delivery methods are employed. The Institution does not offer online delivery.

3. Inspection process

The inspection took place over three days. Two days were spent at the number one campus and the third day at the number two campus. The inspection team comprised two inspectors and a student inspector. A tour of the each campus took place. Meetings were held with the Chair of the Governing Board; the President and Vice-President of the Institution; the Vice-President in charge of Training and Innovation; the campus, academic, quality assurance, administrative, student support, maintenance and facilities directors and the senior librarian. Meetings were also held with two representative groups of students, and two representative groups of lecturers, one meeting with each group at

each campus. There were 14 teaching observations carried out in total. A large amount of information was made available to inspectors in the preceding days leading up to the inspection and while on the campuses.

4. Inspection history:

Inspection type	Date
Full Accreditation	22-15 September 2014
Interim	13 October 2016

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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| 1.1 | The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institution is very well governed by a strong senior team, which is appropriately qualified. It disseminates policies and procedures widely, the effect of which is that all staff understand their own role and responsibilities in helping the Institution to achieve its aims and objectives. In addition, staff understand the role of the President and Governing Board.

Governance and day-to-day management are clearly separated.

Regular and rigorous risk assessment is undertaken, the effect of which is that the major risk of student withdrawal in a highly competitive higher education environment is fully recognised leading to the requirement for exceptional support to be provided to students. Such support is fundamental to the ethos of the Institution and is enthusiastically embraced by staff at all levels.

The Institution has a range of relationships with other institutions in Mongolia and abroad, which includes student scholarships and exchanges with universities in Korea and Japan. This provides students with the benefit of gaining an opportunity to study abroad.

2. The institution has a clear and achievable strategy

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| 2.1 | The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | There is provision for stakeholder input to inform the strategic direction of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institution has a clear vision and mission, which is displayed prominently in all campus buildings along with many

photographs, awards and other materials. This ensures that all staff and students are aware of its strategic objectives. The Institution supports this with a range of competitions, prizes and activities to bring the mission to life. Employers, parents and other stakeholders are able to engage with the mission through the website and other activities presented by the Institution.

The strategic direction of the Institution is informed by consultation with various stakeholder groups. The impact of this is that the Institution demonstrates that it is clearly in touch with the higher educational needs of the community it serves. This extends, beyond its locality in Ulaanbaatar, to other parts of the country from which it draws students. It is now beginning to recruit some international students but these currently form a very small proportion of its student population.

It is clear that the Institution undertakes a responsible approach to addressing issues and recommendations brought to its attention particularly by external regulatory or advisory bodies. However, action which is taken is not always systematically recorded to provide evidence of the Institution's response to the feedback.

There is much documentation provided by the Institution but most of this naturally is in the Mongolian language. The effect of this is that it makes access to the documentation difficult for someone who does not speak or read Mongolian. Given the increasing international focus of the Institution it would be beneficial if documentation provided was briefly summarised or indexed in English as well as Mongolian for ease of access by interested parties who do not speak Mongolian.

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

3.1 The institution conducts its financial matters transparently and with appropriate probity. Yes No

3.2 The institution's finances are subject to regular independent external audit. Yes No

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

Comments

Independently audited and summarised statements of accounts of the Institution, for the most recent financial year, were available for inspection. The auditor's statement was translated from Mongolian into English. The summarised statement of accounts showed that the Institution is sound financially with a healthy equity reserve indicating the ability of the Institution to pursue its strategic development aims.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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| 4.1 | The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.3 | There are clear channels of communication between management, the governing body, staff, students and other stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.4 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5 | There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.6 | Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.7 | There is a set of comprehensive policies, regulations and procedures for staff and student conduct. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.8 | Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.9 | A policy exists and is administered effectively regarding collection of and refund of student fees. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.10 | Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.11 | Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.12 | Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is a clear line management structure supported by a range of committees. Communication throughout the Institution across and between campuses is good. This is facilitated by the very effective interactive online information system, which allows access, at various control levels, by stakeholders, predominantly students and staff and also parents. The system provides comprehensive academic and administrative information and enables effective electronic contact to be made between different parties.

The Institution has a comprehensive reporting system which enables action to be taken quickly as necessary.

Students confirmed that the publicity material including information on fees is completely accurate. Students are not required to pay any additional fees above those published even for social activities offered by the Institution.

Documentation provided in English is sometimes inconsistent in referencing roles and committee titles. For example, the President of the Institution is referred to by a number of different titles in documentation translated into English which can be confusing. Similarly a specific committee may be referred to by different titles within translated documentation.

5. Academic management is effective

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| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

All staff are encouraged to propose new programmes of study, which meet the objectives of the Institution. The Academic Board includes external members, which ensures that review of the curricula is rigorous and meets the needs of the country and the stakeholders. There are regular reviews of the curricula and design of programmes to which academic staff and independent stakeholders contribute. The effect of this is that the programmes and their content are current.

There is a clearly understood procedure for the acquisition of resources to support programmes, which ensures that courses are well resourced.

Staff appraisal is an annual process, which includes classroom observation. The process of classroom observation is rigorous in so far as it addresses the attributes of the teaching sessions observed for example it reviews the objectives, planning, methods of approach and relationship with students. The document used for classroom observation does not currently fully meet the Institution's own specific needs. Further, it does not include the signature of the observer and the staff member observed or record an action plan if such is appropriate.

The staff appraisal process effectively facilitates the provision of time and resources, where appropriate, for the acquisition of further qualifications or training to develop teaching skills and funding for attendance at conferences. The process ensures that all staff have a programme of continuous professional and personal development, which meets the needs of the Institution. A major impact of this is that staff feel valued and motivated and consequently display strong loyalty to the Institution.

6. The institution is effectively administered

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| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Administration of the Institution is clearly effective. The staff provide speedy and appropriate support to students and academic staff.

The efficiency of the administrative function is enhanced by the interactive online information system, which supports a range of academic and administrative functions including timetabling, assessment, student recruitment, staff and student records, programmes and career opportunities. The system ensures that data collection and record keeping is effective and can be used to provide reports for both internal and external use. Some records are held in hard copy form, for example staff are required by law to lodge their original qualification certificates with their employing organisation, although a copy is also made by the Institution.

7. The institution employs appropriately qualified and experienced managerial and administrative staff

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| 7.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institution has clear human resource policies and procedures relating to staff recruitment, equality, diversity, avoidance of discrimination and a well understood staff complaints procedure.

A checklist identifies what the new employee has been provided with during his or her institutional induction and is signed by the hiring manager. However, the new employee is not currently required to sign it after the induction process is completed. This would demonstrate ownership of the process.

There are clear job specifications and a transparent appraisal system for all staff. The staff support the system as they feel it is beneficial to their own development. The system draws information from numerous sources, including student feedback questionnaires which are completed each semester. The impact of this is that it contributes to staff motivation and recognises their value to the Institution as well as identifying areas for improvement.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. Academic staff are appropriately qualified and effective in facilitating student learning

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| 8.1 | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.2 | 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="radio"/> Yes | <input type="radio"/> No |
| 8.3 | Learning outcomes for all programmes are articulated and are publicly available. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.4 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.5 | Academic staff ensure the active participation of all students in class activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.6 | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.7 | Academic staff supply students with access to any additional learning materials as appropriate to support student learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.8 | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.9 | Academic staff draw upon current research in their teaching. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.10 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Academic staff are well qualified and the Institution has established the objective of increasing the number of staff appointed holding a doctorate. The academic staff are actively supported in their staff development.

The teaching contract includes a commitment to support students' learning and the staff interviewed showed their enthusiasm in providing student support. The effect of this is that students are very appreciative of the tuition they receive and are highly complimentary about the academic staff. The level of support was evident during the tours of each campus when students were observed engaging in practical activities as well as absorbing theoretical knowledge.

Each module specification clearly sets out its aims, objectives and learning outcomes.

Schemes of work and lesson plans are produced and are lodged with central administration once approved by the relevant academic manager.

The timetable includes a study day each week, during which students pursue a topic which they are required to research by themselves. Support is offered for this by academic staff either face-to face or by use of electronic means. The impact of this is that students develop their own independent learning skills in a progressive way.

There is a comprehensive programme of opportunities for students to gain relevant workplace experience including voluntary activities, work based projects and internships. Students informed the inspectors that these internships often led to full-time job offers.

The Institution does provide access to appropriate resources and has a clear procedure for acquiring additional materials and equipment subject to a case of need being produced and accepted.

9. Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work		
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.2	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="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

Students receive an assessment schedule and the assessment tasks are clearly written and avoid confusion or ambiguity. Written feedback is provided on marked student work and students confirm that they do receive useful feedback on their assessments. The effect of this is that students understand where and how they can make improvements, which aids their academic development.

The module guides contain a section on academic misconduct. This, combined with a comprehensive cheating and plagiarism policy, has the effect of constantly reminding students of the standard of academic behaviour which is expected.

There are effective procedures for external moderation at the final stage of each degree, when each student undertakes a viva voce (viva) conducted by an independent panel, known as the Academic Commission, for which they are prepared by their academic tutors. This is the normal approach in Mongolian institutions. The impact of this is that each student is individually and totally independently assessed prior to being awarded with a degree which provides for systematic rigour within the academic process. The Academic Commission provides a feedback report to the Institution.

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

- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings. Yes No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties. Yes No
- 10.3 The institution encourages and supports staff to obtain additional qualifications. Yes No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No

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

Comments

There is considerable emphasis on research and each member of staff is required to produce two pieces of scholarly activity capable of being published each academic year. Time is allowed on teaching timetables for research and scholarly activity to be undertaken. The research undertaken is not concentrated on specific areas and staff are given considerable freedom to pursue their own research interests, which leads to a diverse range of individual research activities.

Given the Institution's increasing maturity and its mission to bring knowledge within reach through education and research to stakeholders and building on current experience, it would be beneficial if research was concentrated in specific areas. This could lead in time to the Institution providing centres of excellence with national and international recognition. Such research might include collaboration with other institutions and partners both inside Mongolia and internationally. Such a strategy may be more easily facilitated if staff at both campuses were encouraged to collaborate with each other to undertake such research.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

- 11.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 11.2 Information on the programmes available is comprehensive, accurate and up-to-date. Yes No
- 11.3 There are effective procedures to update information on a regular basis. Yes No
- 11.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No
- 11.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available. Yes No
- 11.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials. Yes No
- 11.7 Students are informed as to the necessary English language requirements for entry on to programmes. Yes No
- 11.8 The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students. Yes No

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

Comments

The published information on the Institution is accurate and comprehensive and this was confirmed by students. There are appropriate procedures for updating the information and prospective students are made fully aware of the full cost of their programmes of study, the effect of which is that students are not misled and feel confident to place their trust in the Institution.

The policy on accreditation of prior learning and prior experiential learning is embedded in the enrolment and recruitment policy.

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

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| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.3 | 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="radio"/> Yes | <input type="radio"/> No |
| 12.4 | All application enquiries are responded to promptly and appropriately. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 12.6 | 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="radio"/> Yes | <input type="radio"/> No |
| 12.7 | Students with special needs are identified so that appropriate support can be provided. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The entry requirements are clearly set out and a formal application process is in operation. Enquiries are responded to efficiently.

Qualifications claimed are verified and the programme information, which is published, was confirmed by students to be accurate.

One recruitment agent is contracted but is currently not providing any service to the Institution.

Appropriate support is provided to students with special needs.

There is a rigorous process in operation for reviewing the accreditation of prior learning and experiential learning incorporating verification of qualifications claimed, testimonials from employers and review of a portfolio submitted by the applicant. The impact of this is that the Institution does as much as it can to maintain its high standards without barring prospective eligible students holding other qualifications or possessing relevant experience.

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

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| 13.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is a well organised student support service, which is managed by suitably qualified staff. In addition, the teacher training undertaken by academic staff includes a section on educational psychology. The effect of this is that academic staff are trained to some degree to identify changes in student behaviour, which may be indicative of the need for intervention in the form of advice or counselling. All staff are willing to provide pastoral support so that students' pastoral needs are fully met.

Students receive an effective induction programme, which includes information on pastoral support and have easy access to staff out-of-hours.

There is an appropriate policy to avoid discrimination and procedures for dealing with abuse by staff or students.

The interactive online information system provides a very effective means of communicating with students out of class hours.

14. Students receive appropriate guidance

- | | | |
|------|--|---|
| 14.1 | 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students receive a detailed induction to the Institution.

There is a clear student complaints procedure in operation although none of the students interviewed had ever initiated it formally because they find that any issues are appropriately dealt with by academic or administrative staff.

Overall, students receive good careers advice by discussing their potential opportunities with academic staff, many of whom currently have or have had relevant practical industrial or professional experience, some at a senior level. This is beneficial and encouraged. In addition, the Institution provides students with a very informative short careers booklet which gives guidance on such items as completing curricula vitae and preparing for interviews. There is however no dedicated careers service provided which leads to advice being delivered on an ad-hoc basis. It would enhance the careers

provision if a careers service was established with designated staff support which could be accessed by students particularly in their later years of study.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

- | | | |
|------|---|---|
| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Academic staff review assessment outcomes and provide counselling to students who are not making satisfactory progress or who in their judgement are not reaching their potential. This has the effect of developing a strong bond between the students and the academic community in the Institution.

There is a clear policy on attendance. Student attendance is recorded and absences are followed up. The Institution enjoys a high rate of attendance.

A student dean system is in operation, which provides for the regular review of individual student progress. The Dean carries out the personal tutor role and the effect of this is that the Dean develops a close relationship with the students and is able to intervene effectively and provide appropriate guidance and additional support.

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 the country or location. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.2 | On arrival, international students receive an appropriate induction in issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.3 | Information and advice specific to international students continue to be available throughout their time at the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Appropriate advice is provided to international students particularly with regard to the extreme Mongolian climate.

The Institution demonstrates, in its actions and facilities as well as within its policies, its complete tolerance of the cultural and religious rites and customs of its student population.

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

- 17.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. Yes No
- 17.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 17.3 A level of supervision is provided appropriate to the needs of students. Yes No
- 17.4 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

Residential accommodation, referred to as dormitories, is provided and is of an appropriate, if basic, standard. It is sparsely but adequately furnished. It is inspected by the appropriate authorities. Accommodation is provided free of charge to students from certain particular western Mongolian provinces where the population is recognised as being less financially advantaged. The impact of this is that students from these areas who would otherwise have difficulty in sustaining themselves while undertaking their studies are encouraged to enrol subject to them meeting the entry requirements.

The accommodation is well supervised and the premises inspected included a small library for student use.

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

- 18.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 18.2 The social programme is responsive to the needs and wishes of students. Yes No
- 18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. Yes No
- 18.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No
- 18.5 Students are encouraged to develop and participate in extra-mural activities. Yes No

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

Comments

Students are very complementary about the social programme provided by the Institution. It covers sporting, cultural and artistic events and there is a great deal of emphasis on developing the talents which students naturally possess. This was demonstrated by an hour long cultural evening, which took place during the inspection and was presented by students. This is an example of how the Institution is meeting its objectives to develop the talents of students not only academically but also culturally and artistically.

It was confirmed in interviews with students that the social programme is responsive to student needs.

Students undertake community improvement programmes supported by staff. This has the effect of broadening their experience and community spirit while at the same time promoting the Institution.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

19.1 The institution has secure tenure on its premises. Yes No

19.2 The institution has the legal right to use these premises for the delivery of higher education. Yes No

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

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

Comments

All the premises used by the Institution are owned by the Institution.

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

20.1 Access to the premises is appropriately restricted and secured. Yes No

20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. Yes No NA

20.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No

20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No

20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No

20.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

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

Comments

The premises are well secured by cameras and 24 hour security guards.

The premises are well maintained and clean providing a safe and pleasant environment in which to study.

There are safety rules in operation within hazardous areas, which include laboratories and rooms where practical activities take place including the use of technical electrical and manual equipment.

The timetabling of classes effectively ensures that there are not too many students in campus at any one time and consequently there is good circulation space.

The heating systems are very effective and ensure a suitable working environment for the students and staff.

21. **Classroom and other learning areas are appropriate for the programmes offered**

- 21.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No
- 21.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. Yes No
- 21.3 There are facilities suitable for conducting assessments such as examinations. Yes No

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

Comments

The classrooms and specialist laboratories are appropriately equipped and of sufficient size to accommodate students and the conduct of assessments.

There is also a large lecture hall and a gymnasium for sports use as well as timetabled physical education lessons.

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

- 22.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No
- 22.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No
- 22.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No
- 22.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No
- 22.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 22.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

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

Comments

There is appropriate space for staff and students to undertake their own private study or research work. There are also good facilities for staff to relax and cafe facilities with seating for students.

The offices are of an appropriate size for administrative and academic purposes.

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

- 23.1 The library is adequately staffed with appropriately qualified and experienced staff. Yes No
- 23.2 The library has sufficient space for student independent study and group working. Yes No
- 23.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials. Yes No
- 23.4 There is a well-organised lending policy. Yes No
- 23.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. Yes No
- 23.6 Library opening times are sufficient to encourage and support student independent learning. Yes No

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

Comments

There are well qualified and enthusiastic staff administering the libraries. The main library has 24 hour access, while the second library is open 24 hours in the period leading up to assessments. Some of the schools have their own libraries. The libraries observed were well used with good provision and stocks of reference texts in various languages and extensive access to electronic journals and publications. The effect of this provision is that the libraries provide the facility to help students develop their independent learning and research skills.

Currency of library material is reviewed regularly and academic staff are able to request the acquisition of new titles.

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

- 24.1 There are sufficient computers of the necessary specification to meet student and staff needs. Yes No
- 24.2 There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. Yes No
- 24.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. Yes No

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

Comments

The Institution has engaged in regular investment in hardware and up-to-date software having the effect of giving staff and students strong support in the provision of teaching and learning respectively.

The equipment, particularly in laboratories which use information technology, rapidly becomes out-of-date but staff are able to request additional resources to keep the equipment up-to-date on the production of a case of need.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

- 25.1 The institution undertakes regular and systematic monitoring of its operations. Yes No
- 25.2 The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. Yes No
- 25.3 The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels. Yes No
- 25.4 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. Yes No
- 25.5 Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders. Yes No
- 25.6 All programmes are subject to annual review and to full revalidation every five years. Yes No
- 25.7 Annual review and revalidation of programmes involve external assessors. Yes No
- 25.8 All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders. Yes No
- 25.9 Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students. Yes No

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

Comments

Much attention is paid by the Institution to quality assurance and enhancement. The Institution has a Quality Assurance policy. The essence of the system is constant review. Each school is reviewed by an independent quality assurance team on a monthly basis. This team reviews all aspects of the school's provision. This covers not only the academic provision but addresses issues such as record keeping, cleanliness and tidiness and student fee collection, which is the responsibility of each school. The effect of this is that there is strong competition between the schools and each one aims to be judged top and avoid being the lowest ranked. These ranking are delineated by a red and blue flag respectively.

In terms of academic delivery and performance, there is a clear hierarchical reporting structure. This leads to reports to the Academic Programme Committee comprising heads of schools and senior executive board staff, which in turn makes recommendations to the Academic Board. The Academic Board which includes external membership approves changes in programme design and new programme development. The effect of this regular monitoring, in addition to that which is undertaken by external authorities such as the Ministry of Education, is that the quality of provision is under constant scrutiny and staff are acutely aware of the need to maintain high standards.

Feedback from the Academic Commission, comprising independent members, which carries out the vivas prior to the final awards, provides advice on academic standards and recommends enhancements which are then, in turn, considered by the Institution's Academic Programme Committee and Academic Board.

Year-on-year reports including graphical analysis on academic performance are produced.

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

- | | | |
|------|---|---|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students complete feedback questionnaires at the end of each semester, which are incorporated within the quality assurance mechanism. Appropriate action is taken in the event of unsatisfactory scores being recorded. The progression of students is conditional upon them completing the questionnaires. The effect of this is to ensure that there is almost a 100 per cent response rate. Consistent unsatisfactory scores relating to a member of staff will result, in the first instance, in a review by senior management and, if necessary, support and professional development. If subsequently there is no improvement then ultimately dismissal can result. The effect of this is to ensure that academic staff maintain the currency and high standards of their teaching.

In addition, the views of other stakeholders, such as employers, are obtained as part of the Institution's review of programme content. This ensures currency of content. Feedback tends to be informal as good relationships with business and industry have been formed.

Key performance indicators are identified within the regular independent quality assurance review mechanism.

There is a strong connection with alumni, some of whom occupy senior positions particularly in the legal profession. Students and staff benefit by attending guest lectures, which are delivered by business leaders and accomplished alumni.

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

- | | | |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Staff are encouraged to make suggestions for programme development and enhancement particularly through the staff

appraisals process. In addition, staff questioned confirmed that they are invited to state how they have contributed to the organisational objectives and what their further development needs are.

Action resulting from deficiencies in service is undertaken and reviewed within the committee structure.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The Institution has a clear mission which is widely disseminated and its staff are committed to its delivery.

The Institution has a very strong highly qualified and clearly focused senior management team and applies sound financial management.

The Institution's mission to enrich and develop communities is strongly exemplified by the various community projects undertaken by students and supported by staff.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The interactive information online system, enabling all stakeholders to access information relating to the Institutions programmes, administration and activities, is particularly beneficial to students, staff and senior management.

The Institution employs capable and efficient administrative staff who supply strong support to students and staff.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The Institution employs committed teaching staff who are clearly focused on meeting the institutional objectives. In particular the Institution's staff support students not only in their academic studies but in the development of their varied artistic talents.

The Institution provides opportunities for its students to apply knowledge in realistic settings both within the Institution and outside through placements and internships utilising strong connections with business.

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

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Students receive excellent pastoral support, which is fully appreciated by the student body.

There are numerous social, cultural and sporting activities available to students, which are supported and provided by the Institution leading to further enhancement of the student experience.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students are able to access the library at any time and the university is well equipped with appropriate information technology facilities and study areas. This greatly enhances the student academic experience.

The provision of health and well-being support for staff and students on-campus is highly regarded by all stakeholders on and off campus.

Campuses are located near residential areas, which are easily accessible by students and staff.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

There is a very strong culture of improving quality within the Institution centred around the comprehensive quality assurance function.

There is a detailed reporting structure on quality management throughout the hierarchy of the Institution.

The concept of including external academic membership on the Institution's Academic Board ensures that external scrutiny is appropriately focused on the Institution's academic governance.

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

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

It is recommended that the Institution establishes a formalised action plan process to provide evidence of the response of various committees to recommendations made by external bodies.

The Institution should provide a brief summary or index of documentation held by the Institution in English as well as in the Mongolian language.

The Institution is recommended to edit inconsistencies in role and committee titles in the documentation provided in English.

The Institution should localise the classroom observation form to the Institution and make provision for it to be signed by

both the observer and the academic staff member being observed along with space to record any proposed action.

It is recommended that the Institution makes provision for the staff induction checklist to be signed by the member of staff as well as the hiring manager.

The Institution should develop a research strategy based on building centres of excellence or expertise perhaps in collaboration with other institutions or partners.

It is recommended that the Institution increase the recruitment of academic staff possessing a strong research base.

The Institution should establish a designated careers advice service.

COMPLIANCE WITH STATUTORY REQUIREMENTS

The institution has signed the declaration of statutory compliance to evidence that they meet the statutory requirements in Mongolia, including for safeguarding. The Institution does recruit students who are under the age of 18. These are students who will achieve their eighteenth birthday within a few months after the start of the academic year. They are recruited as they have satisfactorily completed their high school education and are therefore eligible to be enrolled as they have met the entry requirements. They are accommodated in rooms with students who are aged 18 and are of the same gender rather than with senior students in the dormitories. The Institution should consider accommodating students under the age of 18 separately from those who are 18 years of age or older.